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Alliance Handbook

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Preamble

How to use the CO-CREATE Alliance Handbook

The CO-CREATE Alliance Handbook brings together all the resources that the coordination team (based at the University of Amsterdam, henceforth UvA) of the Participatory Action Research (henceforth PAR) component of CO-CREATE deemed useful to the local teams/facilitators committed to conducting the local PAR groups. The handbook was put together in August-September 2019, ahead of the training sessions provided by the UvA team to facilitators engaged in the launching the PAR groups. As such, the Alliance Handbook is a handbook, as it reflects a collection of *methodological guidelines; templates* for consent forms and for structured fieldnotes (among others), *reference documents* such as protocols and more (see introduction).

In addition to being a resource, the Alliance Handbook tells us about methodological development, as it also evidences the steps taken – ahead of fieldwork – by the coordination team to actualize its (double) responsibility of a) recruiting young people and getting them to propose policy ideas for childhood obesity prevention through a PAR trajectory that was to be carried out in a similar fashion in each of the five countries but bearing with the local contextual particulars and b) ensuring it is possible to analyze/evaluate/interpret the participatory process using a qualitative perspective (as the overarching research question of WP5). As such, the Alliance Handbook provides an account of the efforts of the coordination team to turn the CO-CREATE proposal into an empirical implementation plan, accounting for the particulars of each local context (for which a fieldwork preparation inquiry was devised) as well as accommodating the requests of local teams relating to local cultural features and/or to institutional requirements; the requirements of consortium partners in charge of research ethics (WP10) and of research data management (WP8); and to accommodate the challenges that the coordination team was aware of ahead of launching multi-sited PAR. Therefore, the Alliance Handbook evidences the latest step in terms of methodological development before launching the PAR groups, including how they handled foreshadowed problems in the sense of Malinowski (1922:8-9; see Hammersley & Atkinson, 2005).

However, the handbook should not be regarded as a final product, a structure set in stone that ought not to be altered. To start with, all local teams were advised to adjust the use of the program laid out in this handbook to the local situation and most importantly to what happens during the actual participatory action activities. As it happens, the implementation of the PAR programme in the five countries triggered new questions and revealed ‘unforeshadowed problems’ that the coordination team had to address in their daily coordination work, thereby contributing to further methodological development. As such, the handbook reflects a particular stage in an ongoing process. Our evaluation shows that outcomes of PAR crucially depend on the ability of local teams to adjust continuously and to renegotiate the activities and purpose of participatory action research (Bröer et al 2003). To learn more about the unforeseen challenges that the coordination team have come across after the launching of the first Alliances in September 2019 and about how these challenges were addressed

methodologically, see Moerman e.a., (forthcoming) Balancing methodological rigour and flexibility in a large collaborative and comparative qualitative research project.

In sum: the Alliance Handbook is no toolkit (we don't mean it should be replicated as such) but hopefully a source of inspiration for researchers/facilitators willing to twin PAR with qualitative process evaluation and lots of flexibility.

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12th October 2023

Introduction

This handbook contains the information needed for running alliances in CO-CREATE. The Alliance Handbook contains three parts: 1) preparing the alliances, 2) running the alliances, and 3) the research accompanying them. You can read about the way we have designed the alliances, how sessions are organized step by step or how to observe alliance meeting. We also include, among others, examples of consent forms and graphic materials.

The sheer size of this handbook points to the magnitude of the tasks we have set ourselves. Often, we have multiple roles in the process. There is especially a tension between running an alliance and researching it. While we might want to achieve a particular outcome when we run the alliance, as researchers we should be open to any outcome.

Team Amsterdam offers this handbook as an online version, so you can easily use and copy any of the parts. We also provide you with a paper copy. Keep in mind that the online version will be updated and the paper version might be outdated at some point. Please do not share this handbook with people outside of CO-CREATE core team before we reported and refined it.

The many parts of the handbook have been written by several authors and many more have contributed. We want to thank – in random order – the following colleagues for their collegial and professional contributions during the first 18 months of our joint effort: Therese Bakke, Cecile Knai, Natalie Savona, Elin Bergstrøm, Arnfinn Helleve, Knut-Inge Klepp, Harry Rutter, Isabelle Ljøsne, Nanna Lien, Oddrun Samdal, Sudhvir Singh, Tim Lobstein, Aleksandra Luszczynska, Ana Rito, Helene Holbæk, Ines Portugal, Karoline Steen Nylander, Margot Neveaux, Monika Boberska, Sofia Mendes, Sudhvir Singh, Talia Macauley, Anna Banik, Magdalena Freyer, Ewa Kulis, Zofia Szczuka, Joana Baleia, Navnit Grewal, Fredrik Vaaheim, Margrete Bjørge Katanasho, Ove Kenneth Nodland, Kate Oldridge-Turner, and Margarita Kokkorou.

As much as we hope that this version is the final one, we are aware that changes might be necessary. For one, information on the dialogue Fora will be included soon. For the rest, however, we suggest that these changes are implemented later, as part of the finalization and reporting of CO-CREATE. We kindly ask you to suggest changes in a direct mail to Sherria at S.P.Ayuandini@uva.nl.

Finally: CO-CREATE aims to address overweight and obesity through novel policy proposals which have been generated in research, action and dialogue between youth, scientists, policy and industry. CO-CREATE also aims to train and empower youth, especially from underrepresented groups. While this seems a demanding endeavor, we are convinced that precisely this mix is necessary to tackle late modern social problems: we need to involve different stakeholders in joint learning processes to move away from individualistic and populist approaches.

Team University of Amsterdam

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Part 1: Preparation



Youth Recruitment Protocol

Executive Summary

This Protocol describes recruitment of adolescent participants for the purpose of WP5 (Youth Alliances for Overweight Prevention Policies); WP6 (Dialogue forum with representatives from policy and business) and WP7 (Evaluation of Co-Created policy interventions and the methodology). To this end, this Protocol introduces and specifies recruitment strategies and procedures, considering ethical requirements, in line with the WP5-WP7 ethics protocol as part of WP10.

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List of acronyms / abbreviations

EYP: European Youth Parliament
 GA: grant agreement
 GDPR (page 13)
 PAR: Participatory Action Research
 WP: work package
 YPAR (page 8)

Introduction

Deliverable description

This Protocol describes recruitment of adolescent participants for the purpose of WP5 (Youth Alliances for Overweight Prevention Policies); WP6 (dialogue forum with representatives from policy and business) and WP7 (Evaluation of Co-Created policy interventions and the methodology). To this end, this Protocol introduces and specifies recruitment strategies and procedures, considering ethical requirements (in line with the ethics protocol, as part of WP10).

Objective of deliverable 5.1.a.

In line with the Grant Agreement (Annex 1 – Part A, p.30), the Recruitment Protocol aims at harmonizing the recruitment strategies and procedures across the five countries (The Netherlands, Norway, Poland, Portugal and the United Kingdom) and providing a framework for local researchers to harmonize recruitment across the local Alliances.

As CO-CREATE endeavours to secure the inclusion of underrepresented adolescents, a key challenge for CO-CREATE researchers, the Recruitment Protocol reviews recruitment strategies and procedures to identify underrepresented adolescents and provide guidelines to enrol them and to set up Alliances reflecting the diversity of adolescent population in the local context.

Recruitment rationale for WP5-WP7

WP5 chiefly aims to ‘promote and support adolescent participation and political efficacy complementary to the formulation of policies for upstream obesity prevention’ and 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’ (GA, Annex 1, p. 29).

These overarching aims are reflected into the following research questions.

- How do WP5’s forms of recruitment and engagement (YPAR) affect participation of diverse youth in the Alliances? 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?

As stated as the GA, we mean to engage a diversity of youths and reach out to a 'full representation of views and experience'. To operationalize diversity, let's first review the reasons why diversity is important in our project.

First, Co-CREATE's activities are part of a democratic and public process, inclusiveness is in itself important since all citizens - or in this case youth - have a right to participate and democracy works better if it is inclusive, as it is based on the assumption of basic human rights of self-determination. Youths are not obliged to participate, but as researchers we need to ensure none are hindered. Given that some groups of youth are usually under-represented, we need to make an effort to include those.

Second, as we aim to come to new policy ideas, it is important to reach out to those who tend not to be involved in political process as they might come up with ideas we haven't thought of before.

Third, as stated in the GA, we grant value to experiential knowledge and it is important to include people who are the ones facing the 'problem' personally or very close to them (in this case obstacles to a healthy lifestyle). Without their point of view, we might miss the mark completely and what we are doing might turn into an imposition of an uninformed outsider. As our project aspires to co-create, that is something we really want to avoid.

Fourth, activities carried out by diverse groups will expectedly be more likely to come to outputs (policy proposals and tools) that are meaningful to all youths in the corresponding city/country. The outcomes of our work need to speak for all in our countries so, we need to ensure that our activities are accessible for those who are usually left out, or less represented in governmental policy.

Overall, we assume that our WP5 activities will benefit from being carried out by a diversity of participants, of whom we assume they are likely to contribute in different but complementary ways. Variety of opinion and/or experience will make brainstorming more productive and creative process (again in coming up with new ideas) richer.

This understanding of diversity holds for all the countries involved in WP5-WP7. However, its content differs from a country/city to another. Obstacles and opportunities for participation and political efficacy differ between countries. To arrive at transferable insights, we need to know how to adjust our general goal to local conditions. Therefore, we need to first explore the local context in order to identify the ways in which certain sections of youths are underrepresented and to identify the most suitable ways to enrol adolescents, notably by identifying gatekeepers. This will be done through the fieldwork preparation, carried out by WP5 central staff (UvA) in collaboration with WP5 local staff in the respective countries. The preparatory activities are detailed below.

In addition to initial recruitment, we will encourage adolescent participants to engage in continuous peer recruitment along the process, in order to mitigate attrition but also as part of our political mobilization goal.

Recruitment targets

Overall, WP5 endeavours to recruit 60 adolescents in each country (3 times 20), and they will be grouped and divided into three different Alliances. We plan to establish three Alliances in each country, aiming to sustain at least two of them as a minimum goal. Considering possible drop-out, as well as other unforeseen circumstances, 60 is a prudent number to aim for as it allows for 10-15 adolescents to form one Alliance.

In addition, we will recruit another 60 adolescents as a control group for WP7 in each country. The control group will be responding to the same questionnaire as the alliance participants in order to compare changes in readiness to action and attitudes towards obesity prevention measures at the beginning and end of the alliance period as intermediate process outcome measures.

WP5 consists of both Alliance activities and research about the Alliances (see Del 5.1b, Engagement protocol). As WP5 activities are carried out over a whole school year (2019-2020), we might face attrition, both at the start (initial attrition – as recruitment activities will start during the previous school year, prior to the summer break) and during the school year (processual attrition – e.g. if some participants have less time than initially expected). In order to mitigate processual attrition, we will train participants to continuously recruit new participants.

Inclusion and exclusion criteria

Inclusion Criteria

We will use the purposeful sampling technique (Patton, 2002; Cresswell & Plano Clark, 2011; Palinkas et al., 2015) and recruit youth along the following primary inclusion criteria:

- At least 16 years old or at most 18 years old at time of recruitment;
 - Being interested in engaging in a series of activities requiring participation in regular meetings (frequency will be determined by youth themselves but approximately bi-weekly with up to two hours each) and in conducting individual research or information collection (approximately one hour a week but can be less or more in which youth themselves decide). As stated in the consent form, youths can decide to quit at any moment, and also to join back if they change their mind.
 - Capable to consent (if >16 in all countries with the exception of Portugal and Poland where consent of the parents will be needed for 16-18, the adolescent must be able to assent)
- Important remark: Ease with expressing oneself in presence of a researcher and/or in peer group will not be a prerequisite, as research activities will include capacity building and different engagement methods such as small group work, which is likely to facilitate the participation of some youths who are subject to anxiety and/or having trouble to discuss healthy lifestyles and the obesity epidemic with relatives/peers.

Exclusion Criteria

Not fulfilling the age and other requirements set out above.

Knowing the local context: fieldwork preparation

Fieldwork preparation is meant to explore the local context in the countries involved in WP5-WP7 (The Netherlands, Norway, Poland, Portugal and the United Kingdom) to:

- Make sure we are sufficiently aware of important local contextual factors when reaching out to youths to engage in policy co-creation, in particular to gain a more specific understanding of political and social opportunities and obstacles in reaching out to gatekeepers and to young people (e.g. Are there youth organizations and do they have political leverage?),
- Have a more specific understanding of different segments of diversity of youths that need to be recruited to be part of Co-CREATE Alliances, (e.g. ethnic diversity and inequality play differently across the participating countries),
- Increase our data interpretation capacity (both in a local and comparative perspective), by accessing existing local knowledge that is relevant to our research, e.g. better understand how the stigma issue may play in the local context of the five countries/cities involved.

Practically, fieldwork preparation activities contribute to identify, in each local context, (1) which categories of adolescents are likely to be less represented in the local public scene; (2) which are the most suitable specific agencies that are likely to act as gatekeepers* as to help CO-CREATE researchers to reach out to and enrol the targeted adolescents along the four entry points in use in youth research (schools, municipalities, existing youth organisations and community-based organisations); (3) which are the most suitable organisations that are likely to provide co-facilitators*.

Eventually, fieldwork preparation might show that we need another entry point, or that a particular entry point is useless in certain countries. We will then carry out recruitment closely based on this fine-tuned information.

The fieldwork preparation is guided by a topic list (see Appendix 1 at end of the present document), established by WP5 central team (UvA). Fieldwork preparation is carried out by WP5 local staff (UiO; LSHTM; CEIDSS; SWPS; UvA) in collaboration with WP central staff (UvA) on equal (effort) footing - i.e.

in each country: 2 person months for both local staff and central staff, hence in total 4 PM per country, including reporting. In addition, PRESS will contribute by helping local staff in identifying and reaching out to relevant youth organisations.

A prerequisite to fieldwork preparation is to identify two geographical areas per country, namely for the formation of Alliances. As we are aiming for three Alliances per country, so expectedly one

Alliance

is to be set in one area and two in the other. Each of these geographical areas needs to match a political unit (typically a municipality or below that level, e.g. boroughs in some capital cities), as small as possible where it will be possible to project the realisation of policy ideas that youth come up with (hence rather a small town than a village). So, essentially, we'll form the Alliances within certain polity/governance units.

However, we will not limit young people in their creativity in coming up with policy ideas because their ideas might also be able to be implemented on a national level/addressing issue on a national level. Therefore, a key question in identifying the two geographical areas is: what are the two most suitable political units where the Alliances could be formed?

The timeline for identification of gatekeepers and co-facilitators, followed by the start of the initial recruitment of adolescents, is from April to July 2019.

In addition, in case of attrition, CO-CREATE will proceed to additional recruitment, therefore using the Alliances themselves as gatekeepers.

Guidelines for initial recruitment: the setting of the local Alliances

By the end of fieldwork preparation, CO-CREATE researchers will have identified (1) the sections of youths that are likely to be underrepresented in the local context; (2) organisations providing cofacilitators.

