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D5.1b: Protocol for youth engagement

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Executive Summary

This protocol, however carefully designed, is a proposal for how CO-CREATE will engage and work together with young people through youth alliances. Combining scientific and experiential knowledge to arrive at policy proposals for overweight prevention, the protocol outlines the overall process and suggested activities. In line with participatory action principles, CO-CREATE staff and youth will jointly define the goals and activities of alliances. The outer limits of this being the formulation of policy proposals for overweight prevention on a system level. In short, we will 1) build alliances to come up with 2) policy proposals for obesity prevention among youth and 3) research this process.

To be able to compare across cases and countries, we start with the set of activities outlined here. The way alliances eventually work and the activities are nonetheless determined by youth and researchers jointly. In fact, deviation from the protocol serves as experimentation and learning to finally find out which form of engagement supports sustainable youth alliances for overweight prevention.

Youth alliances consist of several work package activities. This protocol outlines WP5 activities with young people and will be used across all five countries: the Netherlands, Norway, England, Portugal, and Poland. Youth alliances will integrate and build on information and outputs from other work packages. This include a database of youth-relevant policies (WP2), review of the research literature (WP3), and youth-created system maps over factors that influence eating and physical activity behaviours (WP4). The policy proposals developed in the youth alliances will be presented to policy makers and representatives from the food industry in youth-led dialogue forums (WP6), which feed forward into the alliances.

The alliance activities consist of youth engagement and process evaluation research. The *engagement* with youth is built on the principles of participatory action research (PAR) and consists among others of photovoice, interview training, advocacy training and Nominal Group Technique leading up to empowered youth, alliances, and policy proposals. The process evaluation *research* is based on a mixed methods approach of participant observations, PAR minutes, evaluation, registration data and survey (from WP7) data. This protocol will further lay out the details of each activity. It is accompanied by separate annexes, for example on observation items. The way youth are recruited, and the incentives given for this are part of a different protocol, as is the preparation necessary for all fieldwork activities.

The design of this protocol includes the input from young people in several ways: 1) Youth-led Participatory Action Research is developed through many collaborations with young people both in the Global North and South. With have presented our approach to leading PAR experts at Institute for Development Studies, Brighton, United Kingdom and 2) The information material and basic ideas of CO-CREATE WP4-7 have been checked with youth (age 16-18) in three rounds. The drafting of the protocol has been supported by CO-CREATE colleagues from all work packages. We have in discussed our approach with the youth organization Press Norway and with a representative form RTI International / Young Professionals Chronic Disease Network engaged in youth advocacy regarding Non-Communicable diseases (Kataria and Fagan 2019). Furthermore, we have mapped the field of youth organizations and youth participation in the Netherlands and discussed our approach with JOGG (Youth on Healthy Weight Netherlands). On the basis of this and running up to the start of WP5 we

have arranged the following activities to make the implementation of WP youth friendly: approach youth influencers (YouTube) to collaborate with us; consult youth workers (Diversion) and youth researchers in the Netherlands; get back to the European Youth Parliament to present our approach; present our approach to Save the Children Netherlands.

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List of acronyms / abbreviations

CBPR	Community Based Participatory Research
GA	Grant Agreement
NGT	Nominal Group Technique
PAR	Participatory Action Research
WP	Work Package
YPAR	Youth-led Participatory Action Research

1. Introduction: a democratic deficit in overweight prevention

Modern liberal democracies are facing a dilemma: the extension of democratic rights, increasing levels of education, and wealth have fuelled demands by citizens for individual freedom and autonomy. At the same time, the growing complexity of modern problems such as global warming, persistent poverty, malnutrition and overweight, call for solutions on a system or even planetary level (Beck et al. 1994, Beck 2007). The classical political institutions of modernity seem incapable of solving this paradox (Fung and Wright 2001) and new forms of politics have developed under the heading of participatory democracy or network governance, to mention a few. In general, we have witnessed a trend towards the displacement of politics from core institutions - e.g. the parliament - to a range of larger and smaller actors in shifting network configurations (Hajer 2003). Citizens are called upon to participate in network governance in various ways such as being involved in consultations and referenda or, in the case of CO-CREATE, in research and policy design.

Like classic political institutions, science is on the move as well. While we need science to solve the problems of our day and age, scientific practice itself is democratized: citizens are increasingly involved both because of their experiential knowledge and to enhance the legitimacy of scientific findings (Carpini et al 2004, Fung 2006). In the area of health and illness, citizens or patient's involvement is becoming more common too (Abelson 2003; Telford et al 2004). In this vein, the Grant Agreement states:

“Changing the obesogenic system for - and more importantly, in collaboration with - adolescents across Europe appears to be a key strategy to reduce obesity prevalence and the related burden of disease. In CO-CREATE, adolescents are not merely the object of an intervention designed by researchers, but are themselves agents for change, identifying required actions and collaborating to help achieve them. Their involvement in the CO-CREATE project provides strong political legitimacy for the actions that they identify, as they are the affected constituency. Such an approach is advocated by the “Lancet commission on adolescent health and wellbeing” which argues that “given the opportunity, adolescents and young adults are powerful agents for social change, including the promotion of their own health and wellbeing” (25)¹.

“However, they acknowledge that the growing complexity of political and economic systems presents barriers to the engagement of adolescents, and that new structures and processes are needed (25). Specifically, they point to training, mentorship, and resources as essential for adolescents to play an effective role and to the need for establishing forums for meaningful youth participation.”

The following aspects are thus core to WP5:

- Youth and experts CO-CREATE policies and organizational forms
- This combines experiential and scientific knowledge
- Youth change from a lifestyle to (world) system thinking and are empowered to take political action

¹ Entries in this protocol that are italicized are texts that were taken directly from the Grant Agreement (GA).

WP5 is furthermore based on the assumption that participation and innovation need learning, both by youth and researchers, through active engagement with an issue. More particularly, that it is through learning the political view and participation of young people in tackling the issue of obesity need to be further developed, while researchers and stakeholders can benefit from experiential knowledge of youth. The increase of political participation of youth in addressing the problem of obesity should also include shifting the thinking of the issue from the lens of individual responsibility to a systemic political one. Capacity building that allows young people to learn more about an issue, in this case about obesity, is an integral aspect to increase their readiness for action, in this case in coming up with policy ideas to address obesity. Experience based learning is an effective capacity building tool for youth as it allows easier transition from knowledge acquisition to action as learning and activities are intertwined throughout the process. Group learning and group feedback provides an environment for youth to get used to think of and address the issue of obesity through a collective lens. Local context and local knowledge influence political participation and empowerment of young people.

However, citizens involvement and youth involvement are not easily achieved. Youth in general is underrepresented and especially already marginalized groups. This problem is exacerbated by the fact that overweight is more prevalent among those groups. CO-CREATE aims therefore at including youth with different backgrounds and particularly makes an extra effort to include youth with lower socio-economic status and ethnically marginalized groups. Moreover, our fieldwork approach ensures that we adjust our sampling and inclusion criteria to those inequalities that are relevant to the specific location of our activities.

Taken together, evidences from different studies suggest that several aspects of participatory research and policy making are crucial (Carpini et al 2004, Fung 2006, Abelson 2003; Telford et al 2004): problem solving as a core activity; diversity and inclusion; capacity building; deliberation; learning and action. In WP5 we translated this into participatory action research (PAR) (Baum, MacDougall, and Smith 2006) as the basic approach structuring all activities, specifically youth-led participatory action research (Ozer and Piatt 2017). Before we describe PAR in more detail, we first insert the goals of WP5 in the Grant Agreement.

Policy in CO-CREATE

In CO-CREATE, we aim to develop policy ideas regarding systemic overweight prevention. But what do we mean by policy? When can start to define policy in relation to two similar concepts: politics and polity. Politics would refer to the mechanisms of exercising power, generally with the aim to (re)distribute who gets what when and how. Polity would refer to the institutionalized and organized side part of this, for example state structure. Policy, lastly, denotes the action or intervention side of politics and polity. It is a set of plans or interventions, within a framework of more general ideas. If plans come from a government we generally talk about public policy. This definition is precise enough for our goal. It distinguishes itself from the more colloquial use of policy as a norm or routine (e.g.: “it is our policy to consult team members before we take decisions”).

Defining policy, however, is not enough for the purpose of CO-CREATE. In CO-CREATE, we want to engage in the process of *policy making*. The easiest way to understand the process of policy making is to pitch it against the way it is depicted by politicians and - oftentimes - journalist. This we call the linear model. The linear model of policy making assumes a (rationalized) sequence of:



Figure 1. Linear model of policy making

Since the nineteen seventies, a number of empirical and conceptual critiques have led to better models of policy making processes (Kingdon 1984, Cohen et al. 1972). In general, these models posit that the sequence can be different (a solution can trigger the identification of a problem, for example). More fundamentally, policy making is a process in which problems are redefined and wider social conflicts are renegotiated (Hajer 1995, p. 20-23). Especially in situation where authority is less evident and where a complex set of actors are involved, the construction of policy is itself a form of politics and of the construction of legitimate authority (Hajer 2009).

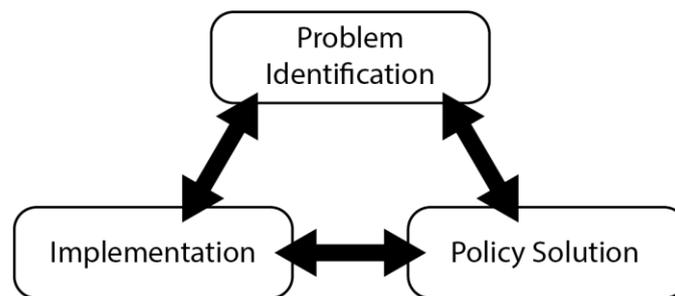


Figure 2. Cyclical model of policy making

This pertains to our CO-CREATE approach. The process of alliance building is in itself a political, not an instrumental act. It entails the active construction of a new group - or mini-public to use Goodin and Dryzek's (2006) concept - their empowerment and paradigmatic shifts in the definition of the problem. The potential outcome of CO-CREATE is thus larger than a set of policy proposals.

Alliances within CO-CREATE

The youth alliances build on and integrate the information gathered in WP2, 3 and 4, prepare youth for WP6 and create input for WP7. In line with participatory action principles, the protocol serves as a guideline for the CO-CREATE team members. To be able to compare across cases and countries, we aim to take the same steps in all countries. The way alliances eventually work is nonetheless

determined by youth and researchers jointly. In fact, deviation from the protocol serves as experimentation and learning to finally find out which form of engagement supports sustainable youth alliances for obesity prevention.

WP5's Goals

According to the Grant Agreement, WP5 has a number of goals, objectives, deliverables and tasks. We list those here without further comments because they set the agenda for the way we approach youth engagement. Later on, we return to the way certain activities of WP5 fulfil specific goals, objectives, deliverables and tasks.

Goal 1: Process: Effective engagement with youth which makes them more aware of the political aspects of obesity and supports them to be more prepared to be engaged in a policy process.

O5.1: *To promote and support adolescent participation and political efficacy complementary to the formulation of policies for upstream obesity prevention, particularly in tapping into means and modalities more suitable to and identified by adolescents themselves. This **empowers** adolescents and contributes to capacity development.*

O5.2: *To establish sustainable and transferable **youth alliances** for overweight prevention policies that allow exchanges of knowledge and learning to happen among and between adolescents and scientific researchers, integrating adolescents' experiential knowledge, scientific knowledge and political knowledge for upstream overweight prevention. We aim for adolescents to continuously recruit peers as a basis of an ever-growing group of adolescents that is policy aware and active.*

Goal 2: Policy: Co-creation of policy ideas with youth on obesity.

O5.3: *To develop transferable, novel, context-specific and science and experience informed **policy options** that will contribute to upstream overweight prevention.*

O5.4: *To **collaborate** across the work packages, particularly WP2 for existing policies, WP3 for evidence-based policies, WP4, WP6 and WP7 for novel policies. WP5 will recruit and train adolescents also for WP6. Furthermore, WP5 will collaborate with colleagues across WP2-WP7 to identify sustainable and effective upstream overweight prevention policies and forms of collaboration with adolescents and support dissemination through WP9.*

Month 12:	D5.1	Protocols for recruitment and training of diverse youth across different countries
Month 24:	D5.2	Recruited and trained youth
Month 30:	D5.3	Proposals for new policy in the form of policy briefs
Month 36:	D5.4	Video documentary and vlogs co-produced in collaboration with existing high profile vloggers and influencers
Month 36:	D5.5	Evaluation reports on the sustainable alliances for overweight prevention policies

Month 42: D5.6 Synthesis report on the basis of Evaluation reports of the alliances for academic dissemination

Month 42: D5.7 Scientific article on youth participation in obesity prevention policy

Task 5.1: To reach out to diverse adolescents (in terms of gender, ethnicity, health status, political experience and socioeconomic background and thus in terms of vulnerability and political efficacy) and identify opportunities and obstacles to participation in overweight prevention policies.

Task 5.2: To bring adolescents together, train them and to CO-CREATE with them the most suited organizational form for alliances for Overweight Prevention Policy and to specify with adolescents which kind of alliances are suited for them depending on political level (European, national, city).

Task 5.3: To co-identify with diverse adolescents politically relevant opportunities and obstacles to leading a healthy life and to CO-CREATE policy proposals for regional, national and European levels that contribute to prevention of overweight and obesity among adolescents at the European, national and city level.

Task 5.4: To co-specify with adolescents which kind of co-creation is suited for them: knowledge production, agenda setting, intervention design, implementation or evaluation and to co-identify the practices through which youth can be involved, for example: social media, offline/online dialogue, education, or research.

2. Youth-led Participatory Action Research: the WP5 approach

WP5's activities with youth is designed and structured based on participatory action research (PAR) (Baum, MacDougall, and Smith 2006, which is similar to Community-Based Participatory Research (CBPR). We particularly base WP5 on youth-led participatory action research (Ozer and Piatt 2017) where youths themselves learn more about their environment and use this knowledge to CO-CREATE with us new policy ideas to tackle obesity.

Youth-led participatory action research (YPAR) is a form of Participatory Action Research (PAR), an approach to conducting studies that was first originated as a critic towards a more conventional top-down extractive research approach where 'expert outsiders' are studying 'research subjects' (Jacquez, Vaughn, and Wagner 2013; Bennett 2004, Nyden and Wiewel 1992). The origin of PAR has been credited to the thinking of Saul Alinsky (1971), Paulo Freire (2018/1970), and Kurt Lewin (1946) who first coined the terms 'action research'. PAR, as well as a CBPR are rooted in participatory research where community members in research are seen as equal partners with the researchers and the approach values their active involvement and contribution to the entire process. Both PAR and CBPR assume that:

1. Community members are actively participating in every phase of the process.
2. Researchers and community members are in true partnership, bringing different strength to the table.
3. Community members have situated knowledge and lived experience that are critical to a comprehensive understanding of the situation.

What sets PAR slightly apart from CBPR is its closer focus on doing research as a means or a form of action to instigate political change. We therefore choose to use PAR as the guiding approach for WP5.

PAR is "a cooperative, iterative process of research and action in which non-professional community members are trained as researchers and change agents, and power over decisions are shared among the partners in the collaboration" (Ozer and Douglas 2013, p. 66). Furthermore, "[PAR] focuses on research whose purpose is to enable action. Action is achieved through a reflective cycle, whereby participants collect and analyse data, then determine what action should follow" (Baum, MacDougall, and Smith 2006, p. 854). An essential element of PAR is the transfer of [...] knowledge, particularly the technical skills transferred from researcher to community partners" (CalFresh 2012, p. 5). PAR thus includes a phase of empowerment in which participants are provided with capacity building through training or facilitation in order to further enable them to understand their own lived situation and make use of their situated knowledge.

PAR that is led by youth is commonly known as YPAR (youth-led participatory action research). Youth are still rarely involved in participatory research, most importantly on issues that are immediately relevant to their lives (CalFresh 2012, Jacquez, Vaughn, and Wagner 2013). Youth-led PAR has been found to be an effective tool for young people to address inequalities on various social issues, particularly those that are directly impacting them, including health, as well as successfully promote civic and political engagement among youth (Berg, Coman, and Schensul 2009, Cargo 2003, Ozer and Douglas 2013).

