

The logo features the words "Youth Goals" in a bold, black, sans-serif font. The letter "Y" in "Youth" is stylized with a small black star above it. The text is set against a bright yellow, curved banner that resembles a leaf or a stylized wave.

**Youth  
Goals**

***EUYPD9***

**CONSULTATION TOOLKIT**

**Annex 1**

**Handbook of practical  
tools and methods  
for National Working  
Groups**

# Introduction

This document contains four sections to help you run youth dialogue events and activities. All methods and tools in this document are optional, they are intended as inspiration and support for NWGs. They focus at the concrete practical level and are intended for youth workers, facilitators or youth leaders running EUYD9 activities.

**1. Facilitation methods for youth dialogue events** - This section contains a series of practical methods for running consultation activities with young people during youth dialogue events:

- Focus groups
- Group discussion
- Open space
- World Cafe
- Moving debates
- 'Dear minister' letter writing activity
- Question and answer panel discussions
- Table-top discussion with decision makers

**2. Discussion prompts** - This section contains explanations and discussion prompts to help you discuss the guiding questions with young people. The discussion prompts can be used during any of the facilitation methods.

**3. Participatory photos and video methods** - This section contains practical guidance on running participatory photos and videos as a form of consultation activities with young people. It also contains guidance on how to submit a selection of photos and videos to the European Youth Forum for use in the wider EUYD consultation.

**4. Simple opinion polls** - This section contains practical guidance and questions for use in simple opinion polls targeted at young people. Opinion polls can be a tool for NWGs to disseminate, communicate and to mainstream the EUYD9 cycle.

**5. Example participant monitoring form** - This template can be used to collect information on the social backgrounds of people who you have contact with during youth dialogue events and activities.

# 1. Facilitation methods for youth dialogue events

EU Youth Dialogue events can range from short workshops or focus groups lasting online a couple of hours, to an entire day's event or longer. They can be delivered either face to face or online. Below are a range of suggested methods that can be used to facilitate a youth dialogue event. They can be run on their own or combined together to make longer events.

## Focus Groups

**Time:** 1- 2 hours

**Number of participants:** 5 - 15 participants

Focus groups consist of small groups of people who are brought together by a moderator, e.g., researcher or youth worker, to explore attitudes and perceptions, feelings and ideas about a specific topic. Focus groups are a quick and cost-effective method of capturing detailed information.

Focus groups usually begin with an outline of their purpose from the moderator and an explanation of his/ her role, how data will be used, the ground rules, such as acceptance of divergent opinions and confidentiality arrangements.

Young people should have the opportunity to ask the moderator questions about the focus groups, how the data will be used, confidentiality, duration etc. After all young people are clear about the purpose of the focus group, the moderator then poses a series of questions to the group on the chosen topic.

In general, focus groups can have a tendency towards consensus. However, arriving at an agreement *should not* be the purpose. Moderators should ensure all participants have the opportunity to express their views without being judged. In order to create a climate that is favourable to sharing diverse views, moderators need to be proactive in encouraging less vocal / marginalised participants to take part.

Facilitator's role:

- The moderator/facilitator should create a comfortable atmosphere for all participants
- The role of the moderator/facilitator should be to facilitate the group interaction rather than lead the discussion using the focus group questions or by suggesting answers.
- The moderator/facilitator should keep focus group discussions on track and focused on the topic
- The moderator/facilitator should encourage contributions from all participants.

**Useful online tools:** This can be done in video conferencing software. It can also be useful to use tools like a padlet or google jamboard to create shared spaces for participants to write. Group discussion can also happen in non real time, through chat tools such as whatsapp, slack, facebook messenger.

**Facilitator tips:** Because arriving at an agreement is not the main aim of a focus group, they can in a lot of cases feel like time in which the participants cannot come to the root of the problem/idea we are talking about. We can overcome this by having a very specific set of questions and making sure that we as facilitators question and ask clarification on the inputs from the participants. Another tip you can have in mind that in order to have a more specific outcome of the focus group is to make them with the same profile of members (youth workers, youth leaders, members of board etc.). Based on the profile you should also adapt the methodology.

## **Group discussions**

**Time:** 1- 2 hours

**Number of participants:** 5 - 15 participants

Group discussions are very similar to focus groups, except the aim **is to reach agreement or consensus about a topic**. This makes them particularly useful for participatory work. For example, a group of young people might discuss a topic and come to an agreement about what needs to be done to improve something in their area. This agreement might then form the basis of something taking place within the impact/implementation phases of EUYD, that the group is involved in.