At this point, local WP5 team coordinators will appoint facilitators (one per Alliance, in April 2019) and co-facilitators (one per Alliance, in April-May 2019) to start setting the local Alliances. In collaboration with WP5 central staff (UvA, who will provide training and assistance to the setting of the local Alliances), facilitators and co-facilitators will start recruiting adolescents for the Alliances. Each WP5-WP7 local team are invited to fill and update a Recruitment Status Sheet (posted on Sharepoint and reflected in Appendix 2, at the end of this document).

The timeline of initial recruitment of adolescents for the Alliances will be as follow. Once CO-CREATE researchers have identified gatekeepers and venues where they are likely to reach out to adolescents (April and May), they will enquire about particular events during which they could provide a verbal presentation of the project to groups of potential participants (for example in school assembly, youth organisation get-together, scout camp, and so on) and share handouts and information kits including consent form. Expectedly most of the relevant events will take place after summer break (September 2019), unless some (youth) organisations throw events over the summer period. At the selected events, CO-CREATE researchers will collect lists of names of interested adolescents and their contact details (either email address or mobile phone number). After allowing them some time to think and informing their parents (one week), CO-CREATE researchers will approach them individually and invite them for the Alliances kick-off meeting (to be scheduled by the beginning of October 2019).

At the beginning of the Kick-off meeting, adolescent participants will be invited to fill in the WP7 questionnaire.

At the end of the Kick-off meeting, facilitators will collect the filled consent forms. The practical aspects of the recruitment procedure regarding adolescents are specified in the WP5 submitted by each WP5 local team to the respective local board of ethics (incl.provision of information regarding

the proposed engagement and research activities and collection of consent of adolescents and their parents, if applicable – i.e. Poland and Portugal).

As the WP5 Alliances draw on the participatory action research (PAR) methodology, adolescent participants will expectedly benefit from taking part in an Alliance in various ways: they will learn, they will be listened to, they get opportunities to meet people and to carry out group activities. However, to encourage adolescent participation, facilitators may – in addition – use particular incentives, such as a participation certificate issued by the University and that they can use for their resume/CV. The certificate will describe the adolescent's contribution and the period of commitment. Other types of incentives are available, such a budget to be used for the development of policy ideas generated by each Alliance.

In addition to the incentives, modest compensation ('thank-you gifts') will be given to thank the adolescent participants for their time, e.g. in the form of a voucher limited to an amount that is considered normal practice in research projects carried out in the respective country (e.g. 10-euro gift card after each month of participation). The thank-you gift should not be of a value that will coerce the adolescents in the research. The adolescents will not be informed about the thank-you gifts upfront, as they should not enrol because of those gifts.

As said, we aim to engage a diversity of youths to engage in the Alliances, so expectedly the composition of the Alliances will reflect local diversity, e.g. getting together adolescents who have been recruited through different gatekeepers, depending on the outcomes of local fieldwork preparation. However, it may happen that CO-CREATE researchers deem preferable that Alliances are not intrinsically diverse (e.g. in case the participation of some underrepresented youths is subjected to Alliance activities being scheduled during school time). In this case, it will be deemed acceptable that some Alliances are not intrinsically diverse, as long as the local diversity is represented in the three Alliances all together.

Once adolescents have signed-up, facilitators and co-facilitators will use appropriate methods to optimise diversity, including encouraging adolescents to engage with peers to whom they are not acquainted. It may be that we only have sufficient volunteers to work with whomever puts themselves forward. It may happen, however, that a larger number than required offer to participate in the Alliance activities (on average 15). If so, facilitator and the co-facilitator will decide whether it would be possible to accept a few more participants (up to 20). In case there are more than 20 volunteers, facilitators will conduct random selection e.g. 'pulling names out of a hat', after stratifying for diversity. Facilitators will keep a waiting list from which they will pick up in case of attrition. Adolescents on the waiting list will be informed of their status and will be encouraged to join another Alliance, in case there is a shortage of participants there.

While selecting gatekeepers and co-facilitators and/or when they set a partnership with a particular organization as host organization for an alliance, local teams are kindly requested to keep in mind the following points:

- Still aim for diverse young people to participate and push the organization to include those who are more than just the usual who's who. PAR needs to include wider environment and surroundings of young people's life rather than just the organization's. Local teams should make sure that recruitment through organizations do not compromise CO-CREATE's goal of diversity. Organizations need to also aim to include young people that are harder to reach or less heard from

rather than the usual suspect of the organizations' members. Also, this means that the policy ideas young people come up with should not just be about a narrow focus on the organizations' particular goals, visions, or missions but also need to take into consideration other aspects of young people's life, not just their 'life' in the organizations.

- The ultimate goal is policy making to address adolescents' obesity. Accommodation to the organization's interests can be done but this main goal needs to be met.
- Policy making needs to serve the level of the lowest political entity and if the policy is too close with the goal of the organization itself, invite them to think on how this could also be relevant to others.
- CO-CREATE researchers remain the lead in conducting the activities. Clarification of roles between CO-CREATE and the organizations since the very beginning is strongly recommended.
- Consider power dynamic between the board/managers of the organizations and the young participants. There might be power imbalance between the board members of the organizations or the managers and young people who are members of the organizations who might take part in our alliance. Board members and managers might be slightly older but even if not, they have more power. Young people's participation in CO-CREATE should not be hampered simply because they would 'censor' themselves when the board members or the managers are around.
- Identify what could be challenged by working together and address this since the very beginning with the organization.
- Identify strengths of the organization and how we can use it in CO-CREATE. Think of organizational skills, communication capacity... But there might be more to discover: each organization is unique and their uniqueness/strength should be considered and taken into account when cooperating with CO-CREATE.

It may be so that such a selection procedure entails immediate attrition, e.g. if some selected adolescents are reluctant to enrol in case their friends are not selected. In case of attrition, COCREATE will proceed to additional recruitment, therefore using the Alliances themselves as gatekeepers.

Guidelines for rolling recruitment

As part of Alliance activities, adolescents will be trained to recruit additional adolescents in case of attrition. As expectedly it will be easier for adolescents to recruit among adolescents who are similar to themselves, they will be explicitly trained and challenged to recruit among adolescents who are not like them (e.g. youths from the well represented groups recruiting youths from the underrepresented youths – the details of rolling recruitment training are outlined in the Engagement protocol, Del.5.1b, p. 85).

Adolescents coming in at a later stage will be paired up with the youth that has been engaged already, so that they can brief them and help them getting up to speed with training/capacity building/activities as to be prepared for the dialogue forums (WP6). Facilitators will keep track of the

starting date of each adolescent in the process to have a good overview of who is trained in what, and who can take a leading role in the dialogue fora.

Specificities for WP7 research activities

WP7 will regularly survey the youth recruited for WP5 during the work in the youth Alliances, thus the recruitment will be as described for WP5. In addition, a control group of youth with the same profile as those on the youth Alliances will be recruited from matching geographical areas. Youth in the control group will receive a token gift card if they complete both surveys. The amount will be set according to the budget and appropriate amount by each country team.

WP7 will also survey the youth and stakeholders participating in the forum in WP6 just before and after the forum and a few months later as part of the process evaluation. There will be no control group for the stakeholders.

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1. Fieldwork preparation & recruitment status sheet

Please fill and return to UvA team [e.baillergeau@uva.nl] by 28th October 2019

1. What are the political units (PU) where Alliances are to be created? Why did you select these PU?

2. Which gatekeepers proved most useful to reach out to adolescent participants for the Alliances?
[for each gatekeeper: please indicate in which PU and recap what kind of events gave you a chance to present the project to potential adolescent participants]

3. Are there any population groups publicly known (in the local context) as marginalised or stigmatised, based on ancestry, ethnicity, religion/ideology or along any other cultural line? If so, are these groups organised?

Is there any official measurement of stigmatised groups in the local context?

Is there any official measurement of ethnicity in the local context?

What are the underrepresented youths your team aim to reach out in each political unit? (e.g. adolescents attending vocational education; adolescents living in a low-income area; Roma adolescents)

4. Have you noticed any particular difficulty in the setting of Alliances reflecting diversity? If so do how do you intend to cope with this difficulty?

5. Who are the gatekeepers helping your team towards reaching out to underrepresented adolescents in particular? (for each gatekeeper please indicate which political unit)

6. How did you reach out to co-facilitators for each of the Alliances and what was your selection strategy?

7. Do you partner with youth organisations in the setting of the alliances? Namely:

- Youth organizations that have a democratic approach to their organization
- Youth organizations that knows about bottom-up approach to organization building
- Youth organizations that do advocacy and engage in politics
- Youth organizations that have systemic approach to obesity and health (non-

individualizing)

- Youth organizations that have commitment to health and/or youth empowerment/involvement
- Youth organizations that have an organizational structure and have ways to recruit new members
- Probably not youth organizations that are specifically too focused on one particular topic (e.g. only about cycling, etc.)
- Probably not youth organizations that are linked to political parties

2. Ethical aspects

Adolescents are vulnerable in the sense that they are in a transitional phase between childhood and adulthood. They seek and develop independence and at the same time, they are still (partly) dependent on adults, such as their parent(s) and school teachers, as well as on their peers. In our research, we engage with adolescents in a familiar environment while forming alliances in which adolescents share and discuss their views on sensitive topics such as 'health' and 'weight' with us (researchers) and each other. In this section, we reflect on the ethical considerations relevant for this study.

In general, researchers will be trained to pay attention to the ethical issues described below and particularly to discomfort, distress and stigma among youth. The project team will discuss these issues structurally. The team will have information about access to care providers ready in case it is needed. Team members will always first discuss problematic case before taking action. The question how to deal with ethical issues will be part of the meetings with youth throughout the process.

1.1. Management of informed consent and assent

1.1.1. Gaining consent from adolescents

The gatekeepers will provide the groups of adolescents with material setting out information about the project, the nature of the involvement, what the sessions involve, and how the adolescents can contribute. The CO-CREATE researchers will provide information to the groups of adolescents at assemblies or other meetings about the project. Adolescents who are interested in participating in the alliance activities will receive an online 'sign-up' form. However, the adolescents approached will be given enough time to consider whether they want to participate in the research. They should not feel obliged to participate in the research. The CO-CREATE researchers will inform potential adolescent participants that participation in the research is voluntary and will not be tied to grades or extra credit. Similarly, adolescents will be free to decline participation or withdraw from the research at any time. This will be communicated to the participants at regular intervals.

The adolescents who have agreed to take part will be invited to the kick-off meeting. At this meeting, they will be invited to fill in the WP7 questionnaire.

Just before the first alliance session starts, the adolescents who show up will be informed again about the project and about their rights as participants. They will receive an informed consent form that they can sign and give to the researcher organizing the alliance. At end of kick-off meeting, CO-CREATE researchers will collect filled consent forms. About informed consent, see also WP5 Engagement protocol.

1.1.2. Providing parents/carers with information

Although parental consent is not required for participation of adolescents aged 16-18, information will also be given to the adolescents to pass on to their parents. This will be similar to the information provided to the adolescents themselves but addressed to the parents/carers.

In Portugal and in Poland, processes for parental consent and adolescent assent are different and parental consent can be required for youth from 16 years old. Moreover, it may incidentally occur that there happen to be motivated adolescents among the recruited youth who are still 15 years old. For these cases, we have a parental consent form which should be used next to the adolescent consent form.

1.2. Risks

We aim to recruit adolescents from various backgrounds and invite them to engage in a variety of activities over a period of several months. We envision that a number of risks may be encountered while conducting the alliances. We describe below how we envision addressing these risks.

1.2.1. Stigmatization

There is social stigma attached to being overweight in our society. This stigma may lead to participants who are themselves overweight, or have close family or friends who are overweight or obese, to feel stigmatized by participation in CO-CREATE. We will be careful to outline project procedures to be inclusive of all youth and non-judgmental, focusing on how healthy lifestyles can be supported by policies, potentially resulting in lifting the focus from individual responsibility alone to a model focusing on how healthy lifestyles can be supported by our surroundings.

At the time of recruitment, we will make sure to approach the adolescents only at group level rather than at individual level to ensure that they do not feel that they are selected based on their physical appearance. We will avoid using language that may assume or confirm certain labels and stigmas attached to certain social group factors and explain that we are looking for diverse adolescents in the given age group.

When the adolescents themselves recruit among their peers, they will be encouraged to approach young people 'who are like them' and young people who are 'not like them' to ensure diversity in recruitment, and will be trained to approach them in a respectful way and without using terms such as, for instance, "fat" that may be considered hurtful. Although the adolescents participating in the research will be encouraged to recruit peers, the practicalities of the recruitment (e.g. information round, informed consent collection) will be handled by the CO-CREATE researchers.

Although the very purpose of the alliances is to move beyond the individual-level factors driving obesity, however, there is a risk that the discussions raised during the workshop may touch on areas of a sensitive nature. A **code of conduct** will be established early in the alliances in collaboration with the adolescents which enters into a 'group agreement' to ensure that the adolescents participating in the alliances behave in a respectful way with each other. This is particularly important knowing that some participants may personally experience weight problems. It will be made clear to the alliance participants that lack of respect toward peer participants, or any form of bullying, also toward other people outside to the alliance, will not be accepted and may lead to exclusion from the project. When the group has established their hopes and fears for the project, the facilitators will have suggestions for a code of conduct ready to be discussed and approved with participating youths, and central WPS

personnel will provide a template for this.

Stigma may also be encountered outside of the alliance. For instance, alliance participants may be criticized for being part of a “fat project”. Any stigmatizing language will be avoided in oral and written information about the CO-CREATE project. The participants will be made aware that they can talk to the research team should they experience any form of stigmatization. The CO-CREATE researchers have vast experience with research on human study participants, implementing procedures to mitigate any potential risks for participants.

In addition, the trained researchers will remain alert to any discomfort, taking appropriate steps to change the direction of discussion and avoid concentration on individuals’ personal experiences. In order to support students who express distress due to the process:

- a) Researchers will leave a bookmark with each pupil advising them of how to contact a confidential and anonymous hotline such as, in the Netherlands, de Kindertelefoon: <https://www.kindertelefoon.nl> (equivalent of ChildLine <https://www.childline.org.uk/>).
- b) Researchers will also identify a contact within each host organisation in advance of alliance activities who may be approached by students who may need further support after participating in the research.

1.2.2. Time commitment

Recruiting adolescents to participate and invest time in meeting up and investing time in the alliances can be challenging. A basic rule will be that the adolescent participants will not be asked to join activities at times that come into conflict with other school activities. Scholarly obligations will be given priority. They will also be free to withdraw from the project at any time and without having to give a reason.

1.2.3. Disclosure of sensitive information

As the objective of the alliances is to discuss overweight/obesity at policy level, it is unlikely that situations may arise where sensitive information about personal issues, for instance, health issues, may be disclosed.