YPAR has been systematically studied in terms of its effectiveness in producing 'empowered outcomes' among young people specifically (Ozer and Douglas 2013), including increasing adolescents' motivation to influence their community setting, inspiring participatory behaviour among youth, improving their general socio-political skills, and heightening perceived control in their schools (Ozer and Piatt 2017).

Furthermore, informed by existing studies and literature as well as previous experience of participatory project with youth, the following principles are adhered to in WP5's engagement with youth:

Youth participation is not tokenism

WP5's activities that are based on youth-led PAR is designed to make sure that the voice of youth is central in our project and their inputs and insights are integral in the resulting policy recommendation. Following Hart's ladder of participation (1992), these activities will be mostly youth-initiated and youth-directed which is considered one of the highest degrees of inclusion of youths (see also Fung 2006) for a multidimensional approach to participation from which we took the suggestion to work with participatory budgeting).

Youth's perspectives include those of others rather than just individuals' experience

One of the downsides of efforts to include citizens in general and youths in our case, into policy making is that consulted youths mostly are only able to articulate their own perspectives and experiences and were not aware of what might be significant to other youths let alone the wider public (Feringa and Tonkens 2017). Youth-led PAR that is built around youth collecting information beyond what they are already aware of before coming up with solutions to a social issue. This ensures that issues they raise will be relevant to other youths and to their community. In general, the alliance activities are structured to help youth broadening out from their particular position. When collecting information and refining policy proposals, they come across other youth and groups and would be able to understand their point of views as well.

Clear purpose with reasonable timescale

One of the aspects of successful youth involvement is to make sure that their participation has a clear goal and is done within a reasonable timeframe (McNeish 1999). WP5's engagement based on youth-led PAR has a clear goal of creating policy ideas and will conclude in no longer than one school year.

Allowing for self-expression

Youth will be more likely to have a contribution of quality when their participation is fun and allows them to fully express themselves, and when the relationships between people involved are mostly horizontal (Crowley and Moxon 2017). The youth-led PAR design lets youth take the lead and decide on what to do for the project where they will work closely with peers to ensure this.

Innovative ways of policy making

We aim to identify new insights and original ideas as part of our policy recommendations. Youth-led PAR empowers youth to come up with informed policy ideas and due to its nature where young people decide among themselves what to focus on, youth-led PAR allows ample room for creativity and innovative ideas to emerge. When it comes to youth themselves, they tend to be more engaged when they participate in innovative ways to influence policy (as opposed to more conventional ways of

advocacy, meetings, etc.) which might include the use of digital means or creative outlets (Crowley and Moxon 2017).

Provision of support and regular motivation

The most important role of adults (in WP5 these are the facilitators) in encouraging youth participation is to provide them with the necessary support and motivation to be constantly engaged. Under youth-led PAR, the provision of capacity building as well as the facilitation during regular meeting of youth achieves this. The following paragraph will present in detail the capacity building and facilitation.

3. Outline of Youth Alliances

WP5's activities will be conducted in alliances where young people are facilitated to work together as a group. The youth alliances build on and integrate the information gathered in WP2, 3 and 4 while preparing youth for WP6 and creating input for WP7.

In these alliances, young people learn more about the systemic factors that affect health related lifestyles to produce policy ideas and they will receive capacity building to collect information through activities such as photovoice or conversational interviewing in order to support these ideas. An 'alliance' is operationalized as a temporal gathering of a group of young people where they work together towards a common goal. It is the organizational form in which YPAR is taking place. The way we plan the alliances they will comprise about 15 members each and meet on a regular basis.

Alliances themselves are cocreated by youth and facilitators (see section 7 for an elaborate description of the work of the facilitator and co-facilitator). An existing organization - for example a chapter of Save the Children or school, can be a basis for alliances if they allow room to modify the organizational form according to alliance members. In each country, three alliances are set up consecutively and in collaboration with different organizations.

Each alliance will be facilitated by a CO-CREATE local country personnel we call facilitator, and by a co-facilitator from a youth organization. A co-facilitator can be recruited from existing youth organizations (PRESS has indicated their availability to help with this process). The inclusion of a co-facilitator is meant (1) to support the work of the main facilitator and (2) to include youth organizations more integrally in the process in order to allow the possibility for youth organizations to be more substantially involved with the alliance after the CO-CREATE project is completed. We seek support by youth organization or schools for continuity.

In line with the objectives of CO-CREATE and following from youth-led PAR, youth themselves eventually decide on the activities and forms of the alliances, e.g. in what way and how often they want to communicate and/or meet, what topics to discuss during their regular meeting, what capacity building they need to support their creation of policy ideas, etc. WP5's engagement protocols serve as a starting point and offers activities for young people to do. In total we have designed 10 meetings, lasting 1 to 3 hours. Youth and (co)facilitators jointly and openly decide on what they actually do. It is agreed by all teams and crucial that facilitators and each country adheres to this setup: offer the same

program while opening up for youth to change it. The changes and the reasons for that are documented in meeting minutes and observation notes (see below under research). The modified and youth led program is made explicit during meetings so that it serves as a common goal for all members.

To ensure that the activities are exciting and useful for young people while at the same time not being burdensome, individual youth can also indicate their preferences in terms of which activities they will focus on more or be more involved in. All young people in the alliances will receive training in different skills, e.g. doing photovoice or conversational interviewing, but some might be more involved in doing one activity than another, e.g. a young person might do more information collection with photovoice while opting to do less conversational interviews. In addition, if conducting the activities in their own time is considered to be too burdensome, information collection, e.g. with photovoice or conversation interviewing can also be done during CO-CREATE meetings.

WP5 meetings are designed to offer constant empowerment for young people which is both an overall goal, a prerequisite for meaningful outcomes and a way to enhance participation. The PAR approach in general empowers and motivates youth by giving them co-ownership of the activities. Within each activity, empowerment means we allowing young people to personalize, contextualize, and take control of the outputs of their activities and of the inputs presented for them during the meetings. We see this for example in meeting 1 where they adjust and create ownership of WP4's maps and in meeting 5 where they will work on results from WP2 and WP3. Young people are also accommodated and encouraged to adapt and customize the growth of their alliances according to not only their own needs and aspirations but also their existing strengths and skills. This is particularly apparent in meeting 1 where young people together define the goals of their alliance, create group agreement, and identify individual strengths to build their alliance on and also in meeting 10 where they take charge in deciding the continuation of their alliances.

The order of the three blocks below seems necessary, within each block activities might be rearranged. For now, we have ordered the activities loosely from less to more complex. Working under such assumptions, below is the bare bone of WP5's engagement with youth. The details of each activities can be found as Annex 5.

Getting started: Who are we? What is the problem? What are we going to do?

1. Introduction of WP5 process, group building, WP4 system maps and ideas prioritization, defining goals of the alliance
2. Introducing the policy form, identifying information to be collected

Alliances in action: Where do we see the obesogenic environment? What does science say? What can we do to change the system?

3. Photovoice training, ethics and data management training

4. Photovoice analysis
5. Discussion on results from WP2 and WP3
6. Conversational interview training
7. Conversational interview analysis
8. Advocacy training, budgeting for activity
9. Analyzing the result of activity, finalization of policy form for dialog fora

Looking back and ahead: How did we like it? What do we propose? How do we proceed?

10. Evaluation, continuation of alliance, and transition to dialog fora
11. Dialog fora
12. Reporting back, amending policy form

CO-CREATE activities with young people are also outlined in the figure below with the infographic version of it to be found as Annex 6.



Figure 3. CO-CREATE activities with young people

Since formulating policies is the most important part of WP5, the engagement process contains a range of activities to tease out, refine, research, and prioritize policy ideas in meeting 1, 2, 4, 5, 7, 9, 11, and 12. The activities include discussing WP4 maps in Meeting 1, first draft of policy form in Meeting 2, dialog fora in Meeting 11, refining the policy form in Meetings 4, 5, and 7, 9, and 12.

As well as the above meetings, there are additional activities to be conducted: vlogging and/or blogging, if necessary, with a training element, and peer recruitment training. Vlogging and/or blogging activities will run parallel with the regular meetings while peer recruitment training will be provided when it is deemed necessary (see section ADDITIONAL ACTIVITIES in Annex 5 for details).

These meetings will start at the end of summer, coinciding with when the school period is starting again. This might mean a different starting time for each country. The entire period will not last longer than one school year (approximately 9 months from the end of summer 2019 to the beginning of summer 2020). This regular meeting is approximated to be done once every 2 weeks lasting around 1-3 hours each, but each alliance might decide to meet in different intervals, sometimes sooner while at other times taking longer periods between two meetings. Young people themselves will also decide in what way they will communicate and interact with one another. This is part of the cocreation of alliances. Per country, we start with one alliance and build the other two consecutively. This allows for learning and adjustment among CO-CREATE personnel and spread the workload. Combined with the youth leading the process, the first alliances might transition to WP6 already at the beginning of 2020. We aim to finish the work of WP5 personnel in the alliances before summer 2020.

Each regular meeting will be facilitated by a facilitator and co-facilitator, both will be trained by WP5 (see section 8 for details). To provide a continuous support to in-country facilitators, WP5 central personnel can always be contacted whenever necessary and a structured meeting between facilitators and WP5 personnel as means of ongoing reflection of the process will be put in place. The frequency and the format of these meetings, as well as other additional means of support such as a shared log, will be discussed and finalized during facilitator training. Each of these meetings and activities will be detailed below and how they follow YPAR's steps and fulfil WP5's deliverables can be seen on Table 1.

YPAR contains phases (Ozer and Piatt 2017):

Phase 1. Issue selection

Phase 2. Research design and methods (including doing research)

Phase 3. Data analysis and interpretation

Phase 4. Reporting back and taking action for change

These phases are slightly modified for WP5: phase 2 is split into training (2a) and doing research (2b).

Below it is outlined how the WP5 deliverables are achieved throughout the different phases.

WP5 Deliverables	Steps to Youth Participatory Action Research (based on Ozer and Piatt 2017)				
	Phase 1. Issue selection	Phase 2a. Research design and methods	Phase 2b. Conducting the research	Phase 3. Data analysis and interpretation	Phase 4. Reporting back and taking action for change
D5.2 Recruited and trained youth (recruitment is described in a different protocol)	Using WP4 system maps	Ethics and data management training Photovoice training Conversational interview training			Advocacy training
D5.3 Proposals for new policy in the form of policy briefs	Ideas prioritization to identify policy ideas to be elaborated in several meetings Introduction of policy form Nominal Group Technique (NGT)	Preparation for photovoice Preparation for conversational interviews	Photovoice Conversational interviews	Photovoice analysis Conversational interviews Discussion of result from WP2, WP3, and WP4 Adjusting policy form	Proposing budget to CO-CREATE Using budget for activities Finalizing policy form/proposal
D5.4 Video documentary and vlogs co-produced in collaboration with existing high-profile vloggers and influencers					Vlogging and/or blogging
D5.5 Evaluation reports on the sustainable alliances for overweight prevention policies					Reflection Continuation of alliance

Table 1. Activities in the alliances based on YPAR's steps and WP5's deliverables

4. Venue and Equipment

For each of CO-CREATE meetings, the followings are the specification of venues and equipment that should be considered:

VENUE

- A spacious room with non-fixed chair
- Preferably with natural light
- Internet facility

- Enough wall space to put up papers or flipcharts
- Ideally, the venue is always the same room in the same location. If this is not feasible, ensure that the next room used is prepared adequately beforehand, particularly in replicating the way the results of activities on papers or flipcharts were displayed the same way as it was in the previous room.

EQUIPMENTS

- Projector
- Computers (one for the projector and another for note taking)
- Flipchart stands
- Flipchart papers
- Board markers
- Colourful paper markers
- Sticky notes
- Tape
- Gum to stick paper on wall
- Pens
- Papers
- Name tags
- Carrying tube to carry activities result in the form of flipcharts papers, particularly if needing to change rooms.

5. WP5's Research Question and Methodology

WP5 research consists of a process evaluation of the alliances and employs a mixed methods approach consisting of participant observations, PAR minutes, registration data, evaluation and survey (from WP7) data.

Objectives

WP5 has a number of objectives and the question to be addressed is if and how we (did not) achieve those objectives. These are the objectives as stated in the Grant Agreement:

O5.1: To promote and support adolescent participation and political efficacy complementary to the formulation of policies for upstream obesity prevention, particularly in tapping into means and modalities more suitable to and identified by adolescents themselves. This empowers adolescents and contributes to capacity development.

O5.2: To establish sustainable and transferable youth alliances for overweight prevention Policies that allow exchanges of knowledge and learning to happen among and between adolescents and scientific researchers, integrating adolescents' experiential knowledge, scientific knowledge and political knowledge for upstream overweight prevention. We aim for adolescents to continuously recruit peers as a basis of an ever-growing group of adolescents that is policy aware and active.

O5.3: To develop transferable, novel, context-specific and science and experience informed policy options that will contribute to upstream overweight prevention.

O5.4: To collaborate across the work packages, particularly WP2 for existing policies, WP3 for evidence-based policies, WP4, WP6 and WP7 for novel policies. WP5 will recruit and train adolescents also for WP6. Furthermore, WP5 will collaborate with colleagues across WP2-WP7 to identify sustainable and effective upstream overweight prevention policies and forms of collaboration with adolescents and support dissemination through WP9.

Research Questions

To achieve these goals, we have devised an approach based on Youth-led Participatory Action Research as described in detail above. We thus ask if and how WP5's forms of engagement with youth contribute to achieving the above-mentioned goals? More precisely:

- Given the recruitment strategies and the type of engagement approach (YPAR) chosen, how successful were the alliances in recruiting and keeping diverse youth? How do WP5's forms of engagement mitigate attrition?

- How do alliances evolve during WP5's engagement with youth? What different forms of alliance came out of WP5's engagement with youth as most suitable and sustainable for youth?
- How do WP5's form of engagement affect youth's readiness to take political action and perception of the problem of obesity?
- What policy ideas do youth come up with as a result of participating in WP5's activities? How do they come up with these ideas?
- How are experiential and scientific knowledge implied in these ideas?
- Which concrete activities might have contributed to empowerment and policy ideas?

Approach

To answer these questions, we employ a mixed methods approach (Cresswell 2017, Bryman 2008) within a multi-sited comparative fieldwork approach (Marcus 1995, Falzon 2016, Clerke and Hopwood 2013). Survey data (from WP7) and outcome data are contextualized in retrospect and interpreted on the basis of focussed ethnography (Knoblauch 2006, Hammersley and Atkinson 2007) and particularly structured participant observation (see Annex 4 for details of the observations).

The approach is based on triangulation (Brymann 2008, Hammersley and Atkinson 2007): different data sources are used in order to assess our research questions to control for and complement one another. The fieldwork preparation phase will furthermore provide information on the wider context of the alliances (structure of the population, political opportunities, salient issues) necessary to interpret the specific workings of the alliances.

Data

The main aim of data collection in WP5 is process evaluation where we look closer at the lifeworld of youth and their obesogenic environment. Hence, we report about youth activities and youth gathered material but we do not include their material as primary research data unless they are part of a policy proposal, which is relevant data. In case youth gathers material (e. during Photovoice activities), they are trained to do this in a responsible manner. In the alliances, youth will learn how to introduce their activities in case these involve other humans or, for example, business. We will provide introductory texts/letters. Since we do not use the material gathered by youth for research purposes, we do not aim for consent. However, if later on youth decides to include some material in a policy proposal, we can either search retroactive consent or replicate the observation with consent. Lastly, we include as data vlogs or blogs coming out of the alliance which are publicized by youth.

We thus collect the following data for process evaluation purposes:

Structured Observations and Minutes: after each meeting the facilitator makes notes of the group dynamics, etc. in English that will be reported to WP5 (see Annex 4 for the observation scheme in the form of regular reporting). This report will be informed by the PAR minutes taken by co-facilitator during meetings. We expect 10 meetings in three alliances totalling 30 observation of about 4 pages each.