Groups discussion usually begin with an outline of their purpose from the moderator and an explanation of his/ her role, how data will be used, the ground rules, such as confidentiality arrangements. It should be made clear that there is an intention to reach an agreement, and explain how this will be achieved (e.g., voting, consensus)

Young people should have the opportunity to ask the moderator questions about the focus groups, how the data will be used, confidentiality, duration and what the purpose of the group is. After all young people are clear about the purpose of the group, the moderator then poses a series of questions to the group on the chosen topic and leads the group to make agreements on them.

Facilitator's role:

- The moderator/facilitator should create a comfortable atmosphere for all participants
- The role of the moderator/facilitator should be to facilitate the group to make agreements
- The moderator/facilitator should keep group discussions on track and focused on the topic
- The moderator/facilitator should encourage contributions from all participants.

Towards the end of the discussion, it can be useful to create a clear statement representing the consensus or agreement which the group has reached.

**Useful online tools:** This can be done in video conferencing software. It can also be useful to use tools like a padlet or google jamboard to create shared spaces for participants to

write. Group discussion can also happen in non-real time, through chat tools such as whatsapp, slack, facebook messenger.

### **Facilitator tips:**

In structured discussions with the aim of coming to agreements and commonly accepted ideas it is important to present the expected outcome of the workshop in the beginning. It is important to make sure to develop a discussion/process in which the participants will not get attached to one idea (example: starting with a general brainstorming and through clustering and open discussion come to several ideas). If the group you are working with does not know each other, make sure that you offer space for them to get to know each other, often people do not feel comfortable to share but also confront ideas if they do not know the group and you will risk having only the same group of people participating.

### **Open space**

**Time:** 2 hours to 1 day

**Number of participants:** At least 30

“Open Space” is a technique for running discussions where the participants create and manage the agenda of a discussion themselves. Participants agree on the areas of discussion that have importance for them and then take responsibility for leading the discussion sessions. This is particularly useful for developing a sense of ownership with participants and ensuring that the discussion is focused on the interests of participants. It can be used with between 20 - 200 people, however it is typically most effective with groups of 30-40. For the Open Space to be done effectively, plan approximately 2 hours.

Step 1 - Begin by asking young people to post ideas or suggestions for things they would like to discuss onto a board/wall using post-it notes. These ideas should be relevant to the main topic of the Youth Dialogue. Any young person can nominate an idea; however they have to be willing to join a group to discuss it.

Step 2 - As ideas are being posted the facilitator should group similar ideas together. This should be done in discussion with the group. At the end of this process there should be a series of topics which the group wishes to discuss.

Step 3 - The facilitator should assign a break space for each topic. A person from the group should be nominated to lead each space. Participants are then instructed to move to the space/topic they wish to discuss. However, before they move to each space, participants should be reminded of “the rule of two feet”:

*“If at any time during the time together you find yourself in a situation where you are neither learning nor contributing, use your two feet and go someplace else.”*

In this way, all participants are given both the right and the responsibility to maximise their own learning and contribution, and they can leave any groups that they joined to find one which is more relevant to them. The only person who cannot leave the space is the person leading the topic who has the responsibility to host the space and take notes as needed.

**Useful online tools:** This can be done in video conferencing software, as long as the software can host breakout rooms. It can also be useful to use tools like padlet or google jamboard to create shared spaces for groups to write.

**Facilitator tips:**

Open space as a methodology gives opportunities for young people to direct the discussions but also responsibility in creating certain outcomes for the topics/ideas they have voiced out. Make sure that you have an already planned “harvesting plan” for the outcomes out of the discussion groups/workshops. It can be useful that you create an outcomes template with which the discussion/workshop leaders should use to report the outcomes. Open space takes time, and it is an activity that you need to organise properly and with enough time for participants to get together, enter the topics etc.

**World cafe**

**Time:** 1 - 2.5 hours

**Number of participants:** Good for large groups, 30 - 200 participants.

World cafe methodology facilitates participants to sit in small groups and have in-depth conversations – like you would do in a café – about an assigned topic. The process facilitates the sharing of ideas and participants get to consider a number of ideas in a short space of time. The process can involve both young people and decision makers.

The length of the activity depends on the number of participants, the number of topics and time allocated. For example, if you have 50 minutes to conduct the activity, there could be 4 moves: 20 mins, 10 mins, 10 mins, 10 mins.

To prepare for the activity the facilitator should place several tables (usually between 4 and 8) around the room. Each table should have a flipchart on it with one key question for discussion. The key questions should be linked to the Youth Dialogue subthemes. You may wish to use the discussion prompts questions listed above. Before the activity begins, identify one participant/support facilitator who is willing to remain at each table and work with the selected key questions.

To begin the activity, distribute the group randomly at the tables. Give the first group 20 minutes to discuss the question on their table. The flipchart paper on the table should be used as space for young people to write down their thoughts and opinions.