During the course of the research, the CO-CREATE researchers may incidentally observe that an adolescent has health issues and should seek medical help. For instance, the researchers may suspect that the adolescent is sick and in need of medical care or protection. In such cases, the CO-CREATE researcher will encourage the adolescent to seek medical help.

The CO-CREATE researchers may also run into unexpected findings. For instance, they may suspect that an adolescent is at risk and in need of protection, is harming himself/herself, or is physically or psychologically abused at home. The adolescent may also reveal harm or safety issues, including child abuse or neglect, for instance, during individual conversations with the CO-CREATE researchers.

The CO-CREATE researchers have an obligation to handle any personal or health information about the adolescent participants as confidential. However, this obligation may conflict with the researchers’ ethical responsibility to ensure that the adolescents are protected from harm. In the case of unexpected findings, the CO-CREATE researcher will first consult with the CO-CREATE team to seek advice on how to proceed. This may include contact with the individual’s parent or guardian, or

possibly with the gatekeeper. In such cases it will be essential to ensure the anonymity of the individual, unless that person has given his or her consent for sharing information. In addition, the CO-CREATE researchers will follow national legal requirements with regard to reporting suspected abuse or child maltreatment. In countries where this applies, the researchers will be required to report any unexpected finding (of the type described above) to relevant national authorities such as child welfare services.

1.2.4. Power imbalance

Issues of power imbalance may be encountered in the alliances. For instance, the adolescents may feel that they are not being sufficiently heard by the researchers. Others may feel that they do not have a voice in the group, or that some adolescents in the group are “taking over” the discussions because they have better oral skills. Disagreements may also arise among alliance participants and lead to internal conflicts. The CO-CREATE researchers are trained to detect potential situations of power imbalance and will discuss these issues with the group if they arise. In addition, they will invite the participants to contact them individually to discuss these issues if they wish.

1.2.5. Observation

This research has a dual objective: produce policy recommendations and evaluate the process and functioning of youth alliances. Some adolescents may not understand that they are part of a research project, and that they are being observed. The CO-CREATE researchers will clearly inform about the research objectives during the recruitment process, and regularly remind the participants about these objectives. They will also provide regular updates about research findings made along the way, to ensure that the adolescents are conscious of their role of “research participant”.

1.2.6. Coercion vs thank-you gifts and incentives

Participation in the alliances is voluntary and should be free for coercion. To thank the adolescent participants for their time, we will give them some modest compensation, e.g. in the form of a voucher limited to an amount that is considered normal practice in research projects carried out in the respective country (e.g. 10-euro gift card after each month of participation). The thank-you gift should not be of a value that will coerce the adolescents in the research. The adolescents won't be informed about the thank-you gifts upfront, as they shouldn't enrol because of those gifts.

In contrast, facilitators will make adolescents aware of some incentives, meant to encourage them to enrol in the Alliances, such as a participation certificate issued by the University, that they could use for their resume/CV. The certificate will describe the adolescent's contribution and the period of commitment.

1.3. Benefits

Youth can benefit from involvement in several ways. Participating in these activities can be fun and provide opportunities to develop knowledge and skills together with other youth, which can help improve their environment according to their own ideas. Moreover, participation can be an asset on youth resume and school/ work trajectory.

1.4. Participants' rights

We will make it very clear to the co-facilitators and adolescents that participation is completely voluntarily and that there will be no negative effect on their commitment to gatekeepers (if applicable) when they choose not to participate. Regularly, it will also be made clear to adolescent participants that they may decide to drop out any moment and without having to give a reason.

According to the General Data Protection Regulation of the European Union, the participants have the right to:

- Require access to their persona data,
- Require without undue delay rectification of inaccurate information concerning them,
- Require erasure of their personal data or restriction of their use. The right to erasure however does not apply if the data are already included in analyses or used in scientific publication.

WP5 is no ethnographic research as such but interface with researchers will be long lasting so, expectedly, youth participants are likely to experience friendship and might feel betrayed by researchers when they leave the field. In addition, we value the voice of the participants and feel committed to tell them about what we will do with their valuable contribution after they have taken part in the alliances. Therefore, CO-CREATE researchers will make clear what we do with what adolescents contribute, namely data analysis in a comparative perspective intended to serve obesity prevention policy. In addition, they will receive policy proposals and research outputs if they wish to.

[INSERT UNIVERSITY LOGO]		[INSERT UNIVERSITY ADDRESS]
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CO-CREATE CO-FACILITATOR CONTRACT

The CO-CREATE-team, working from [name institution and country], is making a contract with [name co-facilitator], concerning the role of co-facilitator. As a co-facilitator, [name co-facilitator] will support the facilitator [name] in facilitating one group of adolescents in [name city], so that these adolescents can work on developing and presenting policy proposals. These policy proposals have the aim to create healthier living environments for youth and to help prevent obesity and overweight among youth.

Meetings

The meetings with the adolescents will take place on [every/ every other] [weekday] in the period from [month] to [month] at [starting time to ending time].

Tasks

The co-facilitator's tasks are:

- To take part in co-facilitator training
- To be in charge of the PAR-minutes of the meeting with adolescents
- To co-facilitate the equal dialogue between adolescents and between adolescents and the facilitator in the meetings
- To take charge of vlogging and other online activities (e.g. blogging, Instagram, etc.)
- To maintain contact with adolescents during the entire process
- To communicate with other adolescents and co-facilitators
- To help adolescents to build their capacities, particularly advocacy training and possibly peer recruitment
- To assist in recruitment of adolescents for the meetings, particularly through informing adolescents how recruit peers if deemed necessary by the facilitator

Time investment

The CO-CREATE research team expects that the tasks of the co-facilitator can be performed in about 8 hours per week.

Benefits

- Training [held in Lisbon in September 2019 and any further training if need be]
- Experience certificate [issued by CO-CREATE leader [name] in collaboration with facilitator]
- Internship credentials [please specify local arrangement if applicable]
- Financial compensation [please specify amount of money in total and/or for each month].

Code of conduct

The co-facilitators represent the CO-CREATE project towards the adolescents involved in the CO-CREATE project and function as a role model. We therefore expect a professional attitude during the Alliance meetings and other CO-CREATE activities, for instance concerning the use of language. Alcohol and substance consumption will not be tolerated.

Conflict

In the event of difficulties or doubts on how to handle a situation, the co-facilitator is expected to turn to the facilitator. In case of conflict with the facilitator, the co-facilitator is expected to turn to the CO-CREATE team leader.

Cancelling meetings

The co-facilitators are expected to be present at all the meetings of the Alliance they are involved in. In case they really cannot be present at a meeting, co-facilitators are kindly requested to inform the CO-CREATE facilitator beforehand. In order to be eligible for financial compensation, co-facilitators can miss out on a maximum of [two] meetings.

Termination

The CO-CREATE team hope that [name co-facilitator] will remain involved with the Alliance for the entire period of the project, and that he/ she will let the CO-CREATE team leader know in time – preferably one month beforehand – in case he/she wants to end his/her involvement. [Name co-facilitator] does not have any obligation or term of notice when he/she wants to stop being involvement as a co-facilitator.

In case [name co-facilitator] is eventually not able, after suggestions from the CO-CREATE team leader or facilitator, to perform the co-facilitator tasks or to stick to the code of conduct, the CO-CREATE team will make clear – preferably one month beforehand – that they intend to terminate the contract. [Name co-facilitator] will receive the financial compensations for each month of involvement. The experience certificate will take the duration and the quality of involvement into account.



[city] date:

[name country lead]

Project leader CO-CREATE [country]

[name co-facilitator]

Co-facilitator CO-CREATE

Youth Information

Do you want to influence policy and politics for a healthy living environment?

Do you want to investigate what a healthy living environment actually is?

Do you want to contribute to an environment that is healthy for young people and in which healthy weight is easier accessible for everyone?

We offer you the opportunity to participate in an international project in which you are trained together with other young people and can organize activities. You will meet other young people, create vlogs and talk to policy makers about your ideas.

We want to invite you to take part in a research study called ‘CO-CREATE’!

CO-CREATE (www.CO-CREATE.eu) is a project funded by the European Commission.

- 1) The project aims to facilitate young people to develop and propose policies for healthier environments for youth. To do so, the project will set up groups of young people - called youth alliances. In the alliances, the young people discuss healthy environments and a healthy weight, collect information about their environment, and propose ideas. At a later stage, the young people will have the opportunity to discuss these ideas with policymakers, such as public authorities on the local, national or EU level. Each alliance gathers 12-15 young people. The project aims to organize alliances in the Netherlands, The United Kingdom, Norway, Portugal, and Poland.
- 2) The project aims to investigate how youth alliances and group interactions contribute to the development of new policy ideas. Researchers will thus participate in the group meetings and make notes, which will later be analyzed to evaluate the meetings and interactive processes.

Why are we asking you?

We believe young people themselves should take part in designing policies that address them. Therefore, we genuinely would like to hear from you. As CO-CREATE, we aim to give you a possibility in which you can share and develop your **views about what healthy environments look like, which factors you think contribute to overweight and obesity and what youth-relevant policy ideas you might have to tackle them**. This is called ‘participatory action research’.

Who can participate?

To take part in the activities, you must be aged 16, 17 or 18 (at least 16 years old on 1st September 2019 and under 18 years old on 30th June 2019). When you are still 15 years old at the start, we will ask your parent(s) for permission for your participation as well.

What is involved?

In taking part in the project, you will first get to know other young people and **receive training** to gather information from your own surrounding on eating, physical activity, and lifestyle. You will learn and experience how to do participant observation, how to conduct interviews, and how to use photography and vlogs to help understand the challenges of adolescent healthy lifestyles.

You will not be working alone. We will link you up with people of your own age. The alliance will meet about 10 to 15 times to do a number of activities as a group and together with our research team. If possible, we would like you to attend all the activities in the alliance although you are free to withdraw from the alliance at any time. The activities will start in [indicate approx. date] and end in [indicate approx. date]. The alliance members decide of the exact time and location for each activity. We can help you with finding a suitable accommodation where you can meet. The project will be set up in such a way that it does not collide with your school obligations. Not all participating youth will need to do the exact same thing; you can pursue something you like or something you have talent for. When you have a more concrete idea what solution you would like to turn into policy, we can accommodate you to test your concept. We can offer financial support for activities you want to perform to refine your idea. Down the line, **you will have the chance to communicate your policy design to the policy makers themselves**, making it much more possible to turn it into reality.

We suggest a number of activities, about which you can co-decide:

- **Attend an extensive kick-off meeting. At this meeting, you will meet each other in the alliance for the first time. Getting-to-know-you icebreaker games will be organized and the group will discuss what contributes to weight and obesity in our societies in general.**
- **Attend approx. [no of meetings] lasting 60-90 minutes each.** *The group may decide that more or fewer meetings are needed.* During the meetings, you will learn how to develop policy ideas, and you will be asked to collect information about your neighbourhood – for instance, what does a ‘healthy’ environment mean for young people here? How likely is it for young people to work out, eat particular food, or walk to school?

To collect this information, you will learn how to use tools such as photovoice and how to interview people, for instance, your neighbours. Because you will be collecting information about people, you will receive training in how to handle this information in an ethical and secure way. Then, at the meetings, you will discuss what you found with the group and develop policy ideas together. You will also learn how you to present policy ideas to policymakers. If you want to, you will also have the opportunity to create a blog or vlogs to tell about your work.

- **Every month, complete an online survey** that you can do on your phone or computer/tablet. The survey will aim to explore attitudes towards obesity prevention and readiness to action, as well as

background indicators such as date of birth, gender, nationality, height and weight, socioeconomic background (material living standard), and eating and physical activity habits. It takes approx. [time] minutes to take the survey.

- o **Share your ideas with policy makers, companies or other organizations.** In the final phase, all activities will be summarized and evaluated. You will have the opportunity to discuss your ideas with policy makers and other parties in ‘dialogue fora’.

During the meetings, pictures, video’s and vlogs can be created. At any time (before, during or after recordings), you can decide not to be a part of the recording. You are yourself invited to share your work with others as well through vlogs, the CO-CREATE website and Instagram account or other social media, while respecting the privacy and rights of other participants.

Who will carry out this research?

The researchers in [country] are based at [University Name]. They are:

Dr [Researcher name] [contact information]

Dr [Researcher name] [contact information]

The researchers leading the meetings are not only experienced in doing research, but are also trained to facilitate the meetings. The researchers will make sure everyone is heard and respected. The researchers are supported by an assistant who is closer to the lifeworld of young people, such as a youth worker, a member of a youth council, a teacher, or an intern. Some researchers will occasionally visit a meeting.

As the sessions are designed to facilitate young people to share and develop their views on healthy environments, we will not be able to trace any of the information in them back to the people who participated in this process. When we write reports based on the research, you will not be named or in any way be identified. This research has first been checked by our university Research Ethics Committee to make sure the research is fair and respectful to anyone who takes part.

Participation is voluntary.

Participation in the project is voluntary. If you choose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be deleted if possible, and if not made anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw.

What information will we collect about you?

We will collect your name and mobile phone number or email address which we will use to contact you about the time and venue of the workshop and send you the monthly survey. This information will be stored in a password-protected file, on a password-protected computer at our university, and deleted in [INSERT YEAR ACCORDING TO UNIVERSITY POLICY]. Your name and contact details will only be accessible to researchers in our project group. We replace your name with a pseudonym which is stored separately from your name and phone number.

Our notes from the meetings will be stored at the [insert national responsible institution] and an anonymized copy of the data will be stored at the University of Amsterdam. The results from the surveys in the five countries will be stored at the University of Oslo in the TSD (in Norwegian, Service for Sensitive Data) service, which is designed for storing sensitive-data in compliance with the Norwegian “Personal Data Act” and “Health Research Act”. A limited number of project members at University of Oslo will have access to the data in TSD. Moreover, an anonymized copy of the data from all five countries will be transferred to the University of Bergen (Norway) and shared with researchers. Any personal identifiers will be removed before researchers have access to the data, and it will not be possible to identify the participants in any of the results generated. All data will be deleted 20 years after the end of the project, in 2023.

(If applicable, indicate: the name of the data processor that will collect/work with/store data, e.g. online survey provider or transcription service that persons from other institutions will be given access to the personal data, name the institutions, indicate the number of people and what type of information they will have access to (e.g. whether they will have access to data that can be directly linked to individual participants, or to collected data that has been de-identified))

The data that you collect and produce within this project (e.g. interviews, vlogs) is not intended to be used as a part of the research process and will not be gathered or stored by us, unless it is part of an alliance proposal. We will not collect and use material gathered by you or other youth outside the policy proposals unless this is relevant for the research. In that case we ask you and/ or other youth for permission to use the material.

Your rights

We will process your information (i.e. your name and phone number) based on your consent. If you agree to participate in the project, you have the right to gain access to the information that is registered about you. You are also entitled to correct any errors in this information and require its deletion if you withdraw from the research. You can also send a complaint to the [indicate contact information of Data Protection Officer].