Evaluation and Feedback Form: next to the structured observations, we will ask youth to give a short qualitative feedback on the alliance building process and its outcomes. This happens before youth enters into fora. If members drop out earlier, we will send them a short drop-survey to elicit feedback.

Policy Forms and Proposals: since formulating policies is the most important part of WP5, policy ideas will be generated and refined repeatedly: discussing WP4 maps in Meeting 2, first draft of policy form in Meeting 3, refining the policy form in Meetings 6, 7, and 13, Nominal Group Technique in Meeting 11, and in preparation for WP6 in Meeting 15. We use a Policy Form to keep track of all proposals and modifications, leading up to a proposal.

Vlogs: according to the Grant Agreement, alliances have to produce vlogs. This part is not very well elaborated in the agreement but given that vlogging is rather common among youth we are confident that they will come up with vlogs. Published vlogs count as research data. The vlogs will be analyzed as textual material, simplifying the analysis significantly.

Other material created **by youth** but not used for research are interviews, observations and photos and videos if unpublished and not part of a policy proposal. This material is not stored or otherwise processed by CO-CREATE personnel.

Analysis

With a simplified version of Qualitative Comparative Analysis (Ragin and Rihoux 2009), we identify combinations of activities leading up to desired outcomes (changes in action orientation and perception, policy ideas, sustainable alliances). We use a focused grounded theory approach (Charmaz 2006) to deepen our understanding of the elements of activities leading to outcomes. This will not be a full-fledged Grounded Theory approach. We do employ the core phases of coding (open, axial, and selective) after we have identified where to look in specific parts of our material.

For example: if at the end of WP5 and WP6 activities, a certain policy proposal gains widespread support, we can trace its origin in the earlier policy forms and reconstruct the local condition under which this proposal developed in comparison to other cases. The same procedure applies to WP7 survey results. The survey results can indicate in which cases significant changes occurred and, through repeated measurements, in which phase. The qualitative data allow us to then get a fuller picture of the alliance activities that might have contributed to this. This means that if we have identified a range of relevant activities associated with an outcome we start to add the minutes, observations and vlog data of those activities to the analysis. Deductively, we code the exact occurrence and production of a policy proposal, who participated in which way and which kind of knowledge was used in developing the proposal. Inductively we code what seems relevant both from the perspective of the researcher involved (facilitator) and the researchers not involved.

Findings from a particular case are then compared to other case. We do this within each country and across countries. Within each country, every teams assigns one researcher to report about within country similarities and differences and potential explanations (e.g. different facilitations, different population, etc.). All researchers running alliances are encouraged to visit other alliances within their

respective countries. Between countries, the UvA personnel takes the lead in interpreting alliance process differences and similarities in close collaboration with all country teams. In short, the QCA table is further refined. Basically, we reconstruct a collaborative learning and action process in a process of abductive reasoning (Timmermans and Tavory 2012).

QCA-like analysis table: identifying combinations of variables preceding outcomes

	Activity 1	Activity 2	Activity X	Diversity	Context	Outcomes
Alliance 1						
Alliance 2						
Alliance 3						
Alliance x						

The interpretation of data will formally take place half-way and at the end of the alliance periode. Local and central staff will jointly analyse the data, using <https://www.dedoose.com/> as a tool. The analysis will be guided by the UvA team and the UvA team will take care of an integrated coding scheme across alliances and countries. All analysis will precede in English. Next to formal analysis, facilitators and co-facilitators will most likely come up with spontaneous interpretation during the process. These serve as hypotheses and are recorded in the observation guide in the form of regular reporting (see Annex 4). If,

6. Data Management Plan

The research data management protocol for WP5 data is detailed in a separate document and will be observed by all WP5’s personnel in country. The following is a summary of the protocol.

All country data will be first stored on a secure cloud in-country and the collective data will be stored in a secure cloud at University of Bergen. The collective data can be accessed by CO-CREATE consortium members according to the data management plan. Person data (i.e. name, contact numbers, etc.) will only be used to support communication between in country personnel and members of youth alliance. This data will not be shared with the central WP5 personnel or other CO-CREATE members.

The research data collected - Policy Forms and Proposals, minutes and observations - will be stored first in WP5 facilitator or co-facilitator individual device, i.e. notebooks, computer, mobile phone, audio recorder, video recorder. Whenever possible, the storage of digital data is password protected while paper-based data will be kept securely, e.g. in a locked office and/or in person. Data storage is also compartmentalized as digital data and will be backed up on a university based and/or secure cloud server in each country of activities.

Some data will be first collected in written format on paper (e.g. minutes, observations) which will later be digitized (i.e. transcribed and typed into computer) in standard formats. Similarly, with data in photo audio and video format will also be in standard formats.

Data collected by young people participating in WP5's activities will primarily inform young people's policy ideas, the data itself is not intended to be used as a part of the research process and will not be gathered or stored by WP5 personnel unless it is made part of a policy form or proposal.

7. Facilitator and Co-facilitator

Each alliance will be facilitated by a facilitator and a co-facilitator, both trained by WP5 before the start of activities with youth. The following details the roles of each.

Alliance **facilitator** will be a member of CO-CREATE project who will be trained by WP5 prior to the commencement of activities with youth. They are part of the WP5 in country personnel, located in Amsterdam, London, Lisbon, Wroclaw, and Oslo. WP5 central personnel is located in Amsterdam, the Netherlands. The training will be held in Amsterdam on 10-14 September 2019. The training that will be provided to the facilitators is a training for trainers and it aims to cover the following, with the final schedule and content finalized closer to the date:

- Team building activities
- Using WP4 maps
- Photovoice
- Conversational interviewing
- Ethics and data management
- Peer recruitment
- Group facilitation
- Note taking for PAR

The role and responsibilities might include, but are adjusted to how each alliance is progressing, the following:

- Do preparation for meetings including securing venues and preparing needed equipment.
- Facilitate meetings.
- Provide capacity building to youth.
- Facilitate discussion among youth during regular meetings.
- Conduct observation during meetings.
- Communicate with youth in between the meetings.
- Coordinate with other facilitators and co-facilitators.
- Coordinate with WP5 central personnel.
- Travel to participate in trainings and coordination meetings.

- Write reports.
- Translate and transcribe documentations.
- Supervise online activities.
- Contribute to publications.

The **co-facilitator** will most likely come from a youth organization. She/he will be of the age of majority but preferably are still close in age with youth members of the alliance. The inclusion of a co-facilitator is meant for three main reasons: (1) to support the work of the main facilitator, (2) to have someone closer in age with youth members of the alliance whom they might be able to relate to, and (3) to include youth organizations more integrally in the process in order to allow possibility for youth organizations to be more integrally involved with the alliance after the CO-CREATE project is completed.

Where appropriate, co-facilitators' involvement in CO-CREATE might be in the form of an internship with CO-CREATE partner universities. Co-facilitators might receive some form of remuneration and they will have the opportunity to travel for a training workshop conducted in Lisbon on 20-21 September 2019 and they will also be provided with a certificate at the end of their involvement with CO-CREATE. As a whole, the following is what WP5 can offer for co-facilitators:

- capacity building in the form of training
- travel opportunity to Lisbon
- research experience by taking part in PAR
- facilitating experience by delivering the advocacy training themselves
- working with youth on European level
- experience in vlogging with political/social message
- certificate of completion
- possible internship

Co-facilitators will receive training from CO-CREATE prior to start of WP5's activities and it will include the following:

- Advocacy training
- Ethics and data management training
- Vlogging training
- PAR notetaking/meeting minutes

The main roles might include, but are not limited to, the following:

- Co-facilitate meetings.
- Record PAR minutes of meeting.
- Provide capacity building to youth, particularly on advocacy.
- Travel to participate in trainings.

- Oversee the vlogging and other online activities, e.g. blogging, etc.

Apart from these main tasks, a co-facilitator also has the opportunity to support the main facilitators in:

- Preparation of meetings.
- Reporting of meetings.
- Communication with youth in between the meetings.
- Coordination with other facilitators and co-facilitators.
- Participation in co-facilitators reflection section after the completion meeting.

It is important to underline that the responsibility of facilitating an alliance is still of the main facilitator. A co-facilitator will provide support but will not share the responsibility of reporting and leading WP5 engagement with youth. A co-facilitator's involvement in WP5's activities should be seen as their opportunity to learn and grow, akin to when doing an internship while at the same time providing the main facilitator with the needed support. Co-facilitator could be asked to sign a letter of commitment at the beginning of their involvement. In the occasion of a co-facilitator dropping out, the youth organization where he or she comes from can help to find a replacement, the co-facilitator himself/herself can suggest a replacement or the alliance can continue on with being supported by two facilitators coming from CO-CREATE. In any case, the continuance of engagement with young people in the alliance will not be dependent on the involvement of co-facilitators.

8. Timeline

This timeline will be adjusted for each country based on the school schedule and other relevant aspects internally. Alliances will be staggered per country, the first enabling us to improve the implementation.

Mar - Apr 2019	Finalization of protocols and submission for ethical approvals
Nov 2018 – Apr 2019	Recruitment preparation with gatekeepers
May – Jun 2019	Identifying the names of youth to be recruited. Youth will be informed that activities will start after summer
Sep 2019	Training for facilitators in Amsterdam
Sep 2019	Co-facilitator training
Sep/Oct 2019	First meeting with youth
Oct 2019 – May 2020	Regular meeting with youth, concluding with completing meeting
Jun 2020 - onwards	Dialog fora

9. Connection with Other Work Packages

Outputs from WP2 and WP3, which will likely be in a form of youth friendly summary, will be included as topics of discussions or questions during bi-weekly meeting. This summary might include vignettes of examples of a working intervention or a successful policy in relation to obesity, youth friendly scientific exploration or evidence of certain effort to address obesity, specific policy addressing the area where youth alliance is operating, among others.

The result of WP4 system mapping will be used to kick start WP5's engagement. This includes, for example, certain sectors of the map that would be interesting for youth to know or find out more about.

Youths that stay through the entire process and produce policy ideas should participate in dialog fora by WP6. We estimate between 1-2 alliance per country will participate (15-25 youths).

Survey WP7 will be done monthly.

PRESS will support identification of youth organizations to partner with, particularly in providing co-facilitator, support youth recruitment through youth organizations, potentially support coordination between youth organizations, and provide advocacy training to co-facilitators

10. Literature (including those in Annexes)

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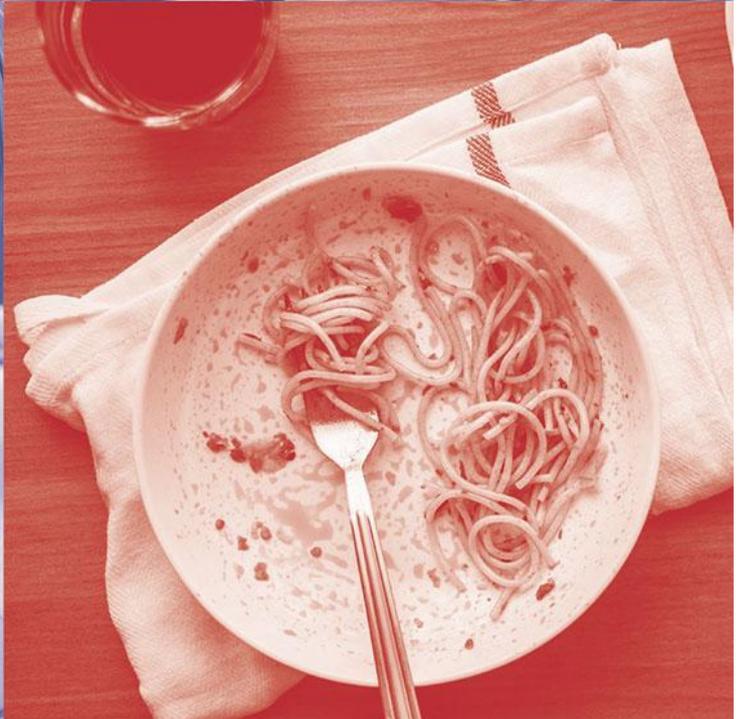
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POLICY FORM FOR COCREATE

Insert name of alliance and location here
30.04.2019



Title:

Timeline (from development to evaluation):

Aliance Members

1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.

PROBLEM DEFINITION

- Clearly state the problem you are addressing
- Explain why it is important to address the problem

Problem

Justification

POLICY GOAL

- What are you trying to achieve through the policy?
- State your main goal
- Define your specific objectives

Main Goal

Specific Objectives

TARGET GROUP		
<ul style="list-style-type: none"> • Who are you addressing with the policy? • Who are the other stakeholders that you will indirectly involve in the implementation and in what way will they be involved? 		
<u>Main Target Group</u>		
<u>Other Stakeholders</u>	Stakeholders	How they are to be involved

POLICY STRATEGY	
<ul style="list-style-type: none"> • Summarize what you want to do in one or two sentences • Describe in details the implementation of your strategy 	
<u>Policy Summary</u>	
<u>Policy Implementation</u>	Step 1:
	Step 2:
	Step 3:

2019



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BUDGET PROPOSAL FOR CO-CREATE FOR ALLIANCE'S ACTIVITIES

Insert name of alliance and location here
30.04.2019



Aliance Members	
1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.

TITLE OF PROPOSAL:

SMART GOAL SETTING

Specific

Detail the activities that you want to do

Measurable

Explain what do you aspire to learn from conducting the activity and how will you be able to measure the outcome

Attainable

Explain why this activity is possible to be conducted

Result-oriented

Detail how are you to use the result of this activity to support your policy ideas

Time-based

Explain how are you going to conduct the activity and the steps of the implementation

BUDGET BREAKDOWN			
Items	Unit	Unit Cost	Total
TOTAL			

2019



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FEEDBACK FORM FOR CO-CREATE FOR ALLIANCE'S ACTIVITIES

Insert name of alliance and location here
30.04.2019



Name (optional): _____

1. What is your overall experience participating in CoCreate activities?

2. What are the activities you find the most valuable and why?

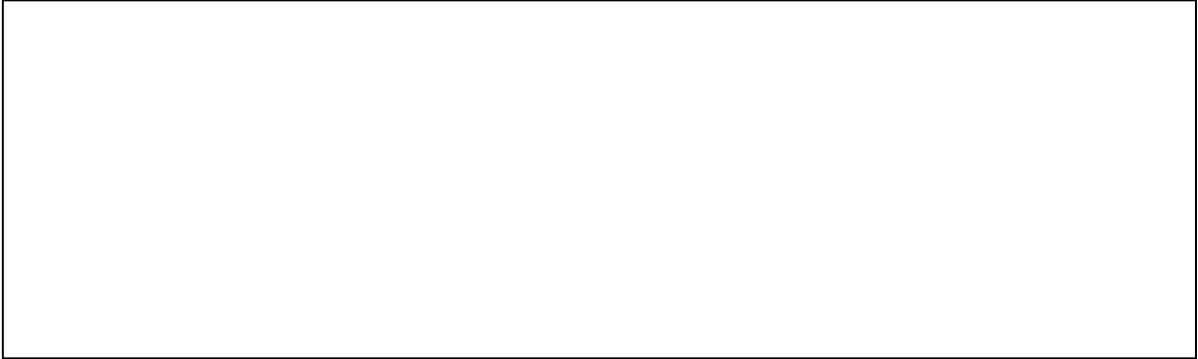
3. What are the activities you find the least valuable and why?