After 20 minutes, announce that the “round is finished” and participants should move to another table to discuss the next questions. After 10 minutes, young people are then asked to move to another group and another table. This process is repeated until everyone has had a chance to visit all of the tables. Alternatively, for larger groups of young people questions can be duplicated or different groups can discuss the same questions.

At every move, the support facilitator remains behind at their table to explain the outcome of the previous conversation and to see what the new group would like to add. In the end, the

support facilitators feedback the discussion to the whole room.

**Useful online tools:** This can be done in video conferencing software, as long as the software can host breakout rooms (e.g., zoom). Participants can be moved from breakout room to breakout room in the same way they would move between tables. It can also be useful to use tools like padlet or google jamboard to create shared spaces for groups to write.

**Facilitator tips:**

World cafe is a method in which you have to make sure that the instructions and the expected outcome are clear from the beginning, both for the participants and the facilitators team. The questions have to be very specific, since it is a self-facilitated exercise. In most cases more than 3-4 rounds can be a bit repetitive and people will participate less than in previous rounds. You can also lower the time between rounds, first rounds should be longer and later rounds shorter. If using the method digitally, it is good to limit it to 1 hour.

**Moving debates**

**Time:** no more than 20 minutes.

**Number of participants:** 8 - 50 participants

This is a short and quick activity used as a way of opening discussions. It is particularly effective with young people who are less comfortable in formal discussions as it enables all participants to express their views without having to speak. Before the activity the facilitator will need to create a series of around 10 - 20 statements that can provoke a debate. These statements should be linked to the main topic of the Youth Dialogue - however, they can be controversial, in order to provoke disagreement.

Example of the style of statements used are:

- All young people in Europe have equal opportunities
- In my country, it is easy to have your voice heard
- Democracy will always be there and cannot be threatened

Step 1 - At the start of the activity, the facilitator should hang a sign marked 'Agree' on one side of the room, 'Disagree' sign on the opposite side of the room and a "Don't know" sign in the middle.

Step 2 - The facilitator should ask participants to stand and read the first "statement" to the group. Ask members of the group to position themselves between the agree or disagree signs based on how strongly they agree or disagree with the statement. (If they completely agree or disagree, they stand against the wall close to the sign, "somewhat" would be towards the middle in various degrees).

Step 3 - After people have positioned themselves, the facilitator should ask different participants why they have chosen their positions, and what their opinion is. They should use follow-up questions to explore the issue more deeply and to start a discussion.

*Note* - If the group has limitations with their mobility, this activity may not be appropriate. You should consider running the activity on a tabletop, and asking participants to place counters between the cards.

**Useful online tools:** This can be done in video conferencing software. Instead of asking participants to move you can ask them to vote or submit to a poll by screen sharing an online polling tool like mentimeter or kahoot. However, it is important to invite discussion after each vote.

**Facilitator tips:**

As a starting statement you can also use something funny that will make the group comfortable to participate in the discussion (e.g., “Dogs are better pets than cats!”.) This will show the process to the participants and will make them more comfortable participating in the exercise. This activity is not meant to make any conclusions so make sure that you facilitate properly and do not guide towards a right answer.

**‘Dear Minister’ letter writing activity**

**Time:** 20 - 30 minutes

**Number of participants:** At least 1

This exercise can be useful to encourage dialogue between young people and decision-makers, especially if national decision-makers such as Government Ministers are unable to attend events. The ‘Dear Minister’ letter writing activity can be done individually with young people or they can work in small groups. The aim is to write a letter to a Government Minister on a certain topic, expressing their views on this topic and what they would like the Government to do about it. Organisers can use pre-printed letter templates with ‘Dear Minister...’ written on it as part of the methodology or simply use blank pieces of paper.

**Useful online tools:** This method can be done virtually, by sharing a call for letters over social media and inviting written submissions.

**Facilitator tips:**

Letters can then be analysed thematically, and key topics can be identified in the national working group reporting tool. At the end of the event, all letters can also be sent to the relevant Government Ministers. This can be a great team activity and can show the side of national follow up from the activities organised within the Youth Dialogue. When writing letters, it is likely that young people may need support from a facilitator to think about their views and express them clearly.



## Questions and answers panel debates with decision-makers

**Time:** Around 1 hour

**Number of participants:** 20 - 200, although large groups make it hard for participants to interact with decision makers.

Organising a question and answer panel debate with decision-makers can work well at large events. They can be particularly useful to attract very senior decision-makers who would be unable to commit the time to involvement throughout the entire event. Questions and answers sessions usually work best as a final activity at the end of a large consultation event.