Benefits and risks of participation

Participation in a youth alliance can be fun and give you an opportunity to develop your knowledge and skills together with other young people, and influence what happens in your environment. Body weight is a sensitive topic. Overweight and obese adolescents sometimes experience criticism. The

alliances aim to discuss overweight and obesity at a general level. However, it may happen that the discussions become more personal. The alliance participants will have to follow a code of conduct – this is a set of rules and principles. An important rule will be to be respectful of others both in the alliance and outside of the alliance. However, should you have any concerns regarding your participation or what happens during the alliance meetings, you can talk to **[INSERT NAME OF CONTACT PERSON AND CONTACT INFO]**, to the researchers or, of course, your parents/guardian.

Costs of participation

[Describe costs if any and compensation e.g. for trips]

Certificate of participation and skills

Certificates of participation indicating the skills you have trained and the duration of your participation in the alliance can be issued upon request.

Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact:

[Insert name of institution responsible for the project] via [insert name of the project leader].

- The Department of Nutrition at the University of Oslo, Norway via professor Nanna Lien (email: nanna.lien@medisin.uio.no or by telephone: + 47 22 85 13 78)
- Our Data Protection Officer at the University of Oslo by e-mail: personvernombud@uio.no
- NSD – The Norwegian Centre for Research Data AS, by e-mail: by email: (personvertjenester@nsd.no) or by telephone: +47 55 58 21 17.
- Our ethics committee which approved this project: **[contact information].**

How do I sign up?

Please read this information carefully and share it with your parents/guardian before you decide if you want to join in. If you have any questions about taking part, please ask the researcher or **[insert gatekeeper's name]**. If you would like to sign up, please complete the online sign-up form provided by the researcher or **[insert gatekeeper's name]**. If you feel you need time to think about it, please use the SIGN-UP form below **[insert how they submit the form]**. If you do not wish to take part, you do not have to do anything. Please note that if we get more people signing up for than we need, we will randomly pick names 'out of a hat' to choose people to take part, ensuring we have a diverse group.

Once the alliances are set up, you will be asked to sign an informed consent sheet. A specimen of an informed consent sheet is attached for your information.

Thank you for taking the time to consider taking part in CO-CREATE!

CO-CREATE Information

Schools/Youth Organizations

What is CO-CREATE?

CO-CREATE stands for "Confronting obesity: Co-creating policy with youth". It is a project funded for 5 years by the European Commission, aiming to facilitate youth in developing policy actions that promote healthier food and physical activity environments in order to help reduce the prevalence of obesity among adolescents across Europe.

While adolescents are recognized as an important target group for obesity prevention strategies, there are few examples of adolescents themselves being actively included in formulating such strategies. A particular feature of CO-CREATE is that young people are not merely the object of an intervention designed by researchers but are themselves contributing to the change.

We would like you to consider offering this opportunity to the young people [ADJUST ACCORDINGLY, for example, in your network, in your school, with whom you work closely, etc.] and help us to reach out to youth.

What are CO-CREATE activities?

The project aims to:

- 1) facilitate young people to develop and propose policies for healthier environments for youth.
- 2) investigate how youth alliances and group interactions contribute to the development of new policy ideas. Researchers will thus participate in the group meetings and make notes, which will later be analyzed to evaluate the meetings and interactive processes.

CO-CREATE activities involve a team of researchers working with 16-18-year-olds across five countries – the UK, the Netherlands, Norway, Portugal, and Poland. The engagement is designed to provide capacity building for youth to improve their skills and knowledge in gathering information from their own surrounding about what young people eat and what physical activity they do and which factors they think contribute to overweight and obesity. Throughout the process, they will be facilitated and linked up with peers where they meet regularly to discuss their thoughts and ideas.

Additionally, we in CO-CREATE have designated resources to further enable them to translate their ideas into activities which will then be crystalized into concrete policy designs to be communicated to

policy makers. Throughout the entire process, young people themselves take the lead, decide on what topic to pursue, and are being encouraged to be creative and innovative in their approach. We will constantly listen to their feedback to make sure that the process caters to their needs and, as it is an important element in young people's life, that it remains fun and engaging.

What would taking part involve for young people?

Once young people have received information about the project (see below), they are invited to sign up to take part. At the start of the activities, we will carefully explain the process to them, and request that they sign a consent form to take part. (This is standard research practice, as required by our university ethics committee.) They are free to stop participating at any time, without any consequence.

Young people will meet regularly as a group, which we call alliance, with 13-15 members facilitated by the researchers. During this regular meeting, young people will receive capacity building, have discussions with each other, decide what specific issues of nutrition or lifestyle related to obesity they are interested in, and conduct activities they decide together to help them translate their interests into policy ideas.

When young people decide to participate in the project, we ask them to be present at the alliance meetings. We suggest the following schedule, which will be negotiated and adjusted in collaboration with the young people.

- **An extensive kick-off meeting.** At this meeting, the young people will meet each other in the alliance for the first time. Getting-to-know-you icebreaker games will be organized and the group will discuss what contributes to weight and obesity in our societies in general.
- **Approx. [no of meetings] lasting 60-90 minutes each.** *The group may decide that more or fewer meetings are needed.* During the meetings, the young people will learn how to develop policy ideas, and they will be asked to collect information about their neighbourhood – for instance, what does a 'healthy' environment mean for young people here? How likely is it for young people to work out, eat particular food, or walk to school?

To collect this information, they will learn how to use tools such as photovoice and how to interview people, for instance, their neighbours. Because they will be collecting information about people, they will receive training in how to handle this information in an ethical and secure way. Then, at the meetings, the young people will discuss what they found with the group and develop policy ideas together. They will also learn how to present policy ideas to policymakers. If they want to, they will also have the opportunity to create a blog or vlogs to tell about your work.

- **Every month, completing an online survey** that they can do on their phone or computer/tablet. The survey will aim to explore attitudes towards obesity prevention and readiness to action, as well as background indicators such as date of birth, gender, nationality, height and weight, socioeconomic background (material living standard), and eating and physical activity habits. It takes approx. [time] minutes to take the survey.
- **Sharing ideas with policy makers, companies or other organizations.** In the final phase, all activities will be summarized and evaluated. The young people will have the opportunity to discuss

your ideas with policy makers and other parties in ‘dialogue fora’.

During the meetings, pictures, video’s and vlogs can be created. At any time (before, during or after recordings), the participants can decide not to be a part of the recording. They are themselves invited to share their work with others as well through vlogs, the CO-CREATE website and Instagram account or other social media, while respecting the privacy and rights of other participants.

What would taking part mean for your [school or organization]?

With our project, we offer your [school/ organization] and the young people the opportunity to participate in an innovative international project, which can contribute to a positive image due to the focus on healthy living environments and the active role of young people. The project will provide young people with opportunities to express themselves and to communicate their ideas about health and (over)weight to researchers and policy makers. The skills the young people will develop are also valuable outside of the project.

As you work closely with youth, we are particularly seeking your guidance and support in helping us identify young people who will be valuable additions to the project. Concretely, we ask you for a contact person with whom we can relate and a central place where information posters, leaflets and sign-up forms can be located. We will discuss with you what is the best way to approach young people at your school and depending on what fits best, we anticipate to do the work of approaching young people ourselves, for instance through a presentation and handing out information materials to young people. We are looking for young people who fit the following age criteria:

- At least 16 years old on 1st September 2019.
- Under 18 years old on 30th June 2019.

In CO-CREATE, we are committed to the goal of diversity, where we aim to particularly include young people who come from backgrounds that are less represented or less involved in policy making.

We would also be happy for suggestions on where is the most appropriate to hold the regular meetings with youth. We would like to have the meetings at a place where it is convenient and safe for the young people taking part. We would gladly consider a space in your organization if that is a possibility and we are able to pay a fee for room hire.

Should you be interested in finding out more about CO-CREATE, please do ask us to either run through it with you in person or on the phone. If you decide that you would like to offer this opportunity to the young people in your network, one of us could come to talk to them about the study, what we are asking of them, and what it will involve.

We also have information sheets for young people and promotional materials such as brochures that we would be happy for you to distribute. We will take your lead on how best to distribute them to young people e.g. giving one to each person, leaving them in designated places for interested young

people to take, or just via your digital channels, if appropriate.

Other considerations

Not only are the researchers facilitating the meetings all experienced in conducting research but also, they will have had in-depth training to become facilitators of such meetings. The CO-CREATE team will undergo training by a team of experts from University of Amsterdam who have a great deal of experience in participatory approaches, particularly with young people and sometimes on very sensitive topics.

The facilitators will make sure every participant is heard and respected. As the activities are designed to look at nutrition and lifestyle on a group level, not on individual level, we will not be able to trace any of the information in them back to the people who helped make them. When we write reports based on the research, no participant will be named or in any way identified. Before any research goes ahead it has to be checked by our university Research Ethics Committee that makes sure the research is fair and respectful to anyone who takes part. This project has passed ethical approval from our university.

Do we have to take part?

No. It is up to you and the young people to decide. If you decide after having read this information sheet that you would prefer not to take part in this research, you can indicate this to the research team and no further action will be taken. If, however, you are happy to hear more about the study a researcher will be happy to provide you and your organization with more information (via telephone or a face-to-face meeting).

If after speaking with the researcher you decide you are happy to recommend to the young people you know to take part in the research, we will provide information sheets and sign-up forms for them. In order for individual young people to participate they will need to complete a sign-up form and at the beginning of the workshop, a consent form indicating their willingness to take part. Young people can decide not to take part and do not have to give a reason for saying no. Additionally, we will provide parents/guardians with information about the research, should interested adolescents wish to pass on this information.



Who will carry out this research?

The researchers in [country] are based at [University Name]. They are:

Dr [Researcher name]

Dr [Researcher name]

[Researcher name]

[Researcher name]

What do I need to do if my organization is interested in taking part?

If you are interested in taking part, we would appreciate it if we could come and explain the study in more detail to you or your designated member of staff. You can do this by contacting Dr [researcher name] on [insert email] or calling [number]. If we do not hear from you within the next week, we will give you a courtesy call to ensure your receipt of this letter.

Consent Form Parents (for youth under 16 years old)

CO-CREATE CONSENT FORM FOR PARENTS OF PARTICIPANTS YOUNGER THAN 16 YEARS

When you agree to your child participating in a CO-CREATE youth alliance, please fill in the following questions.

Name

(Write in capitals)

I have read the information above.

I understand that my child can choose to take part or not.

Please tick each box

I understand that my child can stop taking part at any time.

I agree that my child will take part in this study.

Signed

Date

Adolescent Consent Form

CO-CREATE RESEARCH PROJECT INFORMATION SHEET & CONSENT FORM

Thank you for signing up to take part in the CO-CREATE project. During the meetings, you are facilitated to share and develop your views to help create policies offering better food and activity environments and prevent obesity for young people. We are not asking specifically about you, but teenagers' food and activity environments in general, so you do not have to share your personal experiences.

If you have any questions about taking part in the group meetings, please ask the researchers. Your participation is voluntary, and you can stop taking part at any time without having to give a reason and without any consequence.

We will be leading the group meetings, making sure everyone is heard and respected. As the sessions are designed to facilitate young people to share and develop their views on healthy environments, we will not be able to trace any of the information in them back to the people who participated in this process. When we write reports based on the research, you will not be named or in any way be identified. Before any research goes ahead it has to be checked by our university Research Ethics Committee that makes sure the research is fair and respectful to anyone who takes part.

We hope that you will enjoy taking part in the alliance meetings. However, if you feel in any way upset as a result of taking part or unhappy with anything that happens during the study you can talk to your parents/carers, your teachers or to the researchers. To thank you for your time, at the end of the month in which you participated, you will receive [INSERT DETAILS IF AVAILABLE for instance, vouchers that are universally and easily usable worth around [10 euros for each month in which you have participated]].



CO-CREATE CONSENT FORM FOR ADOLESCENTS

If you agree to take part in the workshop, please fill in the box below.

Name

(Write in capitals)

I have read the information above.

I understand that I can choose to take part or not.

I understand that I can stop taking part at any time.

I agree to take part in this study.

Please tick each box

Signed **Date**

Permission Form Schools and Organizations

Name school/ organization:

The school:

Please initial each box

1.	confirms that it has had the project explained by one of the CO-CREATE researchers, and that appropriate staff have read the study information sheet, which they may keep for their records.	
2.	understands that taking part will involve encouraging adolescents to participate in a youth alliance with regular group meetings (whereas the recruitment will be the responsibility of the CO-CREATE researchers).	
3.	understands that all researchers carrying out data collection and facilitating training have received appropriate Disclosure and Barring Service checks.	
4.	understands that the name of the school/ organization will not be used in any material	
5.	generated during the meetings of the youth alliance.	
6.	understands that its participation in the project is voluntary, and that it can withdraw at any stage of the study without being penalised or disadvantaged in any way.	
7.	agrees to University of Amsterdam taking written notes of the sessions and holding the information generated by adolescent participants, and understands that no participant will be individually identified in the notes created during the session(s).	
8.	understands that this information will be used only for the purpose(s) set out in this statement and the school's/ organization's approval is conditional on the University of Amsterdam complying with its duties and obligations under the Data Protection Act	



Part 2: Alliances

3. Youth Engagement Protocol

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. We 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 discussed our approach with the youth organization Press Norway and with a representative from 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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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

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

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

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).

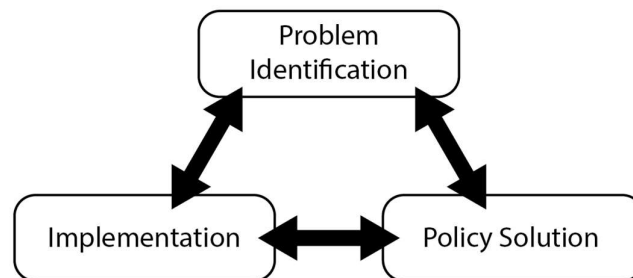


Figure 2. Cyclical model of policy making

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 analysis 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. 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. The full list of roles and responsibilities can be found in the Collaboration Structure.

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.

6. 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

7. 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

8. Literature (including those in Annexes)

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4. Alliance step-by-step

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?

Energizers / ice breakers overview

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



Energizers / Ice-breakers overview

Created by Marloes van Houten, UvA

	Ice breaker	Energizer
Short explanation	To 'break the ice'. To loosen up the tight and insecure feelings related to not knowing the groups participants and facilitators	To get the noses in the same direction. To be energetically present. To create a positive environment in the group.
When to apply	At the start of a facilitation process when the group does not know each other, or the participants do not know the facilitators. See for more extensive information below	Anytime the energy feel scattered or low
Examples relevant sources	https://www.albany.edu/cpr/gf/resources/Icebreakers-and-Introductions.htm	https://www.coe.int/en/web/compass/
	https://level-up.cc/you-the-trainer/ice-breakers-and-energizers/	https://level-up.cc/you-the-trainer/ice-breakers-and-energizers/
	https://bit.ly/2W7L060	https://bit.ly/2W7L060
	http://www.actforyouth.net/resources/yd/icebreakers-energizers.pdf	http://www.actforyouth.net/resources/yd/icebreakers-energizers.pdf

Yellow highlighted are the examples specifically focussed on working with youth

Tips and tricks

Please be aware that sensitivity regarding which icebreaker or energizer is picked, is important. Some groups and some cultural context might be more comfortable with energizers and icebreakers that involve physical movement or touch.