4. What are the changes you experienced throughout being involved in the activities?

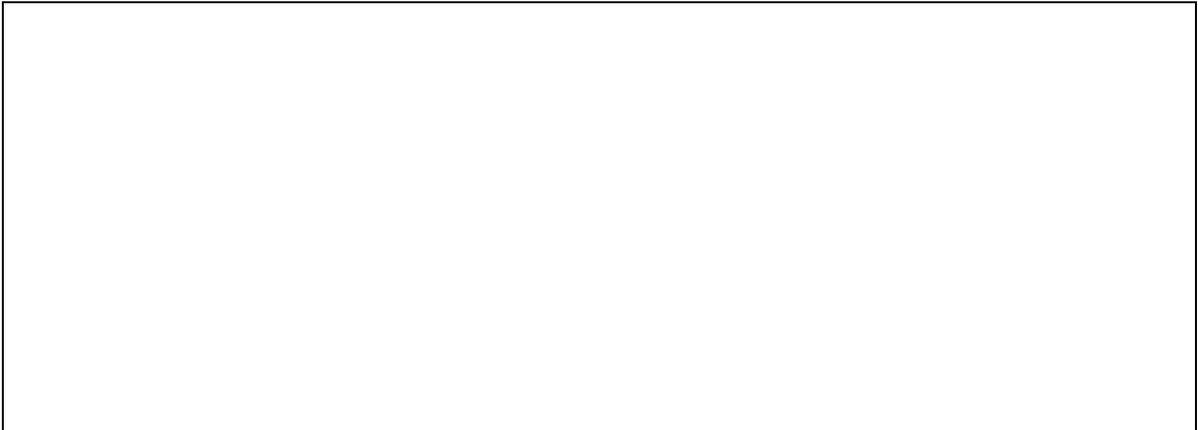
5. What are your views about the challenge of adolescents' obesity?

6. What do you think are adolescent's roles in addressing adolescent's obesity?

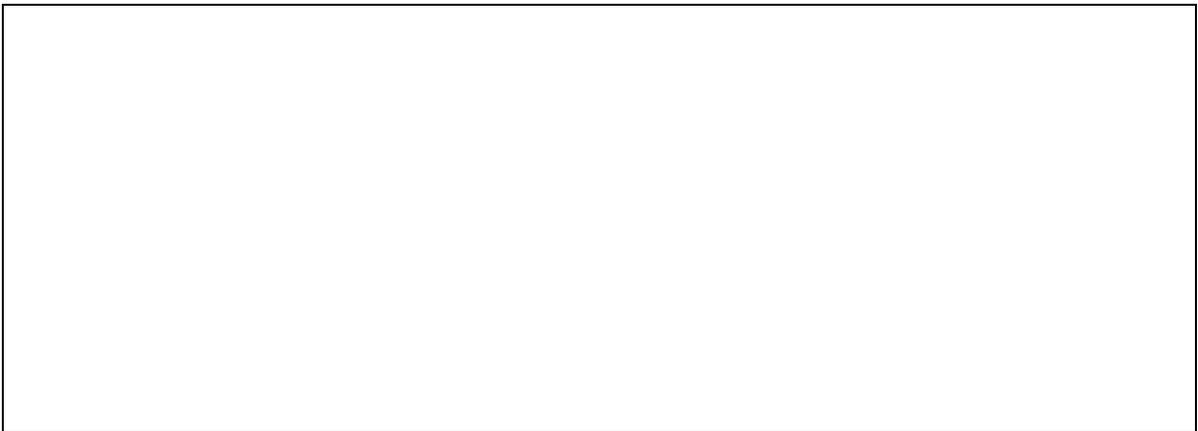
7. What do you think of the facilitation of the meetings?

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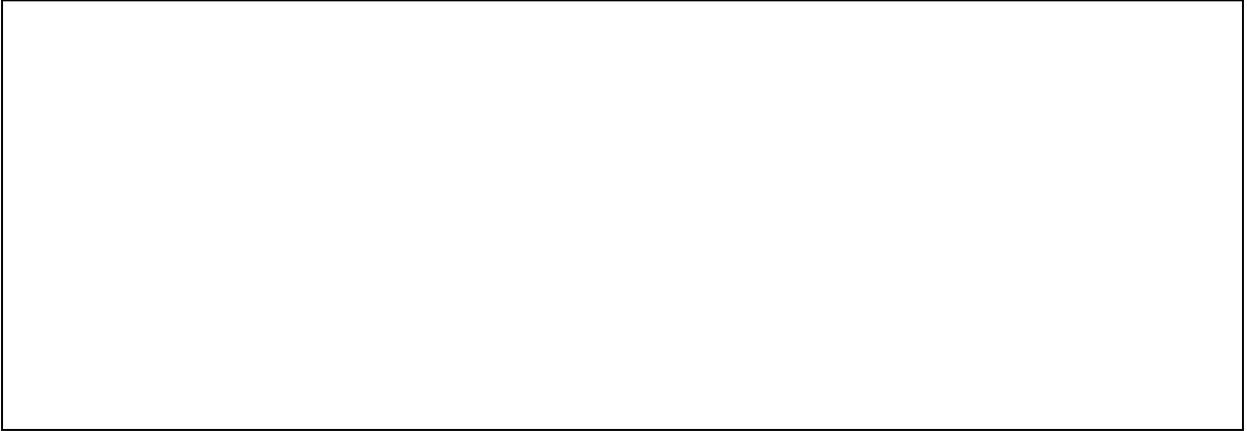
8. What are your suggestions in making things better?

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9. Would you recommend these activities to your friends and why?

A large, empty rectangular box with a thin black border, intended for the respondent to write their recommendation and reasons.

10. Do you see your alliance to continue working together and how?

A large, empty rectangular box with a thin black border, intended for the respondent to write their answer to the question above.

Thank you very much for your feedback.

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WP5 REGULAR REPORTING FORM FOR FACILITATORS

Insert name of alliance and location here
30.04.2019



Name of facilitator: _____

Name of co-facilitator: _____

Duration of the meeting: _____

Number of young people attending the meeting: _____

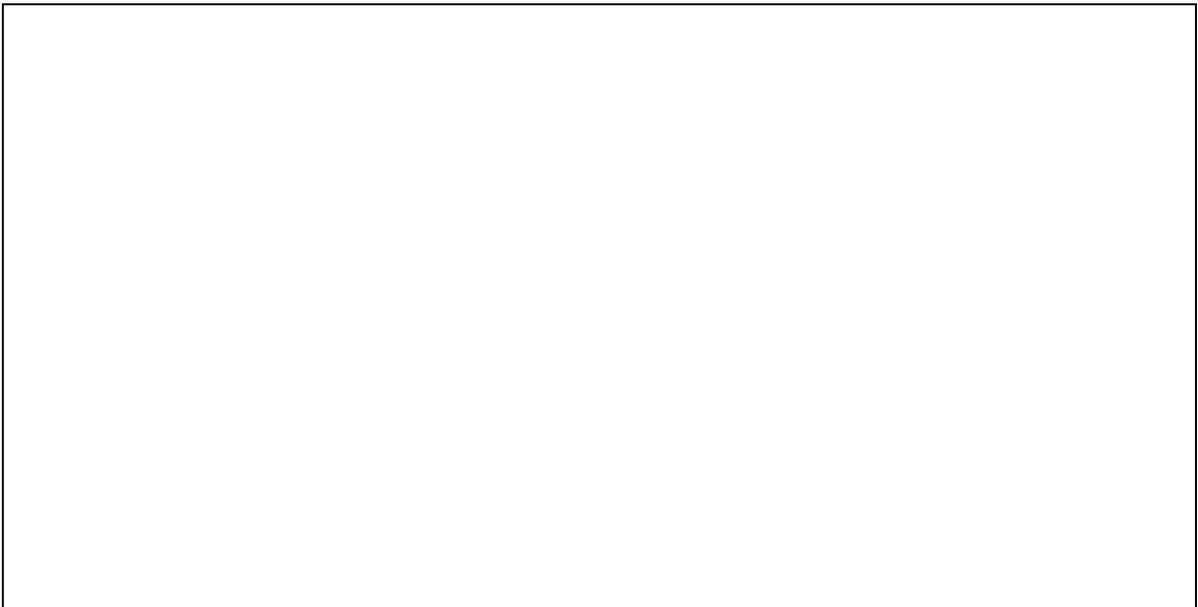
Number of young people who attended for the first time: _____

Attendees. Please use a pseudonym and put their age in a bracket.	
1. E.g. Martha (17)	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

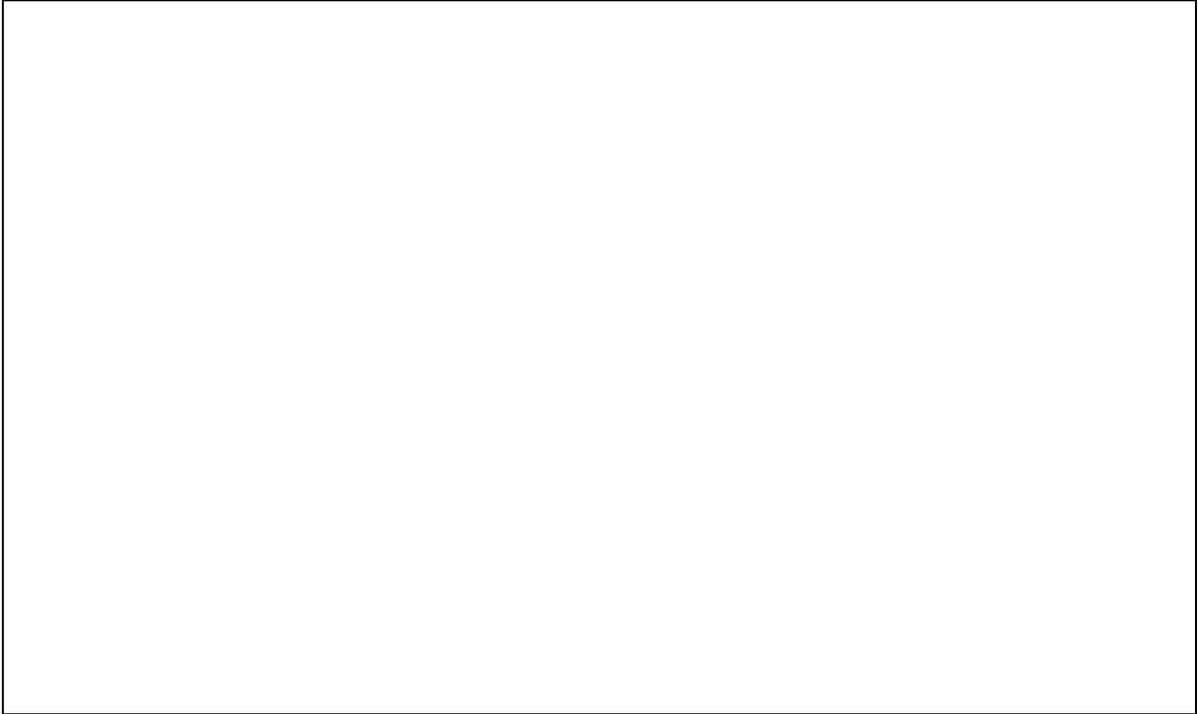
1. Write up the demographic of the young people attending the meeting. Include all aspects you managed to observe (e.g. gender, ethnicity, SES, etc.). Write up the basis of your observation as much as you can (e.g. 5 out of 15 are from low SES based on informal conversations I had with them, 3 considered themselves overweight based on what they shared with the group, etc.)



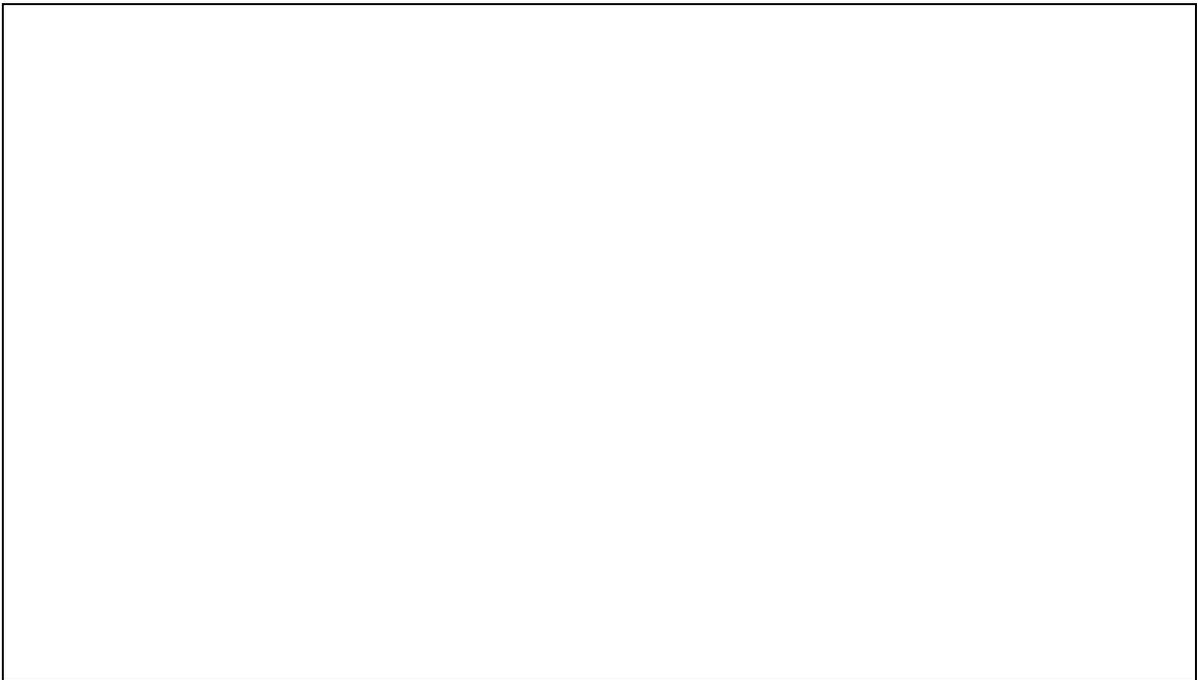
2. Describe the activities that young people did during this particular meeting.



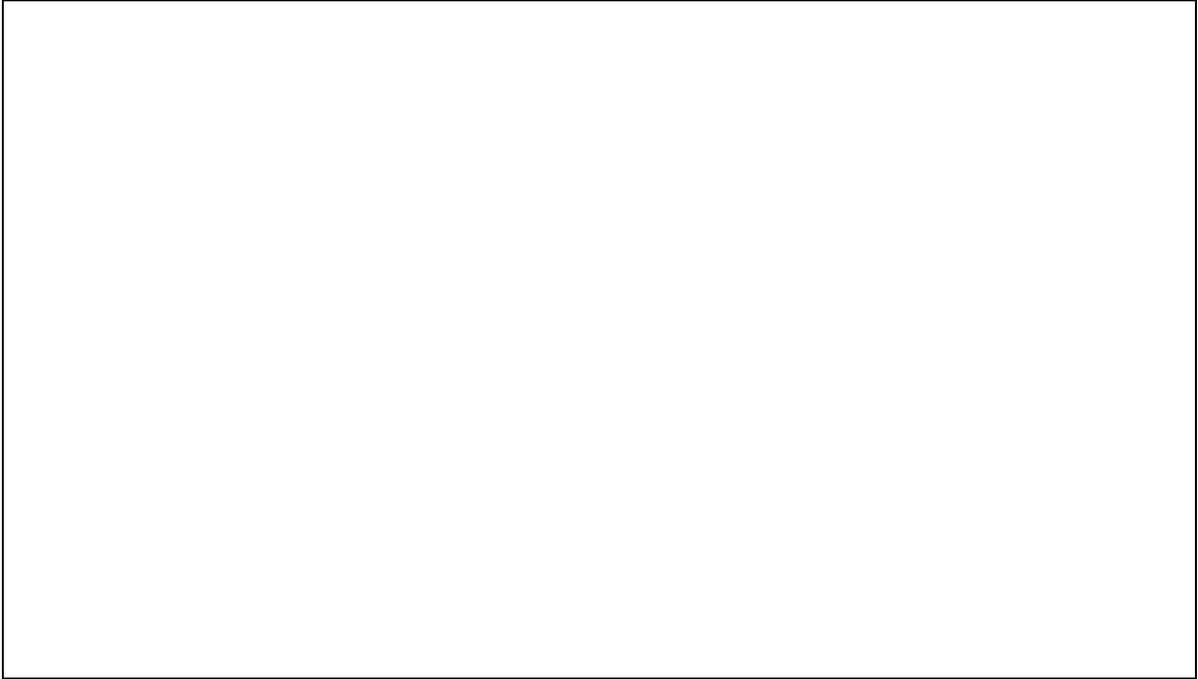
3. Explain the decision that was made, how it was made, and the plan to move forward. If a policy idea was discussed, please mention and detail it specifically.