For some groups of young people, it can also be beneficial for them to have time to prepare and develop questions earlier in the event. This is particularly helpful to enable young people who do not feel confident to ask questions to have the opportunity to engage and influence the debate. To do this activity, give participants time to work in small groups to prepare the questions and agree who will ask them. For example, young people could be divided into groups under the themes of the EUYD cycle. Young people could then work on relevant questions under each of the sub-themes which can be asked in the questions and answers session.

**Facilitator tips:** Decision makers often request advance information about the questions that may be asked so they can prepare fully for the debate, and it can be useful to provide some information on this. Make sure you are clear with decision makers on if you are expecting them to give an opening presentation and how long this should be. It can also be useful to request a biography from decision makers. This can be shared with young people before the event, to help them understand clearly what the decision maker is and isn't responsible for. During the event make sure you are clear on the process for asking questions and that this is communicated to participants clearly.

**Useful online tools:** This can be done in video conferencing software. It can also be useful to use tools like a padlet or google jamboard to create shared spaces for participants to write. Chat, raise hand or question and answer tools within the video conferencing software can be used as a way to submit questions.

## **Tabletop table discussion with decision-makers**

**Time:** 30 minutes 1.5 hours

**Number of participants:** A tabletop discussion involves 1-3 decision-makers and around 8-10 young people

As an alternative to panel debates, decision-makers can be invited to take part in tabletop discussions with small groups of young people, seated in a circle or around a table or over video conference. This form of discussion can be more rewarding for both groups but can also be harder to get decision-makers to commit to. If using this method as part of larger events it also means you will need to be able to attract more decision-makers to run multiple tabletop discussions at once.

**Useful online tools:** This can be done in video conferencing software. It can also be useful to use tools like a padlet or google jamboard to create shared spaces for participants to write.

**Facilitator tips:** Each table discussion will benefit from having a moderator, and it can be helpful to work with young people prior to the event to develop the questions they wish to ask. Decision makers often request advance information about the questions that may be asked so they can prepare fully for the debate, and it can be useful to provide some information on this. Make sure you are clear with decision makers on if you are expecting them to give an opening presentation and how long this should be. It can also be useful to request a biography from decision makers. This can be shared with young people before the event, to help them understand clearly what the decision maker is and isn't responsible for.

## 2. Discussion prompts

This section helps you break down the cycle of guiding questions for easier discussion directly with young people during the facilitation methods. This section contains explanations and discussion prompts to help you discuss the EUYD guiding questions with young people during the consultation activities described in section 1. The discussion prompts can be used during any of the facilitation methods.

Using these discussion prompts is entirely optional and they are intended as a resource for facilitators. To use them most effectively, facilitators should treat the discussion prompts as a starting point from which facilitators can create youth friendly discussion in native languages that are linked to local and national realities. Facilitators should ask follow on questions, adapt phrasing and give explanation of key topics as they see fit.

### **General introductory prompts:**

These can be used to open up discussion on the topic of the cycle generally.

1. What do the terms like climate change and sustainability mean to you?
2. What would you say is the difference between global warming and climate change?
3. Do you think climate change is a serious problem? Why?
4. How can we encourage dialogue between older generations and young generations on sustainability and climate change? (Intergenerational dialogue)
5. How can we make sure that all young people, especially those from most marginalised backgrounds are protected from the impact of climate change?

## Sub-theme: 1. Information and education

**Sub theme description:** Climate change is a complex issue and as such spans different scientific areas, connects different policy domains, links to many areas of human production and consumption, and can be difficult to fully grasp in all its implications. Young people should have access to youth-friendly information sources, and opportunities to learn about the nature and causes of climate change, and its relation to social inequalities all around the world. These learning opportunities and resources should be based within the formal education as well as in non-formal and informal learning contexts.. These resources and opportunities need to be accessible, inclusive and reach out to young people from all walks of life. They should also focus on climate change aspects (e.g., what is it, what affects future predictions, how it connects to current economic and production realities we live in, what actions can be taken individually and nationally, etc.), as well as the link between the climate change and social inequalities (e.g., effects of climate change on different nations, the topic of climate refugees, the occurrences when climate change introduced famines, potential for war conflicts connected to droughts in certain regions, etc.).

**Guiding question for qualitative consultation:** What are the key features of youth friendly information sources and learning opportunities for young people, on the topic of climate change and the link between climate change and social inequalities? If no such information sources and learning opportunities exist in your country, what should they look like?

### Discussion prompts:

1. Where do young people get information / education about climate change? Where would you like to get information on climate change from?
2. Do you think the information / education young people get on climate change is easy to access for everyone? What would make it easier to access?
3. Do you think the information / education young people get about climate change is easy to understand by everyone? What would easy to understand information be like?
4. What topics should information / education on climate change cover?
5. Do you think information / education that young people get about climate change addresses the link between climate change and social inequalities in Europe? How could this link be better explained and made clear to young people?