It is also wise to think of the content of the session(s) you want the activity to lead up to. Some energizers and icebreakers are thematic, or can be adjusted to the theme, so that they do not only work to build the team, but also to introduce the participant to a work form or to a specific topic.

Dare to try things, and have the courage to reflect and laugh about anything that did not work as planned. The more relaxed you are about it, the more relaxed the participants will be about it.

Consider the mobility of people part of the group when planning an icebreaker or energizer.

Background information

The Dynamics of an Ice Breaker

The dynamic of an Ice Breaker is to satisfy participants' needs to establish an appropriate social relationship with other participants and with the facilitators, and preview the style and content of the meeting.

A. At the very beginning of a program every participant is insecure about other participants and his or her place in the group.

1. They want to be acknowledged in some appropriate way. They want to be invited into the group.
2. They expect an appropriate level of respect.
3. People need to understand what is going on and how they fit is dealt with in an ice breaker.
4. The vast majority of people want to be liked.

B. By using an ice breaker you provide people with the opportunity to send and receive messages to and about other people.

1. People are able to observe each other in a controlled situation.
2. An ice breaker gives people a chance to exchange names etc. in a structured way.
3. Participants have an opportunity to observe others and to be observed.
4. Participants then put on an appropriate role in relationship to their own self image and their image of the other participants.

C. The normal structure of getting acquainted would take too long and perhaps create a set of relationships that was not appropriate to the meeting or program.

1. The role of the facilitator is established during the ice breaker.
2. The role of the participant is created during the ice breaker.
3. The room in which the course or program is established as a meeting space.
4. The participants are enabled to establish initial relationships appropriate to the program.

D. The style of the ice breaker informs the participants what kind of program they will be participating in.

1. The ice breaker creates images of what kind of program is being facilitated, what is important in the program and what kinds of roles are expected from the participants.
2. The content of the program is suggested by the content of the ice breaker.
3. The style of the facilitator in leading an ice breaker is to enable the participants to relax to feel at ease with the task at hand.
4. In general, the style of the facilitator is one of respect for the group and the individuals in it.

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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, the goal of CO-CREATE project, and the roles young people can play throughout the process.
- 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.
- Bring up how CO-CREATE aspires to address inequality by encouraging them to start thinking about differences in terms of how overweight and obesity is experienced by and affecting different groups.
- They will also be introduced to **the concept of participatory action research (PAR)** and what possible activities they will be engaged in.

- PAR → an approach to research where participants are equal partners, conducting information gathering themselves which leads to action.
- 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, which can be 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.
- 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 should be emphasized that throughout the process they **will be facilitated by a main facilitator and a co-facilitator**.
- 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 about **vlogging in which the co-facilitator will be in charge of**. They can opt out from being in the vlog but they can also decide to do their own vlogging. They should talk to the co-facilitator about this.
- Other than vlogging, they are welcome to be involved in other forms of social media such as blogging, Instagram, twitter, facebook, etc.
- **Introduce the website** to them and mention that they are welcome to **write blog posts** for the website.
- Also mention **the Instagram account** and how each alliance will take turn in managing the Instagram but they can always post any interesting thing they like through the co-facilitator.
- 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.
- There might also be **a crew of video documentary** visiting and they can opt out from that as well if they like.
- If needed, go through the key points in the information letter again together with young people for a chance of clarification.
- **Be sure that everyone already signed the consent letter beforehand.**
- End with affirming commitment.
- Agreement is sought for the next meeting to take place.

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. These 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**

Time	Activity	Description
5 minutes	Opening	Explain what a system mapping is, similarly to the way you introduce system mapping in WP4. Particularly emphasize how system mapping is good at identifying societal contribution and influence to challenges in poor nutrition and inactivity.
25 minutes	Quick introduction to system mapping	<p>Introduce Graph over Time and show an example.</p> <p>Ask each young people to do one Graph over Time. It needs to be related to overweight or healthy eating and physical activity (each country can choose which prompt is appropriate for them).</p> <p>Ask everyone to share their graph while inputting the factor into STICKE.</p> <p>Then ask them to identify a few connections, 5-7 should be enough.</p> <p>Then click on the diagram view to show the network.</p>
15 minutes	Personalizing the map	Explain how there were already young people from different groups that started to construct system mapping on nutrition and physical activity or on overweight.



Tell them that they will now personalize the maps to meet their local context. Explain that they can do this by adding factor, adding connection, even changing factors or connections that are already on the map.

Put young people in small groups. Give each group maps from WP4.

While the maps are given out, tease out some of the important elements of the map on power points.

Then give them 10-15 minutes to personalize their maps.

30 minutes Generating
policy ideas

Tell young people that they will now generate action ideas as the first form of policy ideas.

In small groups, ask young people to identify sections of the map they are interested in finding solutions to.

They 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.

Go around the room and look at the action ideas young people are proposing. 'Drill down' and develop the area of the map they are addressing, adding many more variables to create a rich, detailed picture of the factors that affect and are affected by their policy idea.

This richer area of the map in effect forms the initial research guide for their policy idea – what it is connected to, who are the relevant actors, what do they need to find out to develop the idea?

15 minutes Prioritizing

In a round-robin fashion, each group will mention their ideas to the

ideas big group. Skip an idea if it has been mentioned by others.

Put the ideas up on the wall by the co-facilitator based on five leverage points levels.

When all ideas have been posted, discuss which idea(s) they are interested in working on as a group.

You can also consider doing NGT or the Eisenhower technique if it fits the group better. (Please consult the handout from the facilitator training for this)

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.

Suggestions for a Code of Conduct

The code of conduct should be discussed by facilitators, co-facilitators and adolescents who signed up for the Alliances. The code of conduct should consist of both ground rules (non-discussable) and discussable rules. Regarding the discussable rules, we recommend facilitators and co-facilitators make use of the suggestions below (*). In addition, while preparing the code of conduct discussion we recommend facilitators and co-facilitators address the ground rules and discussable rules as proposed by PRESS:

1. Co-Create is a safe place to participate

All participants should feel safe and welcome in the project. We do not tolerate any form of harmful acts towards children and youth. We respect individual integrity and boundaries. Sexual abuse, harassment and/or transgressive behaviour will not be tolerated.

2. Non-discrimination

No discrimination is welcome in Co-create. All shall be ensured the same opportunities, independent of sexual orientation, ethnicity, religion/belief, political position, language, social or economic background, physical ability, age, gender or other factors. This is true in recruitment and all participation throughout the project.

3. Use of intoxicants

All meetings and events shall be free of intoxicants. This is to be followed during the whole event until it's official end.

4. Alert

In case rules are broken, or any participant in the project feels unsafe, unfairly treated, discriminated against or uncomfortable with a situation, they should all be aware of the procedures for alert/notification.



In this Alliance, we work together respectfully. As a group, we decide the following about the topics listed below.

1. Listening, interrupting and language use:

2. Talking about individuals, within and outside of the alliance:

3. Disagreements:

4. Keeping commitments:

5. Mobile phone use:

- 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.

LEVERAGE POINTS PRIORITIZATION TECHNIQUE (LPPT)





Disclaimer

The steps suggested in this handout is informed by System Mapping training provided by Steve Allender to Co-CREATE members in September 2018. The five leverage points used are based on Meadow's Leverage Points (1999).

Notes

The Leverage Points Prioritization Technique (LPPT) is used to prioritize action ideas after conducting model building using STICKE. This technique was 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 Huisingsh 2006.

Leverage points is places in the system where intervention takes place. Identifying which of these leverage points an idea is addressing can help deciding which idea to be developed into a policy recommendation.

For the purpose of CO-CREATE the 5 leverage points are to be used with level 1 points to be a more fundamental change than the level 5 point. They are:

Level 1: change of paradigm

Level 2: rules of the system (incentives, punishments, constraints)

Level 3: information (who does and does not have access to information)

Level 4: availability of materials (including transportation)

Level 5: parameters (subsidies, taxes, standards)

The following is the suggested steps on how to use a modified LPPT in CO-CREATE.

Steps

- Provide time for young people to do individual brainstorming of ideas
- Give them time to share these ideas in their small group
- Indicate 5 leverage points level on the wall. You can use post-its or note cards to identify these levels.
- Ask each group to share their ideas, not repeating similar ones
- Put up the ideas on the wall corresponding to the level they are addressing. Seek agreement from the group
- Make sure everyone felt they have shared all the ideas they wanted to share before starting the discussion

- Discuss about which idea they should further develop into policy recommendation, bearing in mind those addressing lower level (closer to level 1) is hardest to accomplish

References

Lidgren, A., Rodhe, H., & Huisingh, D. (2006). A systemic approach to incorporate sustainability into university courses and curricula. *Journal of cleaner production*, 14(9-11), 797-809.

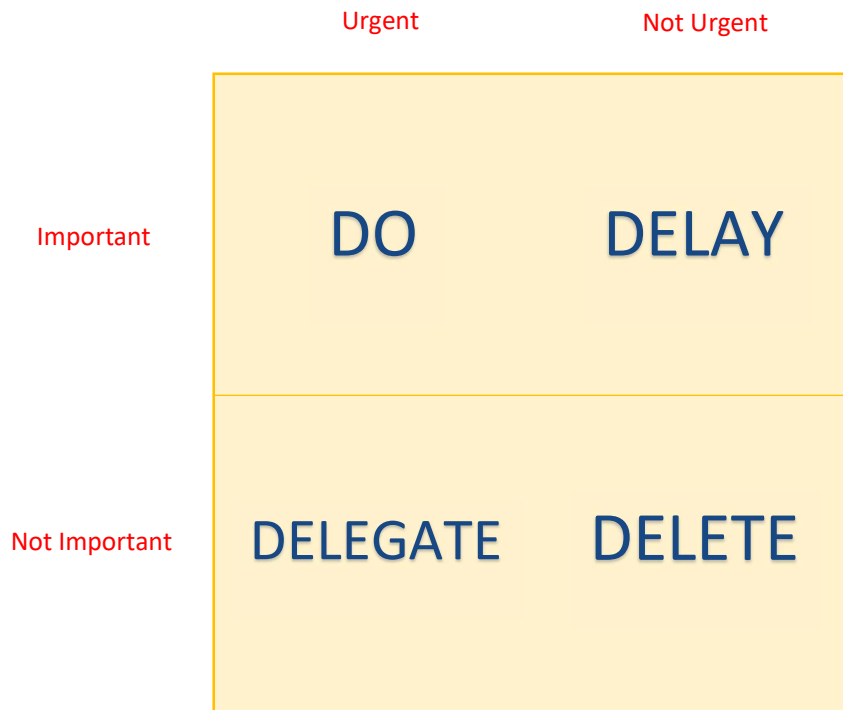
Meadows, D. (1999). Leverage points. *Places to Intervene in a System*.

EISENHOWER MATRIX





Disclaimer



Notes

The Eisenhower matrix, also known as the urgent-important matrix, is a decision making tool to prioritize tasks of ideas. It involves the use of a four-quadrant matrix based on the urgent-important axis.

The “Do” quadrant refers to actions that need to be done immediately. The “Delay” quadrant would be for actions that are important to do but do not have a time pressure to be done as soon as possible. The “Delegate” quadrant contains actions that are urgent to do but not necessarily important to you or your target group. The “Delete” quadrant is for actions that are neither need to be done immediately nor it is particularly important.

Please be mindful that some actions that are allocated in other quadrants than the “Do” quadrant might include ideas that are innovative and interesting to pursue. Please exercise discretion whether or not to push young people to also consider those ideas.

If young people are very enthusiastic about following ideas in the other three quadrants, find ways to re-frame the importance or urgency of the idea which might push the idea closer to the “Do” quadrant.

Steps

- Draw the matrix on a flipchart to be put on a wall or on a whiteboard. Do not include the “Do, Delay, Delegate, Delete” part
- Based on our practice during the facilitator training, the axis of important-not important and urgent-not urgent might not work so well for CO-CREATE. Therefore, feel free to adjust the axis based on what work for your group. Some suggestions during the training: more important-less important, easy-not easy, needing higher energy to change-needing lower energy to change, having more influence in changing-having less influence in changing.
- Ask young people to post their ideas on the quadrant they feel the ideas belong to by highlighting that important means that the idea is important to them or their target group, e.g. other youth
- After they have done show, reveal the “Do, Delay, Delegate, Delete”, by writing it up on the right quadrant
- Lead a discussion about prioritizing the “Do” quadrant and if it is highly preferred by many, they can also consider doing the “Delay” quadrant

NOMINAL GROUP TECHNIQUE (NGT)





Disclaimer

Notes

The Nominal Group Technique (NGT) is a tool of decision making that is akin to a structured brainstorming. A reference list is provided below for more in-depth academic look on NGT. The following steps are the suggested steps on how to do NGT in CO-CREATE

How to Do NGT in CO-CREATE

- Give time for each individual young people to do individual brainstorming. Provide them with post-it or note cards where they can record their thoughts. Clarify that each post-it needs to contain one idea
- Ask each young person 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, ask whether anyone has more ideas they would like to share
- Ask co-facilitator to put up the ideas on a wall and cluster similar sounding ideas together.
- When all ideas have been put up, 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 person is given five sticky dots.
- Tell them to 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.
- Identify top three ideas.

Reference

Fink, A., Kosecoff, J., Chassin, M., & Brook, R. H. (1984). Consensus methods: characteristics and guidelines for use. *American journal of public health, 74*(9), 979-983.

Van de Ven, A. H., & Delbecq, A. L. (1972). The nominal group as a research instrument for exploratory health studies. *American journal of public health, 62*(3), 337-342.

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 is 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

Time	Activity	Description
5 minutes	Opening	Explain that in this session, young people will be provided with a capacity building to gather more information to strengthen policy ideas.
		Mention that the method that will be introduced is called photovoice. Photovoice is a participatory method to capture observation using photos rather than by taking notes.
50 minutes	Photovoice introduction	Choose one or two photo-based activities to introduce young people to photovoice
25 minutes	Brainstorming questions	Give out the latest version of policy form that young people have been working on to date.

Decide whether you want the same group who has been developing the policy to work on the same one or you want a fresh set of eyes.

Give them some time to read through the policy form.



Then explain to them how photovoice activity is meant to help refining the content of the policy forms.

Photos can be used in two ways to refine policy:

1. To find out more about an information you do not have
2. As an evidence to support ideas in the policy

Give them an example.

1. For policy to provide more places for water fountain, you can take pictures of places where a water fountain can be useful. The question then: which places can benefit from a water fountain? or where are the good spots to build a water fountain?
2. For policy to provide healthier snack option for young people, you can take pictures of what young people are buying as snacks from stores. The question then: what is different kind of snacks young people are buying from stores?