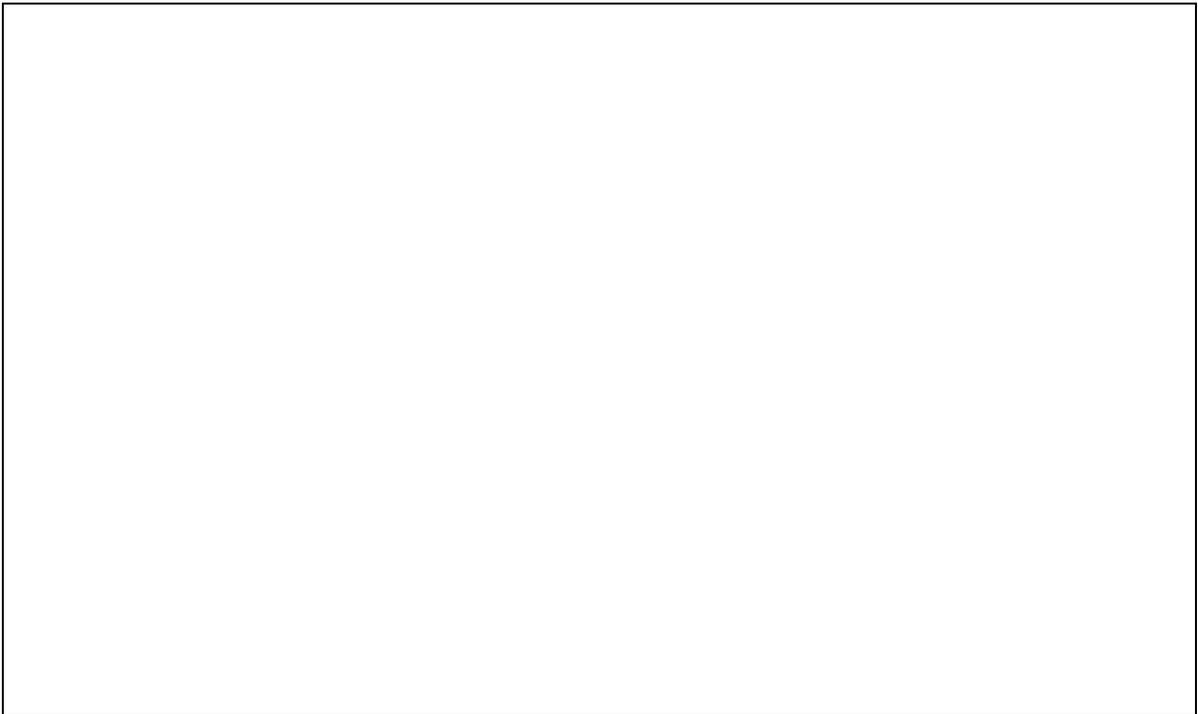
4. Describe the dynamics of the group and the communication between young people (e.g. did one person dominate, did the one who was usually shy now spoke up, who fully participate, who do not, etc.)



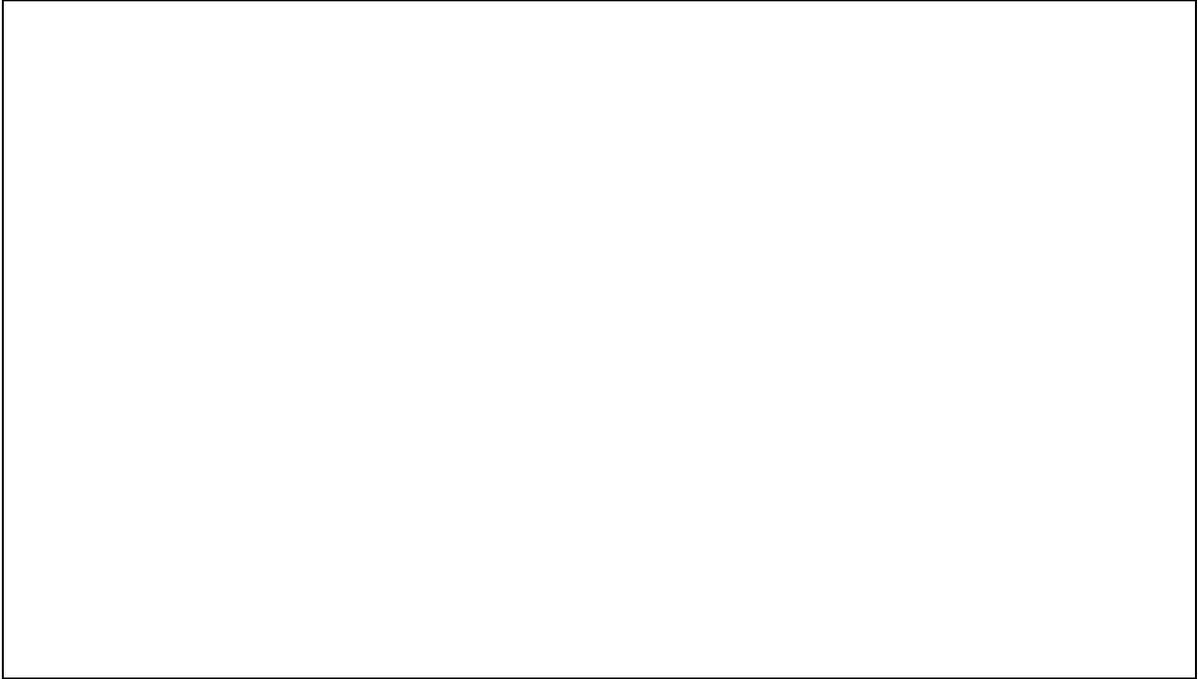
5. Describe the level of enthusiasm and participation of young people in this alliance including clear roles that different young people are playing in the alliance



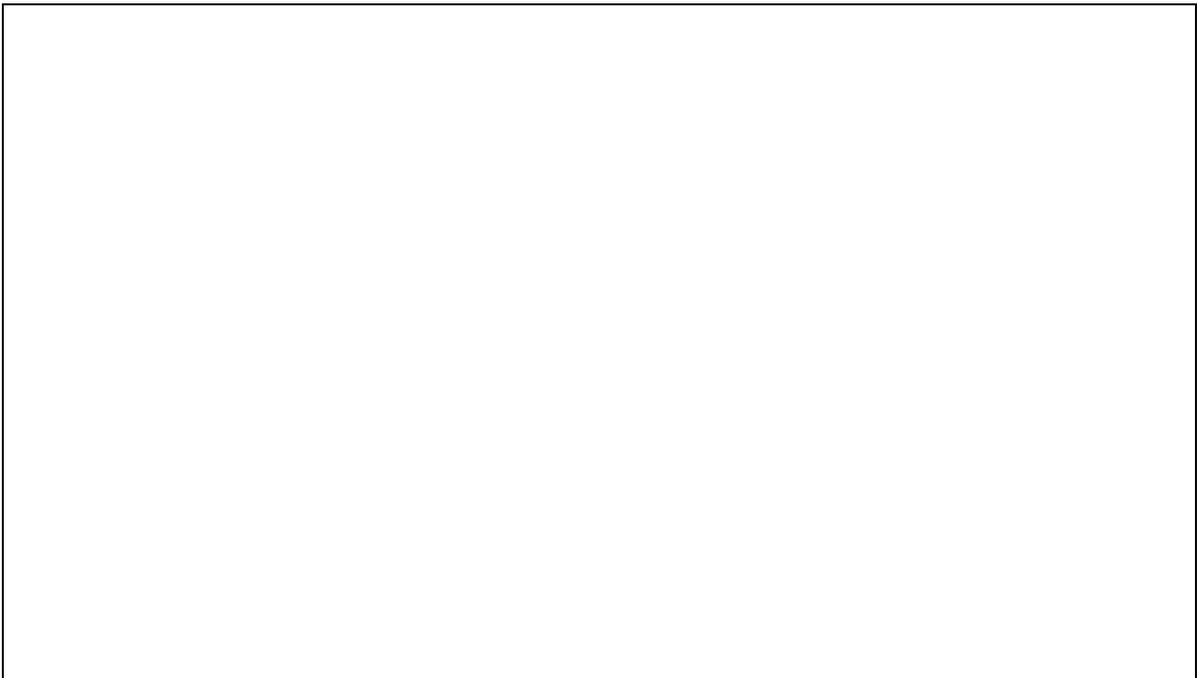
6. Based on your observation, explain the challenges you see the group is facing in moving forward and how it is to be addressed (either by the facilitators or by young people themselves)



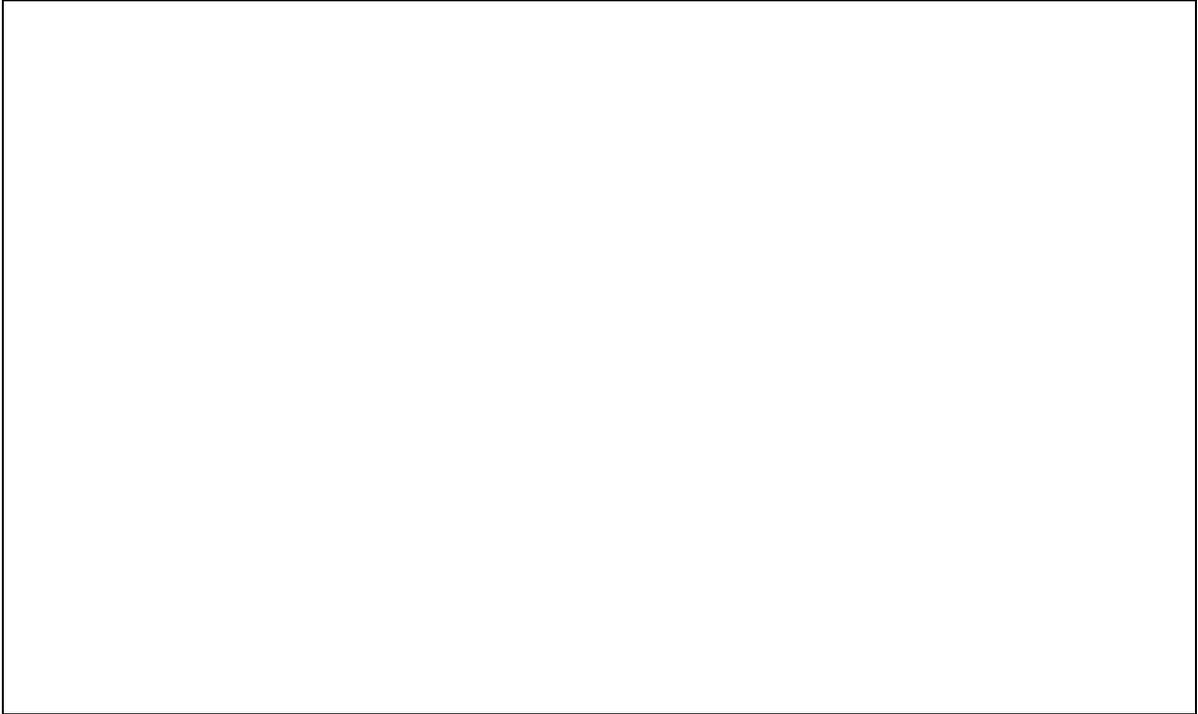
7. Based on your observation, explain the strength or growth this group has had and how it played a role during the entire process



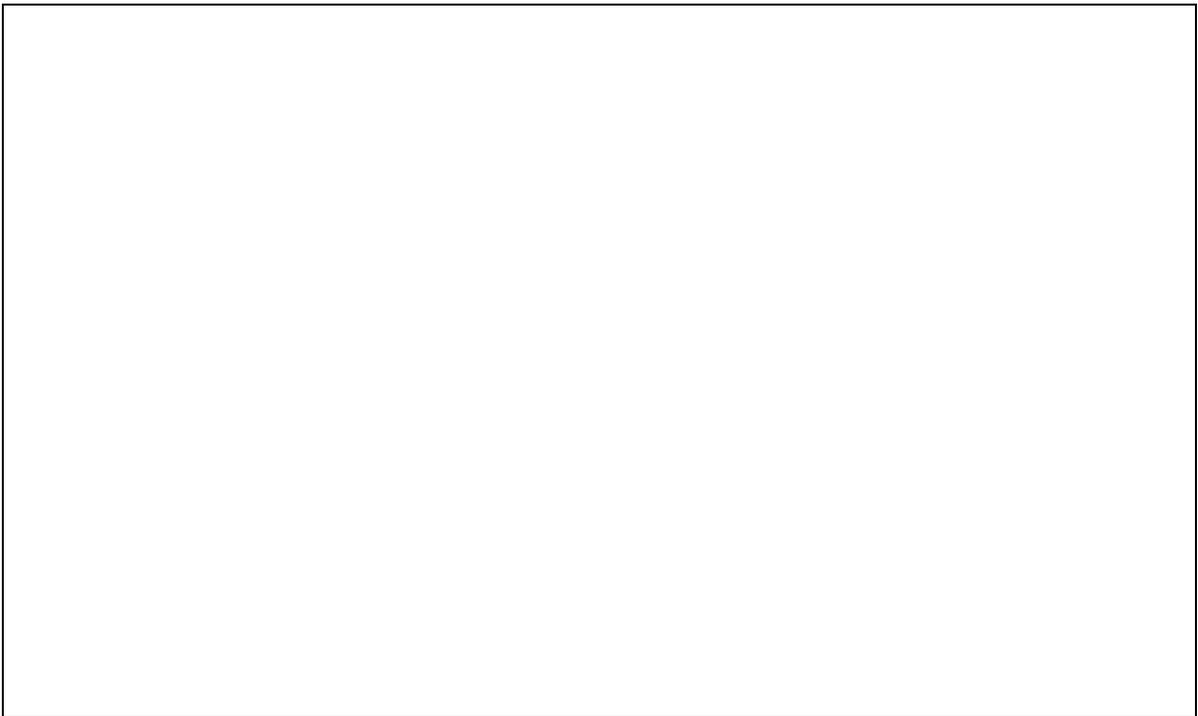
8. Based on your observation, describe occasions when young people talk about obesity on a systemic level and occasions when they talk about obesity as individual responsibility, including whether you observed a shift between the two



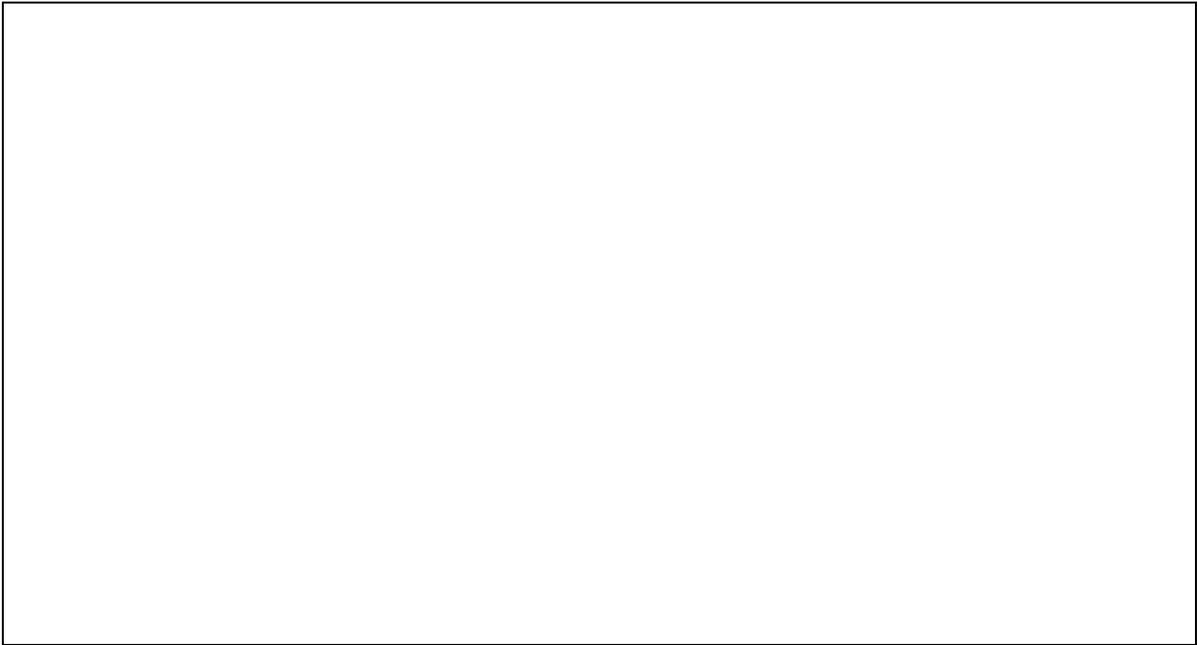
9. Mention any decision regarding vlogging and/or blogging by young people themselves (e.g. did anyone volunteer or plan to vlog and/or blog, the topic of the vlog and/or blog, etc.)