*(Note: some examples may include droughts, wildlife, vulnerable groups living closer to hazardous environmental waste, etc.)*

6. Do you think information / education that young people get about climate change address the link to social inequalities between Europe and developing countries? How could this link be better explained and made clear to young people?

*(Note: some of the examples can include effects of climate change on different nations, climate refugees, famines, etc.)*

7. How could the existing information / education on climate change for young people be improved?

## Sub-theme: 2. Action and empowerment

**Sub-theme description:** The needs of young people should be represented at all levels of government and should enable young people to have their interests reflected in the decision-making processes. Such tools that ensure the needs of future generations are taken into account in policymaking are essential especially when dealing with burning questions of today, such as the climate emergency. These tools should ensure intergenerational dialogue takes place at all times when decisions affecting more than one generation are debated and taken. Exploring the tools and mechanisms used in ensuring dialogue and balance in decision making can help provide a basis on which such tools become widely used across European countries and institutions. These can be e-tools, parliamentary or legal processes and guarantees, committees of various titles that oversee generational justice in decision-making, youth organisations conducting advocacy and many other formats. It is also crucial that these tools are transparent and in communication with young people via different channels.

**Guiding question for qualitative consultation:** What successful mechanisms and methods are young people aware of that ensure the needs of their generation are taken into account in decision-making processes affecting their current life and future? If no such mechanisms exist, what should they look like or what examples from other contexts do you find useful and successful?

### Discussion prompts

1. What actions can be taken individually to address climate change?
2. What things discourage some young people from taking climate action? What things encourage some young people from taking climate action?
3. What approaches have been successful in mobilising young people to take climate action in your community?
4. How can young people influence national governments or international bodies to address climate change?
5. What sort of spaces and opportunities for young people to get involved in decision-making processes on climate change can you find at the moment?  
*What are they? What works well about these? What could improve them? Are they accessible to all young people? What would you like to see instead?*
6. Are there any organisations or initiatives in your community that support youth-led climate action? (e.g. NGOS, E-tools, youth orgs, social movements)  
*What are they? What works well about these? What could improve them? Are they accessible to all young people? What would you like to see instead?*
7. What can be done to ensure all young people have access to these things? (i.e., inclusivity)
8. How can we encourage dialogue between older and younger generations on climate change? (i.e. Intergenerational dialogue).

### **Sub-theme: 3. Governance**

**Sub-theme description:** Youth participation mechanisms often include a consultation component, but it can be difficult to see beyond the multitude of follow-up processes on the political level to ensure the results of the participatory mechanisms have been implemented, or at least taken into account. Seeing results is, nevertheless, one of the key conditions of meaningful participation, as opposed to tokenistic youthwashing in which events are only labelled as youth participatory without any follow-up processes in place, and hence with no chance of achieving any results at all. At the same time, political processes are often complex and take time, which can impair feedback and follow-up processes, making well defined structures for follow-up an important tool in this domain. Strengthening meaningful youth participation via increasing accountability of policymakers and decision-makers (e.g., by implementing well-defined follow-up processes to the participatory mechanisms) can be achieved by identifying key success factors of mechanisms leading to such accountability. In case such mechanisms cannot be identified, young people should think forward to outline how such mechanisms could look like, and in what phases of the policy process these would be most effective, in order to outline and implement them in the future.

**Guiding question for qualitative consultation:** How can youthwashing be avoided in youth participation mechanisms, holding decision-makers accountable to what was agreed upon as a result of different participatory activities? If no such accountability mechanisms exist, what should they look like to be successful?

#### **Discussion prompts** (*Prompts from sub theme 2 may also be relevant*)

1. Have you taken part in any youth participation activity on environmental issues which involved interaction with decision makers?
  - a. What was the activity?
  - b. What was your experience of taking part like?
  - c. [If you did not take part] - What stopped you taking part?
  - d. Did it have an influence on policy and decision making?
2. Do these activities hold decision-makers accountable on what was agreed upon during the activities?
  - a. Did you get feedback on what happened with the things you said? (Jow?)
  - b. Do you think decision makers acted on your concerns?
3. What is the best way for young people to hold decision makers to account for over-climate change?
4. How can we make sure participatory activities hold decision makers to account?
5. Have you heard the term youthwashing before? - What does it mean to you?
6. How to ensure that youth participation mechanisms do not promote youthwashing?
7. How can we encourage dialogue between older and younger generations on climate change? (intergenerational dialogue).