Give them 5 minutes to brainstorm on their own based on the policy idea they have in front of them, what question they'd like to answer by taking photos.

Ask them to remember the activity they have done previously when policy form was introduced. Then, they should have identified questions as well.

Give them 10 minutes to exchange their ideas with their small group and come up with two to three questions they want to answer through taking pictures.

10 minutes Next step

Tell the young people that between now and the next alliance meeting, they will take pictures to answer the questions they have decided together.

Tell them that they should bring the pictures they have taken to the next alliance meeting.

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**

Time	Activity	Description
5 minutes	Opening	Explain to young people they will now discuss the result of their photovoice to revise their policy ideas.
20 minutes	SHOWeD method	Tell young people to choose one photo they captured that they feel give answer to the one or more questions they have decided previously.



Tell young people that they will now use the modified SHOWeD method (Wallerstein 1987). The SHOWeD form can be found as one of the handouts from the facilitator training.

Individually, they will look at their photo and answer: What do you See here? What is really Happening here? How does this relate to Our question(s)? Why does this help us strengthen our policy ideas? How can we Develop our policy ideas further based on this?

Hand them out paper or note card where they can record their answer.

25 minutes	Group discussion	Then give young people time to share with their small group their answer to the SHOWeD method.
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Allow the discussion to happen for a while and make sure each member of the groups have a chance to share.

25 minutes	Revising policy ideas	Give out the newest version of policy forms that young people have been working on.
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Based on the discussion they just had, give them 20 minutes to update their policy form.

15 minutes	The next step	Then do a big group discussion to identify what the next step is.
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Ask young people whether there is anything that is part of the policy form that they still need to refine.

If young people feel the need to gather more information, ask them whether they would repeat the photovoice activity or they would rather do interviews.

If they prefer photovoice, do questions identification again if needed either immediately or on the next meeting. Then do the analysis activity again after they have done the photovoice activity



for the second time.

If young people prefer to do interviews, do conversational interview training the next meeting.

If young people already feel they have enough information, try to ask them some questions that they might yet to think about. If it does seem like their policy ideas are quite solid, inform young people that on the next meeting they will design an activity to test/prototype their policy ideas that will be funded by CO-CREATE.

Photovoice SHOWeD FORM





Disclaimer

This SHOWeD form is a modification of a more commonly used SHOWeD form such as the one mentioned in Wallerstein 1987.



QUESTION(S) TO ANSWER:	
SHOWeD FORM	
What do you S ee here?	
What is really H appening here?	
How does this relate to O ur question(s)?	
W hy does this help us strengthen or policy ideas?	
How can we D evelop our policy ideas further based on this?	

References

Wallerstein, N. (1987) Empowerment education: Freire's ideas applied to youth. *Youth Policy*, 9, 11-15.

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 summarize 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 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.

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 9,000 euro per country for all alliances (the amount is 8,000 euro for Portugal). 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.

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:

- **Steps**

Time	Activity	Description
10 minutes	Introduction	Remind young people that CO-CREATE has budget to support young people conducting activities to refine their policy ideas.

Mention that the budget for the activity is 3,000 euro/ alliance, except for Portugal which is appx. 2,700 euro/alliance



15 minutes	Generating ideas with NGT-Individual brainstorm	<p>Hand young people out in small groups the newest version of the policy forms they have been working on.</p> <p>Hand out post-it notes to each group.</p> <p>Tell them to look at their policy ideas again and then write down as many activity ideas they can in order to strengthen their policy proposals.</p> <p>Tell them one post-it, one idea.</p> <p>Give them 10 minutes to brainstorm individually.</p>
20 minutes	Generating ideas with NGT-Group decision	<p>Ask each young person to take turn to mention one of their ideas and to hand over the post-it they have written down the idea on.</p> <p>Similar ideas are not to be repeated and after all have had an opportunity to mention one idea, ask whether anyone has more ideas they would like to share.</p> <p>Ask co-facilitator to put up the ideas on a wall and cluster similar sounding ideas together.</p> <p>When all ideas have been put up, 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.</p>
5 minutes	Generating ideas with NGT-Voting	<p>The ideas will then be voted on to prioritize the ideas.</p> <p>Each young person is given five sticky dots.</p> <p>Tell them to 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.</p>

		Identify top three ideas.
35 minutes	SMART technique and filling in budget form	<p>Split young people into 3 different groups. Tell them they can choose which ideas they want to work on.</p> <p>Introduce the budget proposal form and go through the SMART framework. SMART form is provided as one of the handouts from the facilitator training.</p> <p>Give them 30 minutes to work on the form, reminding them that there is a budget list at the bottom.</p>
5 minutes	Wrap up and next step	<p>When they are done, ask young people to submit their proposal to you.</p> <p>Mention that CO-CREATE will now decide regarding the proposal which can be fully funded, partially funded, or even for young people to revise the proposal.</p> <p>Agree on when the decision is to be made and what is the next step in order to realize the activities.</p>

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 refine or revise 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 of 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 here 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 structured 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.

Travel budget can be used to reimburse young people of the travel cost they incur to come to CO-CREATE activities, venue budget can be used to rent rooms, catering is for meals and snacks during meetings, and vouchers can be used for a token of gratitude for young people participating in our activities (please note this voucher is in addition to the dopper bottles every country now have received).

The last item in the list is called ‘budget for alliance activities’ please note that this is a special budget item. It will be young people themselves who propose to us how this budget is to be used. We have gone through the steps of how they are to propose the activities to us during the facilitator training (many people find the SMART framework useful for this, so we invite you to use that approach). Once again, please bear in mind that the amount cited here is the total budget for all alliances in your country, so do split them up accordingly.

Young people’s activities proposal needs to clearly demonstrate to us how such activities would help them further develop the policy ideas they have been focused on. Without a clear argument on how the activity can support the policy idea, we cannot fund it. Therese has some other points to keep in mind about this. Please refer to her email to the country leads dated September 16 about this.

In terms of who decide which activity is eventually to be approved of funding, we suggest each country to come up with a panel, consisting of the country lead, your financial person, and some other people in your country team to weigh in on the decision. WP5 central personnel do not have to be involved in the decision making.

Do bear in mind that every budget decision, whether or not it concerns the alliances, need to be able to be justified to the European Union – actual costs for each budgeted activity will thus deviate pending on the needs in each country. If you have any doubt or you still have questions, we encourage you to consult your financial administrator first. If there are still outstanding questions afterwards, you can reach out to Therese.

5. Collaboration Structure

Collaboration Structure to Support the Implementation and Analysis of CO-CREATE Alliance's Activities

Starting September 2019, we will run about 15 alliances across 5 countries and gather research data about this process. In this document we focus on what is needed to do this jointly and to arrive at meaningful outcomes.

In order to make sure that the alliances' activities are implemented smoothly across country partners and that local personnel receive the necessary support in doing so, a collaboration structure needs to be put in place. This collaboration structure will allow us to learn from each other and to monitor progress. It will also help with trouble shooting and problem solving. The collaborative structure also enables us to pool research data, exchange first interpretations and work towards common analysis.

Collaboration is both between Amsterdam and each country separately and between all countries and online as well as face to face. We establish a relatively high frequency of meetings, while each meeting itself can be short. Organization and note taking will be done by the Amsterdam team.

Concerning the engagement part of the Alliances, based on PAR, we assume that the implementation and execution needs support and training and that close collaboration between the Amsterdam team and the country teams is desirable.

The underlying idea of the research part is that we start interpreting and theorizing during the whole process. On the basis of repeated reporting, we will jointly identify potentially relevant observations which serve as hypotheses for the actual analysis. For example, while we strive for harmonization of activities we also learn from actual deviation from protocols. In order to understand how alliances operated the way they do, we need to follow their development across countries and contextualize local activities. Collaboration in research gives us a structure for ongoing interpretation of findings and data through an iterative approach. In each country one person should be responsible for getting an overview and report about in-country differences. He/she will do visits to each alliance to have a comparative lens and a big picture understanding.

The collaboration structure below, online and offline, involves both the intervention and the research. We invest in early and intensive collaboration to enhance quality and to prepare for analysis and reporting asap. On top of what we plan below, we can offer specific training or assistance on demand. As off now, please talk to Sherria or Evelyne if you need support or reflection during recruitment or preparing of the alliances. Once the Alliances are up and running we have the following routine:

Online debriefing of the first Alliance meetings: directly after the first 2 to 3 alliance meetings we have calls with your local team. These calls should happen Thursday (13.30-15.00) or Monday (11.00-12.30). Please reserve time for these calls. At least the facilitator should be present, ideally also the cofacilitator and maybe the country lead. From our side, Marloes and Sherria will be present.

After the first few weeks we have regular meetings:

Per country online ONCE a month: every Thursday (13.30-15.00), each country at a time. At least the facilitator should be present, ideally also the co-facilitator and maybe the country lead. Sherria is leading these meetings, at least two other members of team NL are also participating, we make minutes and share them with you. As soon as FORA are relevant, EAT joins. See schedule below.

All countries online ONCE a month: Every first Monday (11.00-12.30) of the month. At least the facilitators and country lead should be present. Christian is leading these meeting, Sherria, Gerben and other participate from our side. We make minutes and share them with you. Press and EAT are invited too. See schedule below.

All countries face to face: Poland in January, Portugal in February, United Kingdom in March and Norway in April. Country leads and facilitators should join. All country visits need to focus on both intervention and research and we will jointly analyze your data. The visiting team will consist of 2 to 3 people to cover all questions. Press and EAT are invited too.

The visit should entail observations at an alliance meeting. The duration of the visit is at least two days and entails collaborative data analysis and reporting.

To facilitate the collaboration, we have pre-structured the most important research and reporting activities (see separate files). In brief the meetings can build on the following materials:

- The facilitator writes and is responsible for Field Notes asap after a meeting and in collaboration with the co-facilitator. Youth can participate in this. If possible writing the notes directly after the meeting is preferred both for data-quality and efficiency.
- Brief English language summary of organization, recruitment etc in a **Log** which can be accessed by all facilitators/country leads (at start, halfway and end, also to support regular reporting, see Log form)
- Alliance proposals, continuously improved by Alliance members
- PAR minutes, written by cofacilitators.

Again, Amsterdam personnel will help you with data quality and interpretation on a weekly basis the first weeks.

- We share data in SAFE and jointly analyze them in SAFE using Atlas.ti
- Meta-codes are already applied during data collection.
- First interpretations are noted in the Log.

We now break down the task in more detail. These are the **co-facilitator's** roles and tasks:

- Assist in recruitment, particularly through informing young people how to do peer recruitment.
- Take part in co-facilitator training
- To be in charge of the PAR-minutes of the meeting
- To co-facilitate the equal dialogue between young people and between young people facilitator in the meetings
- Take charge of vlogging and other online activities (e.g. blogging, Instagram, etc.)
- Maintaining contact with young people during the entire process
- Coordinate and communicate with other facilitators and co-facilitators
- Helping young people to build their capacities, particularly advocacy training and possibly peer recruitment

Facilitator's roles and tasks:

- Ensure recruitment of diverse youth, particularly recruiting underrepresented and marginalized youth.
- Do preparation for meetings including securing venues and preparing needed equipment.
- Facilitate meetings. Ensure equal contributions of all participants. Prevent stigma and support de-individualization of weight and health issues.
- Provide capacity building to youth.
- Facilitate discussion among youth during regular meetings. Ensure the combination of experiential and scientific knowledge.
- Conduct observation during meetings.
- Communicate with youth in between the meetings.
- Coordinate with other facilitators and co-facilitators.
- Coordinate with Amsterdam team (reporting in document and skype meetings).
- Travel to participate in trainings and coordination meetings.
- Translate and transcribe documentations.
- Supervise online activities.
- Write logs, Field Notes etc (see research data) in collaboration with co-facilitator (and youth if applicable)
- Analyze local or country data (supported by Amsterdam team) and contribute to cross-country analysis data.
- Contribute to publications.

Task	Who	When	Language	Where
Log writing (selection sites, collaborating partners, recruitment, organizational form, context etc.	Country lead/facilitator	Continuously as of now	Local	SAFE
Log summary	Lead / facilitator	Beginning, middle, end	English	SAFE (anonymous, access other teams)
Field notes with form (based on the data below)	Facilitator	Every session	English	SAFE
Key / Identifiers (names and pseudonyms)	Facilitator	When appropriate	Local, on paper	Closet of facilitator?
Alliance Proposals	Youth	About 5 times	Local	SAFE
Alliance Proposals Translated	Translator – Facilitator	About 5 times	English	SAFE
PAR-minutes (with form)	Co-facilitator	Every session	Local	SAFE
5-minute evaluation (with form)	Youth	Every 4 sessions – together with survey	Local, on paper	Closet of facilitator
WP7 survey	Facilitator	?		
5-minute evaluation summary	Co-facilitator	Every 4 sessions – together with survey	English	SAFE
FORA	WP6	End	?	?
Final evaluation (feedback form)	(Co-)facilitator	After FORA	Local and English	Notes in SAFE
Skype meeting with Amsterdam	Whole country team	Monthly	English	Notes in SAFE
Skype meeting all countries	Country lead	Monthly	English	Notes in SAFE
Face to face meeting all countries	Country lead	Middle and end, Combined with general meetings	English	Notes in SAFE
Face to face meeting with Amsterdam team	Whole country team	Middle		
Per country overview/cross alliance comparison	Country lead/facilitator			
Participating in analysis	Country lead/facilitator	During meetings		
Co-authoring articles	Country lead/facilitator			

Planning of the structured meetings:

Date	Country	Time
Thursday 21st of November	Norway	13:30 – 15:00
Monday 2nd of December	ALL COUNTRIES	11:00 – 12:30
Thursday 5 th of December	Poland	13:30 – 15:00
Thursday 12 th of December	United Kingdom	13:30 – 15:00
Thursday 19 th of December	Portugal	13:30 – 15:00
Monday 6th of January	ALL COUNTRIES	11:00 – 12:30
Thursday 9 th of January	Norway	13:30 – 15:00
Thursday 16 rd of January	Poland	13:30 – 15:00
Thursday 23 ^h of January	United Kingdom	13:30 – 15:00
Thursday 30 th of January	Portugal	13:30 – 15:00
Monday February 3rd	ALL COUNTRIES	11:00 – 12:30
Thursday February 6 th	Norway	13:30 – 15:00
Thursday February 13 th	Poland	13:30 – 15:00
Thursday February 20 th	United Kingdom	13:30 – 15:00
Thursday February 27 th	Portugal	13:30 – 15:00
Monday March 2nd	ALL COUNTRIES	11:00 – 12:30
Thursday 5 th of March	Norway	13:30 – 15:00
Thursday 12 th of March	Poland	13:30 – 15:00
Thursday 19 th of March	United Kingdom	13:30 – 15:00
Thursday 26 th of March	Portugal	13:30 – 15:00

* All times are in NL/Dutch time-zone

*Please note that the ALL country meetings occur on Monday and the BETWEEN country meetings on Thursday.