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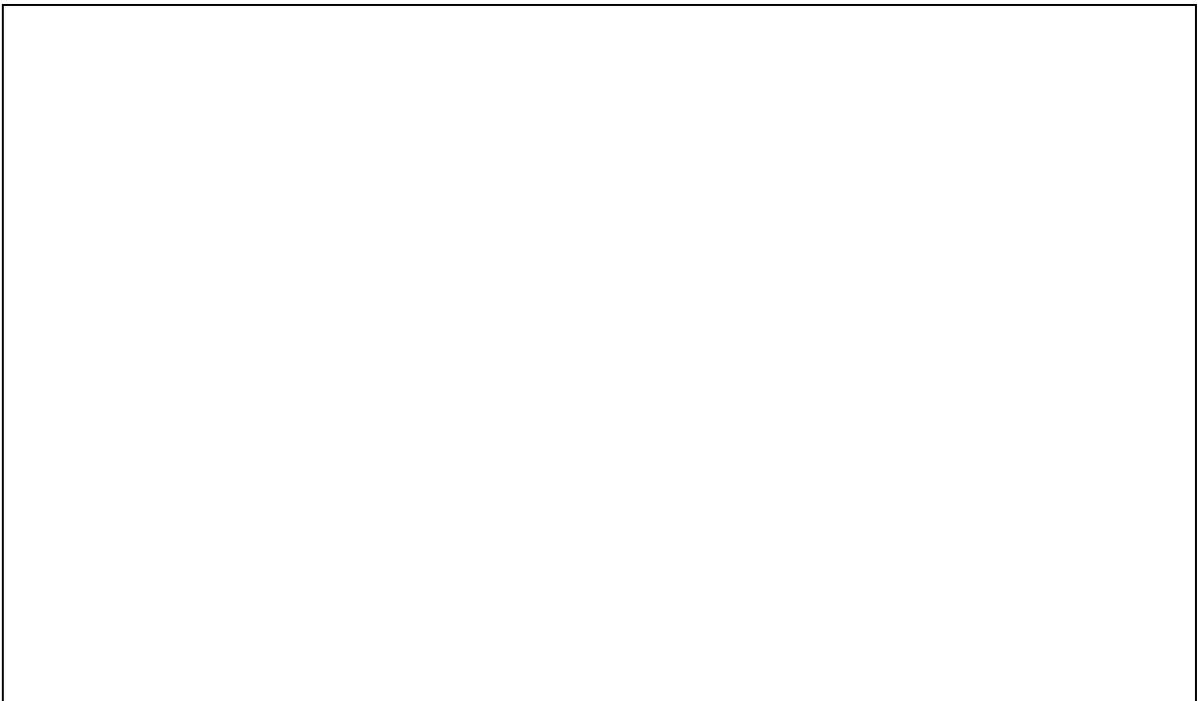
10. Include interesting quotes by young people from the meeting

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13. Please add additional observation you found important to be added



14. Please include your reflection of the facilitation process (e.g. what worked, what did not, what could be better, etc.)



15. Please add photos or visuals made during the meeting. Please remember to take pictures of the visuals used during the meeting.

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DETAILS OF MEETING FOR FACILITATORS

CO-CREATE
30.04.2019



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List of acronyms / abbreviations

AAR	After Action Review
LPPT	Leverage Points Prioritization Technique
NGT	Nominal Group Technique
PAR	Participatory Action Research

This list of meetings is a proposal to youth. During the meetings, youth and facilitators jointly decide on the actual activities to arrive at policy proposals. The steps listed here are the general idea of how each meeting could go. Updated and detailed meeting plans will be provided to facilitators closer to the meeting date to accommodate how the alliances are progressing.

The list goes as follows and the details are provided thereafter:

Getting started: Who are we? What is the problem? What are we going to do?

1. Introduction of WP5 process, group building, WP4 system maps and ideas prioritization, defining goals of the alliance
2. Introducing the policy form, identifying information to be collected

Alliances in action: Where do we see the obesogenic environment? What does science say? What can we do to change the system?

3. Photovoice training, ethics and data management training
4. Photovoice analysis
5. Discussion on results from WP2 and WP3
6. Conversational interview training
7. Conversational interview analysis
8. Advocacy training, budgeting for activity
9. Analyzing the result of activity, finalization of policy form for dialog fora

Looking back and ahead: How did we like it? What do we propose? How do we proceed?

10. Evaluation, continuation of alliance, and transition to dialog foraWP6
11. Dialog fora
12. Reporting back, amending policy form

Getting started: Who are we? What is the problem? What are we going to do?

1: Introduction, group building, system mapping, ideas prioritization, defining goals

From the first meeting onwards, we adhere to the principles of youth led PAR (Ozer and Piatt 2017), which means that alliances and their activities are defined and planned by youth and staff together within the overall aim of coming up with policy proposals, empowering youth and designing sustainable alliances. Youth own the outcomes of their activities and the input we give (including the result of previous system

mapping activities and a synthesis of systematic review of policies and research on adolescents' obesity) is personalized and enables youth to take control.

At the start of the very first meeting with young people, we will have an explanation of CO-CREATE and the engagement process. The list of activities is presented as a proposal. We will go through some of the key points in the information letter given out to young people before the first meeting, including the research aspect, to ensure young people fully understand the information provided. Additionally, dialog fora will also be mentioned and the availability of a budget to support alliances operation and activities.

Introduction

Aim:

- To create a space of possibilities for youth engagement
- To provide young people of the context of their engagement
- To ensure that information provided in the information letter is fully understood by young people participating
- To check consent

Steps:

- Young people will be introduced to CO-CREATE (verbally, in writing and with online back-up), the goal of CO-CREATE project, and the roles young people can play throughout the process.
- We make clear that all activities are co-decided.
- They will also be introduced to the concept of participatory action research and what possible activities they will be engaged in.
- It will be made clear that they co-decide on activities related to the goal of the alliances and that they are supported by the CO-CREATE team.
- The general outline of the activities, most likely presented in the form of an infographic, will be presented and explored with young people to give them the general idea of the proposed activities during the entire engagement period.
- It will be made clear that roles and responsibilities can differ for each participant, depending on her/his skills and interests.
- Agreement is sought for the next meeting to take place.
- It will be made clear that the end goal is for young people to come up with policy ideas in areas influencing overweight through guided exercise and training.
- It will also be explained that youth will have the opportunity to share and discuss these ideas with policy-makers and business representatives in a dialogue forum that they can help shape according to how they see fit.
- It will be mentioned that there is a budget to support the alliance's meeting (e.g. catering, venue) and there is also a separate budget to support activities to refine policy proposal later down the line.
- It will also be mentioned that CO-CREATE also has an element of research which focuses on the process of engagement itself and young people will participate as research participants in the research. This means that their process of working together will be observed and we will collect data during the entire engagement through different means including surveys, minutes of meeting, and filling in policy forms and reflection forms.

- It will also be made clear that sometimes there will be other people from CO-CREATE who will come and observe the process.
- Young people will also be informed that photos might be taken here and there to document the process and they can opt out from these photos if they would like to.
- We will then go through the key points in the information letter for young people, including on vlogging and/or blogging as well as on video documentary.
- This ends with (re)affirming commitment.

Group building

To help break the ice and help young people to start feeling as part of a group, we will play team building games. Team building activities have been found to help with better communication among team members and create a closer interpersonal relationship as well as greater satisfaction in performing tasks (Amos, Hu, and Herrick 2005, Bruner and Spink 2011). Team building games are introduced early in CO-CREATE activities in order to create a sense of group belonging among young people. This team building exercises are also useful to have even if young people in the alliances have known each other previously. This helps them to reorient their group belongings into the alliance under CO-CREATE. These games can also be used at the beginning of any meetings with young people to ‘break the ice’ or as an energizer. It is therefore useful and advisable to employ these games in various points of the engagement process.

Possible games to be used include Flip It Over (involving youth standing in a big piece of cloth and having to turn it over together), CO-CREATE Bingo (involving youth having to find different individuals that will help them complete a modified bingo game), Human Knot (involving young people having to entangle themselves from each other while holding hands), Balloon Questions (involving young people having to keep some balloons afloat and when successful having to answer the question inside the balloon), Desert Survival (involving young people deciding as a group what items to bring into the desert to help with survival), and Spectrum Line (involving young people lining up in order based on a criteria provided by the facilitator) among others.

CO-CREATE facilitators will be provided with a collection of these team building games and the steps to do them during the facilitator training and have the options to also do other games they might have utilized or encountered before.

Aim:

- To ‘break the ice’ and help young people start to feel comfortable with communicating with one another
- To establish a sense of group belonging among participating youth
- To help young people feel connected to each other
- To facilitate individual youth to move beyond individual participation towards working as a group

Steps (Line Spectrum game is taken as an example):

- INSTRUCTIONS
 - To start with the Line Spectrum game, the facilitator will ask young people to stand up and gather around an area of the room that is big enough for them to stand in one line.
 - The facilitator will then ask young people to stand in a line based on a criteria, e.g. the distance they needed to travel to get to the meeting room; with the person having to

travel the furthest at one end and the person who travelled the least on the other end of the line.

- EXECUTIONS
 - Young people are allowed to talk to one another in order to form this line which helps them to start talking to each other in the context of CO-CREATE.
- DEBRIEFINGS
 - When everyone feels comfortable of their spot within the line, the facilitator will converse with the group to understand why each is standing where they are.
 - The conversation following the formation of the line helps young people to start getting to know each other better.
- NOTES
 - The process can then be repeated several times using different criteria, including those that are indicative of CO-CREATE's aims e.g. how active they are in organizations, or how involved they are in promoting healthy living to their surroundings, etc.
 - Facilitators will take care that the criteria provided will not be potentially stigmatizing, e.g. facilitators will not use criteria of personal behaviors such as eating or drinking habit, etc.

System maps and ideas prioritization

To support system thinking and to enhance the flow from system mapping in schools to engagement in alliances, youth in alliances will work with simplified versions of the map(s) already produced from CO-CREATE system mapping in schools conducted with different groups of youth. The map(s) will be modified and updated by youth in alliances in order for them to have ownership of the map. This is in line with Participatory Action Research or Systemic Action Research (Burns 2007).

The facilitators at this point would have already been trained to do system mapping by Steven Allender's Deakin University team in March 2019 in London. The knowledge they gain from the training will be used as well in this activity. The facilitators will introduce the maps and ask for response on components and relations. Youth is encouraged to add to the maps and to later spontaneously describe policy options in the form of action ideas.

Youth will also be facilitated to brainstorm policy ideas based on the maps using Leverage Points Prioritization Technique (LPPT). LPPT is an integral step in system mapping. This technique was also introduced by Steven Allender to CO-CREATE members in September 2018 Amsterdam system mapping training. It is based on Meadows' Leverage Points (1999) which is also described in Lidgren, Rodhe, and Huisingh 2006.

The design of this activity is based on discussion with LSHTM team and with guidance from Andrew Brown and Josh Hayward from Deakin University who provided the model building and system mapping training for CO-CREATE members in March 2019. The main principles of the design are to accommodate the following key points: (1) that youth in alliances understand how system map(s) come to be by understanding the step by step of the process, (2) that youth in alliances will not feel overwhelmed by the potential complexity of a fully established map(s) created by their peers in CO-CREATE system mapping in schools, (3) that youth in alliances feel the ownership of the maps and the action ideas to move forward to policy proposal, (4) that youth in alliances are provided the space to be creative and innovative in their action ideas generation, and (5) that the results of young people's work in system mapping activities conducted in schools are carried over to the alliances.

Aim:

- To establish since the very beginning of our engagement with youth that under CO-CREATE we focus more on the system aspect of obesity and less on the individual responsibility of it
- To enable an understanding of the political opportunity for system change
- To help mitigate the influence of probable existing stigma on individuals in relation to obesity or healthy living by focusing on system rather than individual responsibility
- To start youth thinking of solutions to obesity as their possible policy ideas
- To provide ownership of system map that youth will work on to culminate in policy ideas

Steps:

- QUICK INTRODUCTION TO SYSTEM MAP PROCESS
 - Young people will be introduced to the concept of Graph over Time, essentially about a factor that decrease or increase over time.
 - The facilitator will provide an example of Graph over Time, e.g. access to fast food, and draw it together with young people.
 - Young people will then be asked to do one Graph over Time per person. The graphs refer to factors that are related to overweight or healthy eating and physical activity (each country can choose which prompt is appropriate for them).
 - After prioritizing their Graph over Time in a small group, young people will take turn sharing what they have drawn while not repeating what have been mentioned.
 - These factors will be written into STICKE software in the form of a connected circle.
 - Young people will then be invited to point out some connections between the factors identified: which factor leads to which other factor.
 - After a few connections are identified, a system map is generated with STICKE.
 - The result of this activity is a simple map with only a few connections which is sufficient in order for young people to see and understand how a system map is generated.
- USING MAPS FROM CO-CREAT SYSTEM MAPPING ACTIVITIES IN SCHOOLS
 - The facilitator will then introduce existing maps from CO-CREATE system mapping activities in schools.
 - A power point will be prepared to show a simplified version of a certain section of the map before it slowly grows more interconnected.
 - All important elements and relations are made explicit, particularly any identified feedback loops.
 - Youth will then be given the opportunity to analyse the existing maps further in order to refine, edit, and add for the map to then be relevant to their own situation.
- GENERATING POLICY IDEAS
 - In small groups, young people will then identify sections of the map they are interested in finding solutions to.
 - Young people will then brainstorm individually possible solutions to these identified sections.
 - When they have come up with some ideas, they will share these ideas among themselves.
 - Young people will also be then introduced to some ideas coming out of system mapping activities conducted previously in schools.
 - To do this, a Gallery Walk activity, where young people walk around the room to read the ideas, could be considered.

- They can then go back into their respective group and share whether there are any ideas featured on the wall they would like to also consider, refine, or even combined with their own.
- ELABORATING POLICY IDEAS USING LEVERAGE POINTS PRIORITIZATION TECHNIQUE (LPPT)
 - When the small groups have identified their preferred ideas, including the ones they read on the wall, the facilitator will ask each group to identify their 3 best ideas.
 - In a round-robin fashion, each group will mention their ideas to the big group.
 - The small groups will be asked to skip an idea if it has been mentioned by others.
 - The ideas will be put up on the wall by the co-facilitator based on five leverage points levels, where ideas by young people are posted on five different levels depending on how significant is the systemic change needed to implement the idea.
 - The facilitator will consult young people whether they agree on the level of where their idea is posted on the wall.
 - When all ideas have been posted, the facilitator will lead big group discussion on which level young people would like to work on and which ideas under that level are interesting to develop further in later CO-CREATE process.
 - As an alternative to LPPT technique, Nominal Group Technique (NGT) or the Eisenhower matrix of urgent-important can also be considered to do prioritization. Steps to do NGT is explained under session 8.