## Sub-theme 4. Mobility and solidarity

**Sub-theme description:** Youth mobility and volunteering in the environmental sector can take place in many different forms: as a semester abroad, as a volunteering year in a neighbouring country, as an internship in the European Parliament, or as a work placement after the studies are over. These opportunities can enable young people to volunteer and take part in environmental initiatives, support environmental organisations or to become involved in sustainability and inclusion causes. In all those cases, it is imperative that all young people, including marginalised young people (e.g., ethnic and religious minorities, mentally or physically disadvantaged, NEETs, and many others), have equal opportunities to participate and enjoy the many advantages such mobility periods can bring to both personal and working lives. Identifying mechanisms which help marginalised young people to take part in such opportunities, makes these opportunities attractive and relevant to them, is hence key to increasing their participation in the future and contributing to positive societal development.

**Guiding question for qualitative consultation:** What helps different groups of marginalised young people to take part in different EU-wide mobility opportunities related to the environment?

***This guiding question should only be used in consultations with young people with fewer opportunities as it directly links to their concrete life experiences.***

### Discussion prompts:

*Note: these questions use the phrase “young people from your community” - when using them with groups of young people with a common background this phrase can be changed to reflect their backgrounds. For example, if you are running a discussion with young people with disabilities you Q2 might become “What sort of volunteering and mobility opportunities do young people with disabilities want to take part in?”*

1. Are you familiar with or have taken part in any mobility and volunteering opportunities on environmental issues? What was your experience of them like?
2. What sort of volunteering and mobility opportunities do young people from your community want to take part in?
3. How can youth mobility and volunteering opportunities on environmental issues benefit young people from your community?
4. What would make mobility and volunteering opportunities on environmental issues more accessible to people from your community?
5. What are the key barriers for young people from your community when accessing volunteering and mobility opportunities related to the environment?

6. In which ways could volunteering and mobility opportunities related to the environment be improved for young people from your community?

## **Sub-theme: 5. Access to infrastructure**

### **Relevant Youth Goal targets:**

- Ensure everyone especially young people has access to eco-friendly infrastructure for living a more sustainable lifestyle.(YG10)

**Sub-theme description:** When tackling climate change, infrastructure young people live in to a large extent affects their choices when it comes to sustainable living. Accessibility of public transport within as well as outside of population centres impacts how many young people rely on personal means of transportation. Presence or absence of quality cycling lanes affects how many young people will choose bike over car in their daily commute. Access to affordable, sustainable, and quality housing determines where the young people will live and how much commuting they will need to do in order to access employment, social and healthcare services, and do their shopping. Availability of shops offering local produce, again, influences the shopping choices of young people and affects sustainability of their everyday living. In order to support access of young people to such infrastructure they see as necessary for making sustainable choices, we need not only to identify the key infrastructural elements young people desire, but also explore how these elements need to work together to allow young people to use the whole system towards sustainable living. Just as eco-friendly public transport that only stops at large malls with no sustainable products in stock will not allow young people to shop, eat, and consume sustainably, then building eco-friendly houses will only work if they are built at accessible places or supported by subsidies in the area of electromobility. Exploring key infrastructural elements as well as their interplay in allowing young people to live sustainably is key in making these changes happen.

**Guiding question for qualitative consultation:** What key elements of infrastructure (e.g., transportation, housing, services,etc.) need to be accessible to young people in order to support them in living sustainably? How can these key elements of infrastructure work in synergy to support young people in living sustainably?

### **Discussion prompts:**

1. When you are choosing what sort of transport (e.g. car or public transport) to use, how much do you think about environmental and sustainability issues?
  - What sort of things are important to you?
  - Do you have the choices available to you that you want? (What is missing?)
  - Do the options you have available to you make it easier or harder to choose more environmentally friendly options? (How / Why)
  - What could help you make more environmentally friendly choices?
2. When you are shopping for goods and food, how much do you think about environmental and sustainability issues?
  - What sort of things are important to you?
  - Do you have the choices available to you that you want? (What is missing?)



- Do the options you have available to you make it easier or harder to choose more environmentally friendly options? (How / Why)
  - What could help you make more environmentally friendly choices?
3. When you are choosing somewhere to live, how much do you think about environmental and sustainability issues?
- What sort of things are important to you?
  - Do you have the choices available to you that you want? (What is missing?)
  - Do the options you have available to you make it easier or harder to choose more environmentally friendly options? (How / Why)
  - What could help you make more environmentally friendly choices?

### 3. Participatory photo and video methods

Participatory photo and video methods are a qualitative research methodology which uses visual images and technologies such as video, film and photography to produce and represent knowledge. The participants generate visual data in order to present their views and perspectives on a particular topic or a theme. Participants express their points of view, their lived experience and/or their community by photographing scenes that reflect the dialogue subtheme. Photographs are then interpreted and discussed in groups. These methods can act as an accessible, fun and creative way to engage young people in consultation.