Country visit schedule:

Country	Date	Visitors
United Kingdom	March 9-13, 2020	Christian, Sherria & Milio
Norway	April 21-24, 2020	Sherria, Marloes, Evelyne
Portugal	February 18-20, 2020	Christian, Gerben, Marloes & Evelyne
Poland	January 28-31, 2020	Christian, Gerben, Marloes

6. Alliance Budgets

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.

This document further clarifies budget allocation for the alliances. Each country has a specific budget dedicated for different purposes in the alliances. The following is the overview (the amount would be slightly different for different country, but the budget item is the same. Note: UK has no translation budget)

Co-facilitator remuneration	5,000
Co-facilitator training (travel + acc)	5,000
Travel for youth (WP4, 5, 6)	5,000
Vlogging	5,000
Venue	5,000
Materials and translation (WP4, 5, 6)	6,000
Catering (WP4, 5, 6)	5,000
Vouchers (WP4, 5, 6)	8,000
Budget for alliance activities	9,000

All budget items with WP4, 5, 6 next to them means that the budget covers any relevant expenses for those WPs. Every amount included here is the total amount. Each country can decide how to divide this total amount based on the number of alliances they are planning to have.

Travel budget can be used to reimburse young people of the travel cost they incur to come to CO-CREATE activities, venue budget can be used to rent rooms, catering is for meals and snacks during meetings, and vouchers can be used for a token of gratitude for young people participating in our activities (please note this voucher is in addition to the doppert bottles every country now have received).

The last item in the list is called 'budget for alliance activities' please note that this is a special budget item. It will be young people themselves who propose to us how this budget is to be used. We have gone through the steps of how they are to propose the activities to us during the facilitator training (many people find the SMART framework useful for this, so we invite you to use that approach). Once again, please bear in mind that the amount cited here is the total budget for all alliances in your country, so do split them up accordingly.

Young people's activities proposal needs to clearly demonstrate to us how such activities would help them further develop the policy ideas they have been focused on. Without a clear argument on how

the activity can support the policy idea, we cannot fund it. Therese has some other points to keep in mind about this. Please refer to her email to the country leads dated September 16 about this.

In terms of who decide which activity is eventually to be approved of funding, we suggest each country to come up with a panel, consisting of the country lead, your financial person, and some other people in your country team to weigh in on the decision. WP5 central personnel do not have to be involved in the decision making.

Do bear in mind that every budget decision, whether or not it concerns the alliances, need to be able to be justified to the European Union – actual costs for each budgeted activity will thus deviate pending on the needs in each country. If you have any doubt or you still have questions, we encourage you to consult your financial administrator first. If there are still outstanding questions afterwards, you can reach out to Therese.

BUDGET PROPOSAL FORM





Disclaimer



TITLE OF PROPOSAL:	
SMART GOAL SETTING	
<p><u>S</u>pecific Detail the activities that you want to do</p>	
<p><u>M</u>easurable Explain what do you aspire to learn from conducting the activity and how will you be able to measure the outcome</p>	
<p><u>A</u>ttainable Explain why this activity is possible to be conducted</p>	
<p><u>R</u>esult-oriented Detail how are you to use the result of this activity to support your policy ideas</p>	
<p><u>T</u>ime-based Explain how are you going to conduct the activity and the steps of the implementation</p>	



Budget Breakdown

Items	Unit	Unit Cost	Total
TOTAL			



Part 3: Research

7. 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 Atlas.ti 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,

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.

Field Notes, Alliance Proposal and Log codes

Field notes

Foreword

Field notes are at the core of the data we collect to evaluate the alliances. After each meeting of the Alliances, facilitators report about the meeting concerning participation, activities and deviations from the protocol, outcomes (in terms of policy proposal, readiness for action, and perspective on the problem), the use of knowledge (from youth research activities, from other work packages, experiential knowledge, etc.), interactions within the alliances, and particularly what you, the facilitator, found remarkable, unexpected, and worth exploring.

Field notes are based on the facilitators' observations and the PAR minutes prepared by the co-facilitators. Field notes are common in ethnographic research and often used in a very intuitive and open way. For CO-CREATE, we have standardized the notetaking a bit more. However, please train yourself to report your own observations in detail and to attend to everything that strikes you as relevant even if it is not asked for in the form explicitly. We want and need to work with your knowledge about the alliances. Field notes are not a bureaucratic reporting device, it is a key piece of data, that will be subjected to data analysis by all facilitators and the WP5/6/7 team (UvA). So it matters much that field notes are prepared adequately. We will take time to rehearse the notes in the beginning and we are ready to assist you whenever needed.

This document provides guidelines for preparing the field notes and a template for the field notes. As such, the guidelines also provide guidelines for the structure of alliance discussion, namely by pointing to issues that need to be addressed and observed.

Please keep in mind that you have a twofold and maybe contradictory roles in the alliances: you are running them and evaluating them at the same time. The advantage is, that we can profit from insider knowledge. The disadvantage is, that you might be tempted to justify what happened in the alliances when you fill in the reporting form. Keep this in mind and try to separate descriptions from interpretations or accounts.

The field notes are in English and anonymous (names of attendees are pseudonyms). There should be one file per meeting, named in a consistent and searchable manner. Please see the naming convention both for documents and for attendees provided by Gerben Moerman from UvA. (e.g. FIELD NOTE NAME OF ALLIANCE CONTENT OF THE MEETING DATE, for example: "Field note AlmerePro Photovoice training October 1 2019 .docx"). To ensure continuity and coherence, please consult the notes you make on the previous meeting before you write down a new field note. you use the notes of the prior meeting to start with. This also prevent filling in admin stuff twice. If you use descriptions of the prior meeting, make sure this is absolutely clear by using quotation marks and inserting the source.

In all the boxes Under each question, quotes of participants should be included, made clear with the use of quotation marks and followed by in the pseudonyms pseudonym of the participant who said the quoted statement.

The field notes will be directly stored in SAFE as soon as possible. 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. And stored in SAFE as soon as possible.

Before starting to make notes: read the minutes and the Alliance Proposal Form.

- @FN01: Name of alliance:
- @FN02: Number of meeting:
- @FN03: Date of meeting:
- @FN04: Time of meeting:
- @FN05: Name of facilitators:
- @FN06: Name of co-facilitators:
- @FN07: Other people who are present during the meeting and their roles:
- @FN08: Authors of this field note:
- @FN09: Content of meeting (e.g.: photovoice training):
- @FN10: Place of the meeting and describe the room and setup a bit:
- @FN11: Duration of the meeting:
- @FN12: Number of young people attending the meeting:
- @FN13: Number of young people who attended for the first time, the person's pseudonym, and reasons for attending for the first time (provide as much detail as possible):
- @FN14: Number of young people NOT attending, the person's pseudonym, and reasons for not attending (provide as much detail as possible):
- @FN15: Describe what kind of effort did you or young people make to recruit new members?



Attendees. Please use a pseudonym and put gender into brackets. Use a separate key for identification purposes.	
1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

@FN16: DEMOGRAPHICS AND DIVERSITY

Describe the demographics of the young people attending the meeting. Include all aspects you managed to observe (e.g. gender, and all relevant indicators of reduced participation in your country/city: for example, school track, 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, gender balance achieved or not, etc.) Please mention any relevant self-identifiers voiced by attendants (e.g. Marlon regards himself as fat).

@FN17: ACTIVITIES

Describe the activities that young people did during this particular meeting: Even if the activities are the same with the protocol, they still need to be described here because the steps might be different in order to accommodate each alliance better. The nuances and differences of how these activities

are conducted are great source for our research (Example: starting with looking back to previous meeting (15 minutes); then photovoice (45 minutes); then discussing what the group will do next time (15 minutes)). Describe if, in which way and why the meeting deviated from the protocol.

@FN18: RESEARCH DATA

Which research data did the young people bring to the Alliances (e.g. number and type of interviews)? What did they themselves learn from the research? Did they produce visual material (photo, video) and if so, how was this used?

@FN19: DECISION MAKING

Describe the decision that was made regarding what the Alliance will do next time, and how the decision was made, and the plan to implement the decision (use the parking lot, suggestion box, and intermediate evaluations).

@FN20: POLICY AND POLITICS

If a policy idea was discussed, please mention here which idea, indicate in which activity and detail it specifically in the Alliance Proposal form. Please include any relevant quote in the box in pseudonyms. Also describe if and how youth referred to politics and becoming politically active. Did you notice reluctance, (dis)trust or readiness for action? In relation to which problem or action?

@FN21: GROUP DYNAMIC

Describe the dynamics of the group – for example give an idea of: how many young people were only speaking when probed? How many young people asked questions to others? How many young people took part in moving the debate towards an action or decision? To what extent was the diversity described in question 2 represented in the three 'groups' above? Did some young people organically take on specific roles such as leaders, scribes, communicators, etc.?

@FN22: Your own impression of the group dynamics: did you feel some person(s) were dominant? (e.g. led the discussions or took decisions on behalf of others?) Some shy? Could you feel any form of tension/conflict? (if so between whom and whom and if explicitly addressed by

whom). Any bullying or disrespectful behavior? Any use of body language expressing discontent?

@FN23: Did you yourself feel trusted by youths? To what extent and in what ways did the youth participants seem to trust each other? Who did you trust or distrust? Please include any relevant quote in the box and mention the pseudonyms if applicable.

@FN24: CHALLENGES

Describe the challenges explicitly raised during the meeting: raised by whom? During which activity? What kind of challenge (conflict, attrition, etc.)? How was it addressed? By whom?

@FN25: Do you see any other challenge in the group? How do you address it?

@FN26: Did you observe any other particular emotion during the meeting?

@FN27: Did you observe any challenge to your role as a facilitator? Or to the role of co-facilitator?

@FN28: TALKS ABOUT OBESITY

Describe any statement/idea from the youths reflecting obesity as individual responsibility? If so, please describe the statement and what kind of knowledge did they involve in their statement/idea? (scientific knowledge? experiential knowledge?)

@FN29: Did you observe any statement/idea from the youths reflecting obesity as a systemic issue? If so, please describe the statement and what kind of knowledge did they involve in their statement/idea? (scientific knowledge? experiential knowledge?)

@FN30: Did you observe any shift from obesity as individual responsibility to systemic issue? Or the other way around?

@FN31: Did they make any statement regarding obesity involving inequality markers? (such as claiming that obesity is more acceptable for men)

- @FN32: Did you notice stigmatization of obesity in general or of persons in or near the Alliance? Any use of discriminatory terms? If so, please describe.
- @FN33: Did they refer to knowledge from WP2/3/4 when talking about obesity? In which way was this knowledge referred to?
- @FN34: **OTHER RELEVANT QUOTES**
Include any other relevant interesting quotes by young people that don't fit in the other questions above or any additional observations that you find important. For example, if young people make a statement about the Extinction Rebellion, etc.
- @FN35: **OWN REFLECTION**
Please include your reflection of the facilitation process (e.g. what worked, what did not, what could be better, etc.)
- @FN36: Please describe what YOU have learned about obesity, policy and youth participation in this meeting
- @FN37: **ETHICAL QUESTIONS**
Did you observe that adolescents misunderstood their role as research participant, or misunderstood the conditions for their participation in the alliance (e.g. right to withdraw, no personal benefit, time commitment, being observed by researchers)? Were some adolescents in conflict with their parents or others regarding their participation in the research? If so, why?
- @FN38: Did you observe any breaches to agreed rules for recruitment of peers, and data privacy and confidentiality protection? (E.g. adolescents disclosing sensitive data without authorization). Were there any disagreements regarding how the data collected should be interpreted or used, or who owns it? If so, why?
- @FN39: Did adolescents refuse to participate in some activities of the alliance? If so, why?
- @FN40: Did adolescents report their participation in the alliance to have negative impact on their school obligations, or did any adolescent drop-out of the alliance because of time commitment issues?

- @FN41: Did adolescents report to have experienced criticism or pressure from external actors (e.g. school teachers, gatekeepers, policymakers, peers) because of their participation in the alliance?
- @FN42: Other challenge related to the adolescent's participation in the research?
- @FN43: Did you identify any issues related to the adolescent's health and safety (e.g. parental violence)? How was this handled? (E.g. contact with gatekeeper, parents, health authorities, child welfare)

The Amsterdam Team has decided to relief the facilitators off the meta-coding for three reasons. The first is that it is too much work for each facilitator. The second is technical, working with so many people in ATLAS.ti desktop version will lead to too many possible problems with the database and the CLOUD version does not fit in with the SAFE policies. The third reason is that the developed meta-coding set is not too difficult to manage semi-automatically. Therefore, we proposed a slight alteration to the layout of the forms. In ATLAS.ti we will use the numbering with the @-codes in order to semi-automatically metacode the document.

FN, AP and Log codes

We automatically code the all documents using the predefined @FN or @AP or @Log codes. The codes have a specific layout, that is used for coding (so, please don't alter them). If you want to refer to a code please refer to it like this: see @FN24 or see @AP05.

Field Notes #Tags

Since all meta coding in ATLAS.ti is done semi-automatically, based on the @FN codes, it is nice to have the possibility to #Tag relevant and important information in the fieldnotes when it is not strictly within the range of the @FN codes. Therefore, all facilitators can add some of the following #Tags to a paragraph in order to label the paragraph that way. When adding the material to ATLAS.ti, WP5 will make sure these tagged parts will be highlighted in ATLAS.ti

Tagging only in relation to Obesity

FROM FACILITATORS

#commitment

#societal responsibility

#causality

young people talking about what they think causes overweight/obesity or the behaviours

ORIGINAL HASHTAGS

#maps

youth mentioning or discussing system-maps

#fora

youth suggesting policy proposals or stakeholders or otherwise referring to dialogue forums

#individual talk

talk on individual responsibility

#system talk

talk on system level/societal responsibility

#diversity

talk on diversity

#ownership

youth taking up responsibility

#policy

policy and politics, both talk and proposals

#action

readiness for action or having taken action

#par

awareness of being a researcher

#experiential knowledge

talk on experiential knowledge on obesity

#other knowledge

talk on non-experiential knowledge on obesity

#discussion

(co-)facilitator proposes to discuss this

#interesting

(co-)facilitator finds this interesting

ADDITIONAL HASHTAGS

#challenge

challenges also are noted in different places. Not just under the challenge question, additionally this include challenges in a bigger sense, e.g. challenges in being able to do or achieve something during CO-CREATE engagement, e.g. resistance from others such as teachers. Having this hashtag means that we can code the challenges whenever it is articulated in the document and they can be captured even though they are not repeated or mentioned again under the specific challenge questions.

#ethics

ethical issues also show up in other entries, not only under ethical questions.