Defining the activities of the alliance

Young people are invited to come to an agreement as a group on the way alliances worked towards policy proposals and the ground rules everyone will adhere to.

Aim:

- To start off the alliance building process
- To help youth start operating as a group
- To agree as a group how the alliance will operate
- To integrate the capacities of youth in the alliances
- To help build the feeling of ownership of the alliance as a motivation for young people to actively and continuously participate in meetings

Steps:

- INTRODUCTION
 - Young people will be introduced to the concept of an alliance and the purpose of the alliance.
 - It will be reiterated that the end goal of the activities is for each alliance of young people to come up with policy ideas in areas influencing obesity.
 - We make an inventory of the skills and interests youth have that are relevant to the alliances.
 - The list of activities presented before will be referred to again here.
 - We will make clear that each alliance can decide what activities to focus on.
- GOAL SETTING
 - Young people will be facilitated in envisioning what they hope their alliance to be. Even though, coming up with policy ideas is the goal of the alliances, young people have a space

to set up the direction of their alliance and what they imagine their alliance to grow to be.

- Individually, young people brainstorm on what they want to get out of the alliance or what they want their alliance to achieve. They write each of their vision on a post-it note.
 - When they are done, the post-its will be put up on a wall, clustered into different themes where similar visions are grouped together.
 - The facilitator will then summarize the themes which will be written up on a flipchart paper by the co-facilitator.
 - An agreement will be sought from the young people whether the consolidated list of themes represent what they envisioned and whether there are other things they would like to add.
 - Throughout the entire engagement process, it is useful to revisit these goals from time to time to see whether young people still feel they are on the right track to achieve them.
- **IDENTIFYING GROUP STRENGTH**
 - When the shared visions have been identified, young people will be facilitated to identify strengths they already have to support the realization of their vision.
 - Working first individually, young people write up a list of their talents, skills, passions, interests, and experience, even if it does not relate directly to CO-CREATE, and how they might want to use these for CO-CREATE.
 - They then share in pair their identified list with the person listening having to find possible ways for the strength to be useful in the alliance.
 - They then swap roles, the one listening now listing out their strengths.
 - When done, the facilitator will ask each young person to share with the big group one strength they heard from their partner and how that strength can be useful.
 - Co-facilitator will collect all the list and consolidate it into one big list, clustered based on theme, on a flipchart paper which will be posted on the wall for everyone to see and it will stay there for the rest of the alliance's process. Alternatively, this wall can be 'digital' if the alliance has not fixed meeting space.
 - It is useful to also revisit this list to see whether at any given point, the group can draw on the strength of different individuals to support their aspired goals.
 - **GROUP AGREEMENT SETTING**
 - Young people will then be asked to set up a group agreement, also commonly known as the ground rules, for their alliances. Setting up group agreement help maintain good dynamic between group members.
 - Young people will be split up into groups of 4 and will be given time in the group to come up with agreement points of their alliance participation.
 - The prompt for setting up this agreement can include: 'What would make this group a good space for learning?' or 'What would make this alliance a safe and respectful space for us to work together?'
 - After they are done discussing, in a round robin fashion, the facilitator will ask each group to mention one point at a time to be written up on a flipchart.
 - As each rule is written up, agreement is sought from the rest of the group of the rule to be included.
 - The facilitator will mediate if there is a disagreement between the members and seek the middle ground if a general agreement is not reached.
 - The facilitator will also offer a point to be added that the group has not thought of if necessary. Some useful agreements to be added will relate to keeping on time, respecting others' opinion, focusing on system rather than individual responsibility, non-tolerance

to stigmatizing or hurtful comments, one person speaking at a time, active participation, giving space for others to participate, confidentiality, the use of mobile phone, and active breaks.

- When the group agreement has been agreed on, it will be put up in the room for everyone to see and anyone, including the facilitator can refer back to it when the dynamic of the group makes it necessary.
- **PARKING LOT AND SUGGESTION BOX**
 - Young people will be introduced to the suggestion box and they are welcome to put in their suggestion at any point during the process. A suggestion box is meant to provide a way for young people to give feedback and ideas to the facilitator about the alliance itself, the activities, and other aspects of the engagement process.
 - Other than a suggestion box, a flipchart called the parking lot will also be set up where issues or topics that are yet to be addressed can be written down to be dealt with in the near future.
 - The content of the suggestion box should be read by the facilitators after every meeting and addressed at the beginning of the next.
 - The content of the parking lot should also be revisited in a regular basis to be addressed and then taken off the flipchart.
 - Both suggestion box and parking lot are meant to also help the alliance course correct whenever needed.

2: Introducing policy form and identifying information to be collected

In order to help young people to structure the policy proposal they are developing; a policy form is introduced. The policy form provides a breakdown of the elements of policy ideas young people need to formulate in order to have a solid proposal for the policy makers. The draft of this policy form can be found as Annex 1.

Aim:

- To help young people better formulate their policy ideas
- To provide the breakdown of policy elements for young people to populate
- To identify which information is needed to generate or elaborate policy proposals
- To provide a framework of policy formulation for detailed and targeted policy proposal
- To enhance motivation through empowerment and ownership

Steps:

- **INTRODUCTION**
 - The co-facilitator gives one copy of the policy form to each young person.
 - The facilitator will guide young people to go through each policy elements on the form to ensure they understand the purpose of each element.
- **SMALL GROUP WORK**
 - Young people will then have their first go in filling in the form.
 - They will break up into small groups and each of the group will focus on one idea they have decided previously to explore into policy proposals.
 - The small groups will work on 2 elements of the policy form at a time.
 - Young people will be reminded that at this point they can fill it in as a draft or an estimate which will be refined and revised throughout the CO-CREATE process.

- After a period of time, the work of one small group will be passed on to the one.
- The next group will work on filling in the next 2 elements of the form.
- This continues until all elements of the form have been quickly filled in as the first draft of the policy form.
- REVIEW AND REFINEMENT
 - The form is then returned to the first small group that work on it, that small group has a chance to review all of the additions.
 - Co-facilitator will make a copy of these forms and the facilitator will keep them where young people retain the original (which could be in a handwritten form or digital).
 - These forms are to be used, refined, and revised by young people throughout the engagement period until it becomes the final version.

Identifying information to be collected

For young people to refine and revise their policy idea through research, they need to first identify which information they still need in order to make their policy idea stronger (Ozer and Piatt 2017). The policy form which young people have worked on will be used for this purpose.

Aim:

- To identify information still needed to support young people's policy ideas
- To have a clearer direction of the information collection young people will be conducting

Steps:

- Young people work in the same small group they worked with when populating the policy form.
- Each small group then works on several elements of the policy form to identify what information they still need to strengthen each section of the form.
- The facilitator gives some examples to help young people getting started.
- During the discussion, both facilitator and co-facilitator will wander the room to provide support to the small groups.
- Each small group will come up with a list of information that is still needed to be collected.
- When they are ready, the facilitator reconvenes the big group and asks each of the small groups to mention one item from their list, not repeating what has been mentioned.
- By the end, the group as a whole will have a consolidated list of information they still need to collect in order to strengthen their policy ideas.

Alliances in action: Where do we see the obesogenic environment? What does science say? What can we do to change the system?

3: Photovoice training and ethics and data management training

Photovoice training will be one of the capacity building activities to be offered to be provided for youth. As part of the process, youth will come up with a check list of aspects in their surrounding they want to check by taking pictures of those aspects. This checklist is similar to that used for participatory neighborhood audit, a generic name used to refer to an approach of participatory auditing exercises done by residents on their own neighborhood (Hofland, Devilee, van Kempen, and den Broeder 2017). The method involves providing people with a checklist on what aspect to check and audit in their neighborhood, e.g. the width of sidewalks, the distance between one fast food establishments to the next, etc., and relies on their observation to complete the checklist. Photovoice is a participatory method using photographs to capture and illustrate people's views and lived experience of a particular issue (Wang and Burris 1997).

Aim:

- To provide youth with skills in collecting more information on certain issues related to obesity from their neighborhood
- To provide ways for youth to find evidence as a basis to their policy ideas
- To allow possible new ideas to be generated by youth through collecting information from their neighborhood using this tool

Steps:

- CAPACITY BUILDING
 - Youth will be introduced to the concept of photovoice.
 - Young people will be shared ways to capture photos that are mindful of ethical consideration, e.g. taking pictures with angles that obscure individual identity, omitting the name a particular establishment, etc.
- DESIGNING THE ACTIVITY
 - As a group, youth will develop the checklist that they will fill in as a part of their photovoice activity.
 - This checklist include things they would like to audit in their neighborhood which they will capture in pictures, e.g. food advertising to young people, condition of green space in the neighborhood, etc.
- CONDUCTING PHOTOVOICE
 - Young people will do photovoice in which they will take pictures while completing their checklist.
 - They will do this activity in between meeting 5 and meeting 6 on their own time.

Ethics and data management training

As young people will be collecting information to strengthen their policy ideas, it is important for them to have knowledge on the ethical conduct of information collection as well as on how to manage data in a mindful way.

Aim:

- To provide youth with knowledge on ethical conduct in collecting information.
- To provide youth with knowledge on data management in collecting information.
- To ensure youth information collection is conducted in a thoughtful manner and mindful of ethical and data management consideration.

Steps:

- Youth will be introduced to the concept of ethical consideration in collecting information.
- Youth will be particularly informed of the concept of informed consent, privacy, and confidentiality.
- Youth will also be informed of data management consideration, particularly on security, access, as well as on person data, consent, and confidentiality.
- To bring the topic closer to youth's daily lives, we will discuss as well about their views and experience of data sharing in social media such as instagram, snapchat, twitter, facebook, etc. An open discussion and Q&A session will be held to address youth's further questions or concerns regarding the topic.

4: Photovoice analysis

At this meeting young people will do an analysis of the result of photovoice they have done.

Aim:

- To allow young people to make sense of the information they have collected
- To provide ways for youth to find evidence as a basis to their policy ideas

Steps:

- **PHOTOVOICE ANALYSIS**
 - Young people will have group discussions about the result of their activities guided by the facilitator.
 - The SHOWeD method (Wallerstein 1987) will be used here where young people answer as a group the following questions: What do you **See** here? What's really **H**appening here? How does this relate to **O**ur lives? **W**hy does this problem or this strength exist? What can we **D**o about this?
 - Youth will revisit their policy form and see how their analysis help answer and/or refine their policy ideas
 - If needed, young people can split up again in smaller groups in which each group will work on one identified element from the policy form to be refined and revised.
 - Co-facilitator will make a copy of these forms and the facilitator will keep them where young people retain the original (which could be in a handwritten form or digital).
 - They will also be facilitated to identify the next step such as whether they feel they need more evidence or information to refine their policy ideas, ways to obtain the information, or whether they are ready to consolidate their policy ideas.

5: Discussion on results of systematic review of policies and research

Youth discussing among themselves about information they gather on specific issues related to obesity will be the most common activities conducted within the alliance. For one of the meetings, the discussion will be especially about inputs provided from systematic reviews of existing policies and research on adolescents' obesity youth might find interesting. The World Café's method will be used as a way of facilitating the discussion. At the end of the discussion, young people will revisit their policy ideas and see

how they can use the information to revise their policy proposal and whether there is still further information they need to collect to support their policy ideas even more.

Aim:

- To further refine policy ideas
- To bring together young people's experiential knowledge and scientific information
- To provide space for youth to incorporate results from systematic reviews into their policy ideas
- To identify the next step as a group
- To empower young people to take control of the scientific results through personalizing and contextualizing them to reflect their situation

Steps:

- **WORLD CAFE**
 - Young people are split into small groups.
 - Each group will be given different materials on systematic review to read.
 - Young people will be given the time to individually read the materials.
 - They are encouraged to highlight important takeaways from what they read.
 - When they are done, they will be given 15 minutes to discuss what they read.
 - They will be encouraged to specifically talk about the key interesting points they read, how these points are relevant to the policy ideas they are currently developing and whether they identify additional information they need to collect based on the learnings from the materials.
 - One member of the group should take notes of the discussion.
 - After 15 minutes, some members of the each of the group, playing the role of 'customers', will rotate to a different group while some others will stay in their original group playing the role of 'hosts'.
 - For the next 15 minutes, the hosts will describe to the customers the materials they read and the discussion they had in their original group about it. The customers will also have time to ask question and give their insights as well, particularly on how it is relevant to their policy ideas and what information they still need to collect. The hosts will take note of the discussion.
 - The group rotate one more time after 15 minutes with the customers moving to a new group and having another 15 minutes conversation with the hosts in the new group.
 - When the round is done, the customers go back to their original group and the facilitator will bring the big group back together.
- **SUMMARY, POLICY REVISIONS, AND IDENTIFYING FURTHER NEEDED INFORMATION**
 - The facilitator will then have each group quickly summarizes the discussions they had and the key takeaway points from those discussions, particularly how they will use it to revise their policy proposal.
 - The facilitator also asks the small groups to share what information they identify that they still need to collect based what on what they just learned to further support their policy ideas.
 - The facilitator then gives a short time for young people to work in small groups to revise their policy forms.
 - Co-facilitator will make a copy of these revised forms and the facilitator will keep them where young people retain the original (which could be in a handwritten form or digital).

6 AND 7: Conversational interviewing

After doing photovoice and discussing results from systematic reviews, young people would have also been reviewing whether there is still evidence or information they need to identify to further strengthen their policy ideas. If they identified the need to do further information gathering, conversational interviewing could be one of the methods to be considered and offered to youth to be used. For example, they might want to interview other youth.

Conversational interviewing is a qualitative research method used to generate verbal information in an informal and conversational way (Roulston 2008). Conversational interviewing differs from regular interviews as it does not strictly follow a list of predetermined questions and it allows the interviewer to adjust to the local and lived context of the person they interview, increasing the accuracy of the response (Conrad and Schober 1999) and making the interviewee more comfortable in the interaction (Brown 1995). We will offer conversational interviewing training to youth in alliance if they feel the need to use this technique to gather more information to support the formulation of their policy ideas.

Aim:

- To provide youth with skills in collecting more information
- To provide ways for youth to find evidence to test their policy ideas
- To allow possible new ideas to be generated by youth through collecting information from their surroundings, including their neighborhood, school area, etc., using this tool

Steps:

- **CAPACITY BUILDING**
 - Youth will be introduced to the concept of conversational interviewing.
 - They will learn the techniques of conversational interviewing such as recognizing openers and closers of conversation, how to keep conversation going, etc.
 - They will then have a chance to practice doing conversational interviewing.
- **DESIGNING THE ACTIVITY**
 - As a group, youth will come up with a list of areas of conversation—similar to list of questions but less prescriptive or strict—on issues they would like to explore from their neighborhood, related to their policy ideas.
 - As a group, young people then decide the next step after this meeting, e.g. when and where to use the conversational interviewing technique to support their policy idea, etc.
- **CONDUCTING CONVERSATIONAL INTERVIEW**
 - Young people will do conversational interview in which they converse with people in their neighborhood following the areas of conversation they have developed.
 - They will do this activity in between meeting 9 and meeting 10 on their own time.
- **CONVERSATIONAL INTERVIEW ANALYSIS**
 - At the next group meeting, young people will analyze their findings as a group.
 - Using the 2, 4, 8 small group technique (Seeds for Change 2010), young people identify the most important key takeaways from their activity first in pairs, then in group of 4, and then with the rest of the big group.
 - Using post-it note and the clustering technique, all ideas from all small groups of 4 will be put up on the wall and grouped based on their similar themes.
 - Young people then revisit their policy form and identify together which elements of the form need to be revised and refined based on themed findings.

- If needed, young people can split up again in smaller groups in which each group will work on one identified element from the policy form to be refined and revised.
- Co-facilitator will make a copy of these forms and the facilitator will keep them where young people retain the original (which could be in a handwritten form or digital).