Within EUYD participatory photo and visual methods are used in the following way:

- Participatory photo and video methods ask young people to create photos and videos which describe the cycle theme(s), using one of the methods described below.
- National Working groups view and analyse the photos and videos that have been created. Reviewing and looking at the photos and videos can help identify discourses, narratives and concerns amongst young people relating to the cycle theme. The results of this can then be included in your working group report.
- In addition, National Working Groups can also promote the outputs of visual methodologies through social media platforms such via Facebook, Twitter or Instagram. This can give greater visibility to the EUYD process.
- A selection of the results of the visual methods can also be shared with the European Youth Forum to be used within the central consultation report and as part of wider publicity within EUYD.

#### **Method 1 - Online photo competition**

- National Working Groups launch a photo/video story competition on a topic related to the current EU Youth Dialogue Cycle. The call should invite young people to submit their photos using a selected online platform e.g., Instagram, Facebook groups, Twitter or other youth online portals. A #hashtag can be used to make tracking photos across social media platforms possible.
- Individual young people use their camera or a mobile phone to produce an image or a video in response to the call. They submit photos together with a description or caption,
- A small competition prize can be given to incentivize young people to participate in the Youth Dialogue, although this is not compulsory. Winner entries can be profiled on the NWGS various social media channels.

- At the end of the competition, National Working Groups view the photographs materials and analyse the results to include findings in the National Working Group Report.

*Note:* Photo competitions make the person creating the materials and the ones in the photos/videos easily identifiable, particularly in their own communities and on social networks. When launching a call for photos and videos, we recommend you highlight that when young people post photos and videos publicly on a social media platform they will be available on the selected social media pages for others to see.

## **Method 2 - Participatory group videos**

Participatory video is a form of participatory media in which a group makes their own film. It brings together a group of young people to explore issues, voice concerns or just be creative and tell their stories. The participatory process can be very empowering, enabling a group or community to take their own action to solve their own problems, and also to communicate their needs and ideas to decision-makers and/or other groups and communities. Participants work in small groups (around 10 participants) meeting repeatedly over a couple of days to identify and film their messages regarding a sub theme or a question. This process will usually require ongoing support from a facilitator.

- Participants with the help of a facilitator learn how participatory video may be part of a policy process (e.g., it can help policy makers better understand a youth-related concern and inform the solutions). Participants become motivated to act and move from problems to solutions.
- Participants with the help of a facilitator learn how to use video equipment or their mobile phones through games and exercises
- Facilitators help groups to identify and analyse a relevant concern under the theme of the cycle.
- Young people create a scenario for the video, whilst having in mind the goal of contributing towards a policy-related change through an empowering and inclusive process.
- Short videos and messages are directed and filmed and edited by the participants with the help of a facilitator.
- Videos are disseminated towards the members of the community / policy stakeholders that have a role in addressing the issues. Further involvement in the process of change may follow.
- National Working Groups should view the photographs materials and analyse the results to include findings in the National Working Group Report.

## **Other methods and resources**

Participatory visual methods include a wide range of other resources and approaches, alongside the two suggested above. Additional resources and guides for participatory visual methodologies can be found here:

- [PhotoVoice](#)
- [Participatory Video](#)
- [A Guide to Conducting PhotoVoice with Youth](#)
- [A Practical Guide to PhotoVoice](#)
- [Facilitator's Toolkit for a Photovoice Project](#)
- [The process of participatory video](#)
- [Lights, Camera, Social Action: Using Video to Engage Youth and Stakeholders:](#)

## **Submitting photos and videos to the European Youth Forum**

As well as conducting their own analysis National Working Groups can make a selection of 5-10 photos and 1-2 videos, to be shared with the European Youth Forum. Selected photos and videos might be used at the EU Youth Conferences in cycle and throughout the EUYD European Consultation report. This will enable some of the most interesting results of the visual methodologies to be published as part of the Youth Dialogue.

If you intend to do this, you must gain consent from anyone within the photos and videos for the photos/videos to be shared with the European Youth Forum and for the European Youth Forum to use them for wider publicity (see the example consent form at the end of this document). Young people sharing their work in this way need to understand that the photos and videos they have submitted to you will be shared with the European Youth Forum and may be used in the EU Youth Conferences and by the European Youth Forum for publicity purposes. You should take into account the fact that many people participating in the EU Youth Dialogue may be under 18, in which case parental consent might be needed.

## Example consent form: EUYD Visual methods submission

Thank you for participating in the EU Youth Dialogue process. **[Name of the organisation conducting the Youth Dialogue Activity on a national level]** would like to share the visual material (photo/video) you have submitted with the European Youth Forum.