#aspiration

if there are any wishes or hopes or goals articulated, both individual aspirations as well as group aspirations



#co-facilitation	to record what co-facilitators contribute. This is to be able to say something either on our report or for a specific article on co-facilitation, the lessons learned, challenges, as well as the advantages and disadvantages of including co-facilitation in the project.
#conceptual definition	young people often question definition of different things including CO-CREATE underlying assumptions, i.e. healthy/not healthy, policy, representative democracy, forcing/influencing etc.
#discussion → expanded	now it also includes when facilitators and co-facilitators are making decision that is different than the protocol or to adjust the direction of the alliance (not just young people who are making this decision)
#modify	if young people joke about obesity or overweight or factors related to it or when they commented on their own current behavior since they are now part of CO-CREATE
#online	any online activity mentioned

Alliance Log

A log is a way to keep track of project progress. Also often referred to as a logbook or a record, a log is one shared document, in English, filled in by the facilitator, stored in SAFE, where you record relevant occurrences concerning the organization and context of the Alliance work in chronological order. Whereas the Field Notes and the Minutes record what is happening in the Alliances, the Log collects information about what is happening in the organization and context which might affect the interactions in the Alliances. The log is also the place where you give an overview of other important things that don't appear in the Field Notes.

The following themes are covered in the Log:

- All **recruitment** activities prior to and during the alliances. For example: through which channels do the participating youth come from AND why did you select these; which gatekeepers have proved useful so far (in particular Youth Organizations), which did not AND why?
- The **organizational form** the Alliances have chosen, including the decisions made to identify a particular partner for initiating the Alliance (e.g. a youth organisation or a school) and the decisions made by the Alliance regarding the organizational form, **changes** in this AND potential reasons for this. For example: in what kind of place do the adolescents meet in person and how often; when, what was their own motivation for the changes AND how do you interpret this?
- **Problems and their solutions** in starting up the alliances, finding staff, finding sites, finding organizations, etc. What turned out to be difficult AND why?
- **Deviations** from the engagement and research **protocol and particularly from the engagement activities**. If at some point you deviate from the protocol, detail and explain how AND why you do so.
- Socio-political **events** potentially affecting the alliances (a climate strike for example) AND how this might affect youth and Alliances.
- Other observations and preliminary **interpretations** and hypotheses.
- For the alliance, we ask all countries to keep a log from now onwards. You can use one log for all alliances or use separate logs. Fill in the log once a week and describe the actual steps or what happened AND separately how you interpret or explain it. Once a month the Log will be uploaded to Atlas.ti for analysis purposes.
- This form can be amended if need be. The Logs will allow us to trace the Alliance process and are part of the research data. The Log will also facilitate the online and offline meetings between country teams and Team Amsterdam. The Log is accessible to country team members and team Amsterdam.

LOG Format

Please note the theme or content of each meeting and indicate as to whether there is any deviation from the engagement protocol (and if so why):

Meeting 1: insert date, theme/content

Meeting 2: insert date, theme/content

Meeting 3: insert date, theme/content

Meeting 4: insert date, theme/content

....

@Log01 RECRUITMENT: describe and interpret or explain activities covering the recruitment of co-facilitators and recruitment of adolescents. Please highlight the decisive steps and explain (for example which co-facilitator was selected and why). *Important remark: Part of this may be covered by your Fieldwork Preparation Report. If so please can copy/past from this report and UPDATE if applicable.*

Insert name of contact person, date and text for every separate log entry.

@Log02 ORGANIZATION: describe and interpret or explain the organizational form of the Alliance and the activities leading to decision-making

Insert name of contact person, date and text for every separate log entry.

@Log03 PROBLEMS: describe and interpret or explain [especially the problems that aren't reported in the Field Notes] – for example problems in relation to the interaction between the CO-CREATE staff and the organization they partner with to implement the alliance; or challenges in relation to the collaboration between the facilitator and the co-facilitator

Insert date and text for every separate log entry.

@Log04 PROTOCOL: describe and interpret or explain [especially the deviations from the protocols that are not reported elsewhere]

Insert name, date and text for every separate log entry.

@Log05 EVENTS: describe and interpret or explain [for example external events that provide opportunities for a debate within the Alliance or opportunities to take a particular action]

Insert name, date and text for every separate log entry.

@Log06 OTHER: describe and interpret or explain

Insert name, date and text for every separate log entry.

Alliance Proposal

Foreword

Since formulating policies is one of the most important part of alliances, policy ideas will be generated and refined repeatedly. We use a form to keep track of all proposals and modifications, leading up to a proposal. This form is called Alliance Proposal. It is a key piece of research data, that will be subjected to data analysis by all researchers across CO-CREATE. Therefore, it matters much that Alliance Proposals are prepared adequately!

This document provides guidelines to fill the Alliance Proposal forms. As such, the document also provides guidelines for the structure of discussions within the alliances, namely by pointing to issues that need to be addressed and observed regarding policy ideas.

Policy ideas are most likely created and refined when WP4 data, photovoice, interviews or other activities lead to new insights. Every time this happens you create a new Alliance Proposal form, named in a consistent and searchable manner. Please see the naming convention both for documents and for attendees provided by Gerben Moerman from UvA. To ensure continuity and coherence, you use the notes of the prior meeting to start with. This also prevent filling in admin stuff twice. If you use descriptions of the prior meeting, make sure this is absolutely clear by using quotation marks and inserting the source.

The Alliance Proposal forms are in local language and translated into English after each iteration. All versions are stored in SAFE.



Alliance Proposal Form – For Young People

<p><u>Alliance Name:</u></p> <p><u>Date:</u></p> <p><u>After what activity do you fill in this form?:</u></p>
--

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

What do you want to do or what do you want to happen?
<ul style="list-style-type: none"> Describe as details as you can the proposal idea you have in mind



Where in the system map this idea fits?

- Draw the area of the map this idea is addressing

--

What is it that you want to solve?

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

<u>Problem</u>	
<u>Why it is important</u>	



What are you trying to achieve?	
<ul style="list-style-type: none"> • State your main goal • Define your specific objectives 	
<u>Main Goal</u>	
<u>Specific Objectives</u>	

Who are you addressing with this idea?		
<ul style="list-style-type: none"> • Who are the people who would mainly benefit from this idea? • Who are the other people who are also relevant to this idea? 		
<u>Main Target Group</u>		
<u>Other Relevant People</u>	People/Occupation	How they are to be involved



What is the step by step do implement this idea?	
<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 	
Idea Implementation	Step 1:
	Step 2:
	Step 3:
	Step 4:
	Step 5:
	Step 6:
	Step 7:

What are already out there that is similar to your idea?	
<ul style="list-style-type: none"> • Find out if there are already programs that is close or relevant to your idea 	
Name of program	Short definition of the program



What would be needed to implement your idea?			
<ul style="list-style-type: none"> • Provide an estimate of what budget items are needed and how much it will cost 			
Items	How many/how much	Price per unit	Price in total
TOTAL			



How would you present your policy idea to others?	
<ul style="list-style-type: none"> • Where and when would be a good time to discuss your idea? • Who do you think would be relevant to discuss this idea with? 	
<u>Time and place</u> Please suggest a time and a place	
<u>People, organizations, and institutions to invite</u> Please suggest people, organizations or institutions that you think would be valuable to discuss the idea with	
<u>People from the government</u>	
<u>Business people</u>	
<u>Other people (e.g. youth organizations or community groups)</u>	



Alliance Proposal Form – For Facilitators

@AP01 Pseudonym of alliance:
@AP02 Date:
@AP03 Author(s):
@AP04 Settings - after or during which activity/part of the programme the policy idea came up?:

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

@AP05 POLICY IDEA:

- What do you want to do?



@AP06 SYSTEM MAP:
<ul style="list-style-type: none"> • Where in the system map this idea fits? • Draw the area of the map this idea is addressing
Large empty space for drawing and notes

@AP07 PROBLEM DEFINITION:	
<ul style="list-style-type: none"> • Clearly state the problem you are addressing • Explain why it is important to address the problem 	
<u>Problem</u>	
<u>Justification</u>	



@AP08 POLICY GOAL:	
<ul style="list-style-type: none"> • What are you trying to achieve through the policy? • State your main goal • Define your specific objectives 	
<u>Main Goal</u>	
<u>Specific Objectives</u>	

@AP09 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 why will they be involved? 		
<u>Main Target Group</u>		
<u>Other Stakeholders</u>	Stakeholders	How they are to be involved



@AP10 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 	
Policy Implementation	Step 1:
	Step 2:
	Step 3:
	Step 4:
	Step 5:
	Step 6:
	Step 7:

@AP11 EXISTING POLICIES:	
<ul style="list-style-type: none"> • What policies are already out there that are similar to your idea? • Find out if there are already policies that are close or relevant to your idea 	
Name of policy	Short definition of the policy



@AP12 BUDGET BREAKDOWN:			
• Provide an estimate of what budget items are needed and how much it will cost			
Items	Unit	Unit Cost	Total
TOTAL			



@AP13 DIALOGUE FORUM:	
<ul style="list-style-type: none"> • How would you present your policy idea to others? • Who do you think would be relevant to discuss and refine this policy idea with? • Are there any specific perspectives that you think would be valuable to hear from to improve the idea? 	
<p><u>Time and place</u></p> <p>Please suggest a place that you think is suitable for holding the dialogue forum and a date for when you think your policy idea will be finalized.</p>	
<p><u>Suggestions for people, organizations and institutions to invite to the dialogue forum</u></p> <p><u>Please suggest people, organizations or institutions that you think would be valuable to discuss and refine the policy idea with.</u></p>	
<p><u>Polymakers</u></p>	
<p><u>Representatives from businesses</u></p>	
<p><u>Other people (civil society and other youth organizations)</u></p>	

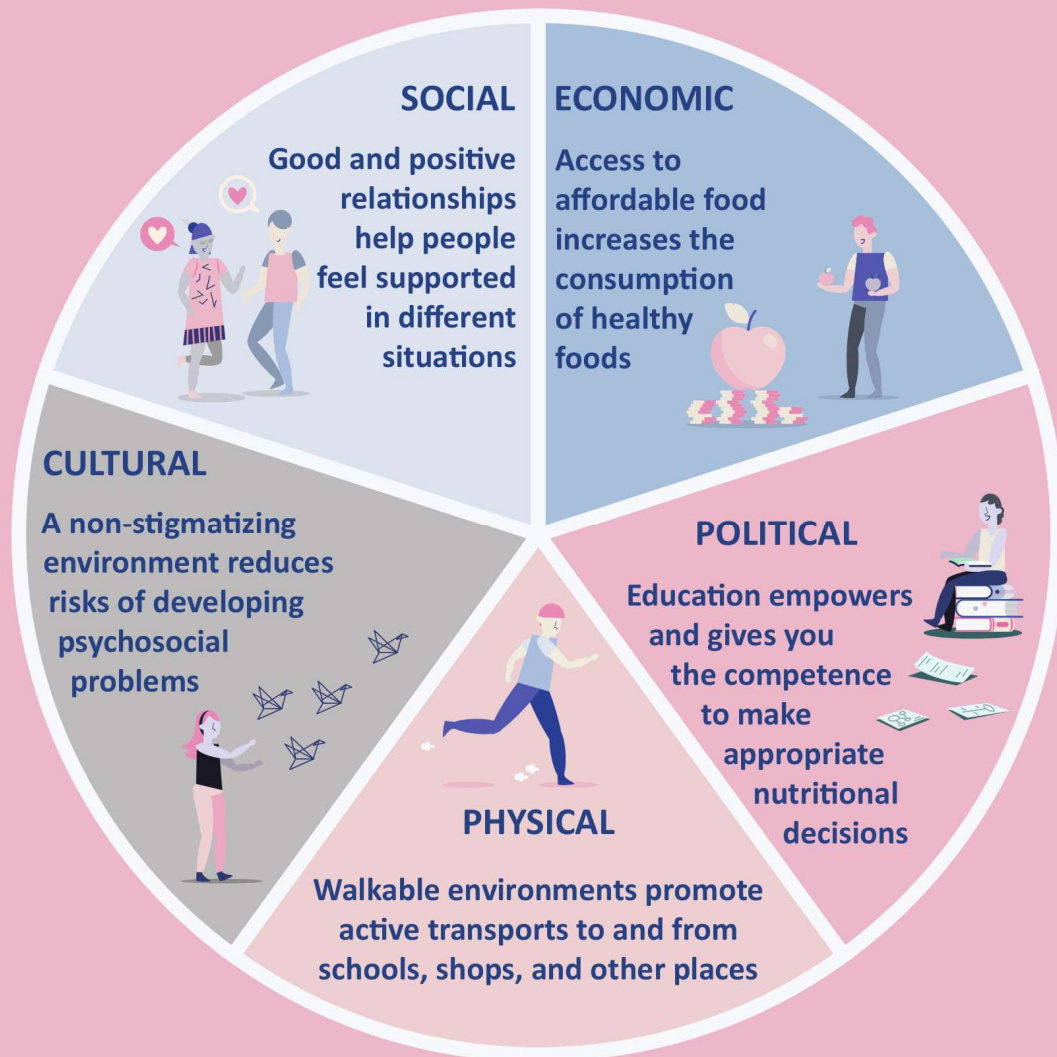
8. Infographics

CO-CREATE ACTIVITIES WITH YOUNG PEOPLE



How **UNFAIR** is it that people are made responsible for something they **DON'T CONTROL**?

FIVE ENVIRONMENTS influence our opportunities for **HEALTHY EATING** and **PHYSICAL ACTIVITY**



**Do you want to change this?
Get involved with CO-CREATE!**

www.co-create.eu



Funded by the European Union
Grant agreement 774210

What is CO-CREATE?

Confronting Obesity: Co-creating policy with youth (CO-CREATE) is a large project which uses youth engagement as a key element of addressing childhood obesity in Europe



5 countries



14 leading research and advocacy organizations



€10m of EU funding



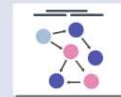
How will young voices be heard?



Review existing policies



Review existing research



Create system maps with youth



Youth alliances develop policy options through knowledge exchange with obesity experts



Policy options refined through Dialog Fora with youth, policy makers, and business



Policy implementation plans developed and evaluated



www.co-create.eu

Funded by the European Union
Grant agreement 774210



Do you want to **CREATE** innovative ideas
and turn them into realities?

Are you ready to **CONNECT** with other
young people who want to make a difference?

Would you like the opportunity
to **CHANGE** your surroundings?



Join us on CO-CREATE!

Help us develop youth-friendly policies
to address societal responsibility for healthy environment
by young people, for young people

www.co-create.eu  [@EU-COCREATE](https://twitter.com/EU-COCREATE)



This project is funded by
The European Union



ARE YOU THE ONE TO HELP US?

Supporting young people to live a healthy life is a societal responsibility but it is still individual youth who is expected to make changes to themselves to solve the problems.

In CO-CREATE, we aim to co-create policy plans that address challenges of healthy living by changing how things work in society.

To make sure that the ideas are relevant to the life of youth, we need young people to be actively designing the solutions.

JOIN US ON CO-CREATE!

www.co-create.eu [@EU-COCREATE](https://twitter.com/EU-COCREATE)



This project is funded by The European Union

Solving Problems Your Own Creative Ways



Join us on CO-CREATE!

Help us develop youth-friendly policies
to address societal responsibility for healthy environment
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The European Union



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