8 AND 9: Advocacy training, budgeting for activity, analyzing the result of the activity, and finalization of policy form

In this phase of the alliances, youth should have developed some ideas about the systemic side of overweight and policies to potentially intervene at the systemic level. This knowledge needs to be put in practice and tested gradually. Dialog fora and simulation of policy leverages are important in this respect. During youth engagement activities we will take first steps into that direction. To this end we train youth in advocacy and we provide them with a budget to assist their activities. Testing ideas here might mean they seek feedback for their ideas and pleas from a range of stakeholders. Alliances have a budget to support activities that lead to the improvement or refinement of policy ideas. We mention the spending of the budget here, but depending on needs in the alliances, the budgets can be used differently.

Advocacy training is capacity building process to support young people when they interface with stakeholders such as policy makers, politicians, etc. This training will be led by the co-facilitators who would have received the training themselves from PRESS, our youth organization partner in Norway. This training will be part of the preparation and transition from engagement activities to dialog fora. Any potential additional training for the dialogue forum, will be part of the dialogue forum model itself.

Aim:

- To equip young people with skills to interact directly with policy makers
- To prepare youth before they potentially present their policy ideas to policy makers if they decided to take part in dialog fora
- To train youth in thinking of specific advocacy activities
- To acquaint youth with budgeting as a part of Participatory Action and policy making in general
- To further support young people to assess the feasibility of their policy ideas
- To further support young people to refine their policy ideas

Steps:

- Youth will be introduced to the concept of advocacy particularly with policy makers.
- Youth will be provided with tips and tricks in interacting with policy makers and the do's and don'ts in presenting policies.
- Youth will practice pitching their policy ideas to policy makers.
- The co-facilitator will lead the activity and the facilitator will provide support throughout.

Budgeting for activity to refine policy ideas

CO-CREATE provides budgets for alliances. There are two kinds of budget which are both mentioned at the beginning to young people. One type of budget is to cater to the organizational needs of the alliance (e.g. renting room, food during the meetings, etc.). Young people will have access to this budget since the

beginning and can help us decide on how to spend it (e.g. what kind of catering they would like to have). The second type of budget is specifically reserved for activities young people will do to refine their policy ideas. This funding scheme serves also as an incentive for youth to continue participation and as a way of supporting political action which more likely happens after some preparation.

Young people jointly decide on the use of the second budget with the aid of Nominal Group Technique (NGT) (Van de Ven and Delbecq 1972 and Fink, Kosecoff, Chassin, and Brook 1984). To help young people to reformulate their ideas, the SMART goal setting framework will be utilized as part of the funding form to be completed (Bovend'Eerd, Botell, and Wade 2009). They apply for it at the CO-CREATE team. Writing funding proposals is itself an empowerment activity.

The amount of funding will mostly not be more than 4,500 euro per alliance. This funding should be used to conduct activities to support the work on policy ideas, such as advocacy activities, getting feedback on ideas from professionals or politicians in the field, doing a small-scale piloting, hosting a debate, having a town hall meeting with community members, conducting RAND Appropriateness Method (Fitch et. al. 1984), or others in order to further refine their policy formulation. Draft of the budget proposal form can be found as Annex 2.

Alliance members will be advised in terms of the scope and feasibility of their envisioned activity. CO-CREATE reserves the right to accept, reject, modify, fully, and/or partially fund youth's proposal for funding. As said before, there is room to adjust to the way youth and facilitators deem fit.

Aim:

- To further support young people to find refine their policy ideas
- To provide support for the workings of the alliance
- To provide young people with a learning experience of applying for funding for organizational activities

Steps:

- INTRODUCTION
 - The facilitator will explain to young people that they have the opportunity to get feedback on their policy ideas
 - The facilitator will provide several examples of what activities they might consider.
- NOMINAL GROUP TECHNIQUE
 - The facilitator then asks each individual youth to brainstorm what activities they want to do. Each of their ideas is to be written down on a post-it note.
 - The facilitator then asks each individual young people to take turn to mention one of their ideas and to hand over the post-it they have written down the idea on. Similar ideas are not to be repeated and after all have had an opportunity to mention one idea, the facilitator will ask whether anyone has more ideas they would like to share.
 - The co-facilitator will help put up the ideas on a wall and cluster similar sounding ideas together.
 - When all ideas have been put up, the facilitator will lead a discussion about the ideas, going through different clusters to clarify and to make sure that young people are clear about each of the ideas.
 - The ideas will then be voted on to prioritize the ideas: Each young people will be given five sticky dots and they will use the dots to vote on the ideas they like to work on with them having a free decision on how to allocate their dots across all ideas on the wall.
 - The top three ideas will then be identified.

- SMART TECHNIQUE AND FILLING IN BUDGET PROPOSAL
 - Young people are then split up into three equal groups with them having a free choice on their preference to work on one of the top three ideas.
 - The facilitator introduces the budget proposal form and goes through the SMART framework to help young people make sure that their ideas are tangible and achievable.
 - Young people then work in their small group to fill in the budget proposal form.
 - The facilitator will facilitate and provide support during the entire process.
 - The complete budget proposal form will then be submitted to in-country CO-CREATE staff.
 - CO-CREATE will inform young people of the decision regarding the proposal which can be fully funded, partially funded, or even for young people to revise the proposal.

Conducting the Activity

After being approved of the funding from CO-CREATE, youth in alliance can implement their idea for the activities. As a group they will decide when, where, and how the activity to be conducted and then execute it. The facilitator will be in charge of the budget allocated to the alliance and will disburse the fund either based on receipt or as an advance.

Aim:

- To further have evidence to revise policy proposals
- To strengthen youth's confidence in their policy proposal

Steps:

- The facilitator will disburse the funding to the alliance to support the realizing of this activity.
- Youth will be in charge of the preparation and the implementation of the activity.
- The facilitator and co-facilitator will be present during the implementation and will write summary and do documentation of the activity.

Analyzing the result of the activity

After conducting advocacy/testing activities, it is important for young people to reflect on their experience and take lessons learned in order to refine their policy proposal. To do this, young people will do After Action Review (AAR), a PAR tool that is used to learn from the implementation phase of a particular action (Nurick and Apgar 2014). This approach can be used in all analysis sessions.

Aim:

- To help young people identify lessons learned from implemented activities
- To help identify points to be refined on the policy form

Steps:

- The facilitator lead group discussions and will go through the four focus of AAR with young people:
 - 1) What was supposed to happen?
 - 2) What actually happened?
 - 3) Why was there a difference?
 - 4) What can we learn from this?

- The learning points are listed out for all young people to see.
- From the list, young people and the facilitator identify together which elements of the policy form that need to be refined or revised based on the identified learning points.

Finalizing the policy form and NGT

Youth is now ready to finalize their policy ideas. The written up policy idea will be a source of data to be analyzed by CO-CREATE to answer its research question.

Aim:

- To finalize alliance's idea of policy on issues related to obesity
- To ensure that policy is presented supported by evidences collected by youth throughout the process
- To help youth organize their ideas into a structured and clear presentation

Steps:

- Young people will be asked to revisit the policy form they have been constantly working on.
- Based on the identified elements to be revised and refined as well as informed by the lessons learned from the implemented activities, young people will finalize their policy form.
- Young people split up into small groups to work together to complete the form in which each small group focusing on different elements.
- The facilitator and co-facilitator will provide support throughout.
- By the end of the activity, young people put together their work into consolidated policy form that will be their finalized policy proposals.
- The facilitator will have a copy of each of these policy proposals.

Looking back and ahead: How did we like it? What do we propose? How do we proceed?

10: Evaluation, continuation of alliance, and transition to dialog fora

As an evaluation and reflection process, young people will be given an individual form to fill in to provide their feedback and insights of the entire process. They will then have an open discussion about their reflection, facilitated by the facilitator. The reflection form will also be analyzed as part of the data for research.

Aim:

- To reflect together with youth of the entire process of engagement.
- To provide youth the opportunity to voice their views, ideas, and inputs individually of the entire process.

Steps:

- FILLING IN FEEDBACK FORM

- Youth will be provided with a feedback form to further provide anonymous feedback and reflection of the entire process participating in engagement activities. The feedback forms will be collected by the facilitator when done.
- The draft of the feedback form is provided as Annex 3.
- OPEN DISCUSSION
 - Youth will then be facilitated the facilitator to discuss of their experience so far in participating in the alliance.
 - Questions asked will be refined closer to date but will include, for example, what their overall experience is in participating in the alliance, what elements they see as valuable and less valuable, what their ideas are in making things better, whether they would recommend their peers to be involved in similar activities and their reasons for such recommendation, and changes they experienced by participating in the activities particularly in relation to policy making and addressing issues related to obesity.

Continuation of alliance

Youth will then be facilitated to engage in discussions on what to do next about their alliance. They can decide how to continue with it, the form, and activities they would like to engage in as an alliance. This will be the end of our extensive engagement with them in terms of facilitating them in activities conducted in the alliances.

Aim:

- To provide opportunity for youth to think about the continuation of their alliance.
- To wrap up engagement with youth and transition into youth taking the full facilitation and lead of their alliance.

Steps:

- The facilitator will facilitate the discussion of how youth envision their alliance to continue after the completion meeting.
- The facilitator will help youth consider options for the alliance such as being a stand-alone entity, being part of a youth organization, etc.
- If the co-facilitator comes from a certain youth organization, co-facilitator can help facilitate the probability of the alliance to be linked to their youth organization.
- As a group, youth will identify the next step forward.

Transition to dialog fora

Dialog fora is introduced at the start. At this stage, youth will get more details of participating in dialog fora. Youth will be reminded that their participation in dialog fora is voluntary, but will represent an opportunity to directly discuss their policy ideas with policy-makers and business representatives. The final design for this activity will be informed by the dialog fora ideation process conducted in May 2019.

Aim:

- To introduce youth to the concept of dialog fora.
- To help them transition to dialog fora activities if they chose to.

Steps:

- The facilitator will introduce the concept of dialog fora that might happen in city, national, and regional level.
- Either a representation from EAT or the facilitator will then provide a detailed explanation of the form of the fora, what activities to be expected, and the timeline for participation.
- The details of this content will be further informed by EAT who is in charge of dialog fora design.
- It will be made clear how young people can then indicate their willingness to organize and/or participate in dialog fora. The specific form of this will also be decided by EAT.

11: Dialog Fora

The details and guideline on how to dialog fora will be provided in a separate document.

12: Reporting back, amending policy form

After participating in dialog fora, young people will gather back as an alliance and amend the policy form to reflect what they have learned in the fora.

Aim:

- To amend policy form based on inputs from fora.

Steps:

- The facilitator will lead a reflection session to bring out the important learning points from dialog fora.
- Policy form is updated accordingly and finalized.

Other Activities

Vlogging and/or blogging

As part of CO-CREATE's commitment to cater to youth and their lived experience, vlogging and/or blogging is an integral aspect of the activities to be conducted with youth. Vlogging, a short for video blogging, refers to the act off videotaping oneself to be later on uploaded to video hosting websites, commonly either to capture moments in a day to day occurrence or to express views of certain topics. Vlog are often published on YouTube. We use the term vlogging her to encompass YouTube channel activities.

Vlogging has been studied to be a useful tool to create connection between the creator and the viewers (Liu et. al. 2013) and has increasingly become a preferred tool by youth in producing and disseminating youth perspective of different political and social issues (Raby et. al. 2018). Blogging, often seen as a precursor to vlogging, refers to journal-like online writing posted on a website with content ranging from reviews to opinions that are personal in nature (Gordon 2006).

We expect at least some of the participants to vlog themselves and many of them to follow vloggers. Youth will be asked to identify vloggers who are or might be willing to vlog about the systemic aspects of overweight. Alliances can seek collaboration with or coverage by these vloggers.

We integrate vlogging and/or blogging in the alliance activities in order for young people to feel connected with their peers, communicate their activities to a wider audience, as well as a way to ensure that the engagement activities are relevant to young people's lives. The co-facilitator or a group member, when they agree to it, will be in charge of the vlogging and each vlogging will be not be longer than 5 minutes long, mainly focusing on the alliance activities. Young people will be informed of vlogging since the beginning of their participation and can opt out from it. The vlog will be housed in a free video housing website such as Youtube and the link will be made available in a website that CO-CREATE will specifically dedicate to house content created by youth (currently under development). Co-facilitator will also be in charge of the blogging which will mainly a journal like summary of the kick-off meeting, the regular meetings, and the completion. Both vlogging and blogging will be done in English or the local language, depending on the choice of participants. Gradually, vlogging might turn into a tool for mobilization and political action, integrating youth experiential knowledge and what they have learned along the way. Vlogging can also turn into a tool for peer recruitment.

When young people opt to do the vlogging and/or blogging as an individual, the content of their vlogging and/or blogging will be reviewed by the facilitators before being posted on the websites.

In addition to vlogs, CO-CREATE will also produce a video documentary of CO-CREATE process. Young people will be informed of this since the very beginning and video documentary will be done by video documentary professionals hired by University of Amsterdam. Preferably the documentary maker will also be knowledgeable about vlogging to be able to support youth in this respect if necessary.

Aim:

- To provide a way for young people to feel connected to their wider peers.
- To provide young people to feel directly connected to other young people also in alliances in the other four European countries.
- To update each alliances of the progress of their activities.
- To provide youth with a space where they could express their view and experience.
- To provide youth with a space to communicate their activities to a wider audience.
- To ensure that engagement activities are structure in a way that is relevant to young people's lives.

Steps:

- Youth are informed since the beginning about vlogging and blogging and can opt out if they choose.
- Co-facilitator will do vlogging during meetings and clearly informing young people when vlogging is on-going.
- Co-facilitator will edit the vlog and upload the vlog to video hosting website as well as provide the link to it on the website that will be dedicated to content created by youth.

- Co-facilitator will write summary of meetings in a journal style as a form of blogging and will upload this to the website.
- Youth are invited to be in charge of vlogging and/or blogging in some of the meetings.
- Youth can also opt to do additional vlogging and/or blogging on their own which will be informed since the beginning as well. Some people might have already a blog and/or a vlog of their own and some might be interested in starting a new one chronicling their participation with CO-CREATE.
- Every week, the facilitator will ask young people whether any of them plan to vlog and/or blog about the meeting or other activities that week.
- Young people can decide what topic they are interested in vlogging and/or blogging and the facilitator can also suggest a topic, e.g. food and the political aspect of it, etc.
- Youth vlog and/or blog will be reviewed by the facilitators.
- When possible or appropriate, youth's vlog and/or blog will be translated or subtitled in English. Youth will be alerted whenever a new vlog and/or blog is available on the website, allowing youth in alliances from The Netherlands, Norway, Poland, Portugal and England to be updated of each other's progress.

Peer recruitment training

As one way to help mitigate attrition, we plan for youth to do rolling recruitment of peers. This rolling recruitment might not be crucially needed if most recruited youth stayed with the project until the end. The facilitator will assess when and if rolling recruitment is needed to maintain a good group dynamic of an alliance. When it is deemed to be needed, youth will be provided with capacity building on recruiting peers, particularly to ensure that recruitment is done mindfully and non-coercive.

Aim:

- To help young people articulate the aim of CO-CREATE project to peers.
- To identify potential ally among their network of family and friends.
- To inform young people the do's and don'ts of recruiting peers.
- To ensure that peer recruitment is done in a mindful manner and non-coercive.

Steps:

- The facilitator will discuss with young people the need of doing rolling recruitment.
- As a group, youth will identify who in their network can be an ally to be recruited in to the alliance; this could be people who are supportive of their involvement, those who are interested in taking part, as well as those who have specific skills that might help the formulation of policy ideas.
- Young people will also be encouraged to think of people that are different from them and might have a different life experience to be recruited.
- The facilitator will then facilitate a discussion on the do's and don'ts of doing rolling recruitment, particularly making sure that the recruitment is done non-coercively and not reproducing stigma.
- Youth will then practice to do a short pitch on how to present CO-CREATE to their peers with the facilitator emphasizing the usefulness of pitch in interacting with people other than just youth, such as policy makers.

CO-CREATE ACTIVITIES WITH YOUNG PEOPLE