If you agree to share this information, your visual material (photo/video) will be shared with the European Youth Forum who will use it for publicity purposes to promote the EU Youth Dialogue process and share opinions and views of young people with a wider public. This may include posting it on websites such as the EU Youth Portal and presentation at the EU Youth Conferences.

Your consent in this process is completely voluntary. You may choose not to share the submitted material, if you do not wish to do so. Choosing to participate or not will not affect your future treatment in any way. There will be no immediate or direct benefit (financial or otherwise) to you agreeing to share this material with the (Name of the organisation conducting the Youth Dialogue) and the European Youth Forum. However, your consent will contribute to sharing the views and voices of young people in the EU Youth Dialogue.

### Who to contact?

If you have any questions, you may ask them now or later, via the following contacts (add contact details of the person supporting youth dialogue in your working group).

### *Certificate of Consent*

*I consent to giving right to (...organisation conducting EU Youth Dialogue), to share my photograph / video with the European Youth Forum. I understand that the European Youth Forum will use this photo/video for publicity purposes as part of the 8th Cycle of the EU Youth Dialogue.*

*I have read the information above, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily to participating.*

*Print name*

*Signature*

*Date*

*\*In case of a minor, written consent should be given by a parent/legal guardian.*

## 4. Simple opinion polls

Opinion polling is a method of collecting impressions or opinions from large numbers of people. This section provides a simple version of opinion polling which offers some advantages of quantitative methodology in combination with relatively simple youth friendly data collection, analysis, and reporting processes. Simple opinion polls do not require complex quantitative analysis, or lengthy questionnaires in the way a scientific survey would. This makes them easy to work with for any NWG and accessible for a young person to take part in. As a result of this simplicity, they provide only limited data and results, bringing basic information of young people who express their opinions in one way or the other. Simple opinion polls can be a tool for NWGs to disseminate, communicate on and to mainstream the EUYD 9th cycle but they should not be the main goal of the consultation phase.

### Translation and preparation

Suggested opinion poll questions are shown in the box below. The first step is to translate the opinion poll questions into the national language, and any language which is seen as crucial in any given national context (consider, e.g., any large minorities, etc.). At this stage you may also wish to add additional questions that reflect your own national reality.

#### **Suggested opinion poll questions**

##### *Subtheme 1: Information and Education*

- Do you know enough about climate change? Yes/No
- Do you know any youth-friendly information sources on climate change? Yes/No
- Do you know any learning opportunities for young people focusing on climate change? Yes/No
- Do you have enough information about the link between climate change and social inequalities? Yes/No

##### *Subtheme 2: Action and empowerment*

- Do you feel the needs of your generation are taken into account in environmental policymaking? Yes/No
- Do you know about any mechanisms which would ensure that the needs of future generations are taken into account in environmental policymaking? Yes/No

##### *Subtheme 3: Governance*

- Have you ever taken part in a youth participation event which felt like youthwashing event instead? Yes/No
- Do you know of any mechanisms which would make the policymakers stick to promises made to young people? Yes/No

##### *Subtheme 4*

- No questions are suggested for this subtheme.<sup>1</sup>

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<sup>1</sup> Subtheme 4 intended for discussion with marginalised groups of young people only. As the simplified opinion poll does not track the backgrounds of young people participants we recommend not using it for sub theme 4.

#### *Subtheme 5: Infrastructure*

- Does the infrastructure (e.g., transport, housing, services, etc.) where you live support you to make sustainable and environmentally friendly choices? Yes/No
- Do you have good access to sustainable and environmentally friendly housing (e.g., low energy houses, etc.) Yes/No
- Do you have good access to sustainable and environmentally friendly transport (e.g., public transport, biking, etc.) Yes/No
- Do you have good access to sustainable and environmentally friendly dining / eating options (e.g., restaurants with vegan options, etc.) Yes/No

After questions are translated there are two methods for collecting and analysing for opinion poll results.

#### **Method 1 - Simple survey**

In this option all of the translated opinion poll questions are uploaded into an online survey engine for collecting answers (e.g., MS Forms, SurveyMonkey, Google Forms, etc.). This will create a very quick and simple survey that will take a young person 1-2 minutes to complete.

Once the opinion poll questions have been uploaded, an open link is created through which anyone can fill in their answers (i.e., always choose the option that allows you to freely distribute a web link to the poll). The open link to the opinion poll then needs to be shared through all possible channels in order to gather as many responses as possible from the target group: young people from all walks of life. These channels can include, but are not limited to: social media platforms, direct mailing, or sharing during in-person events (e.g., by presenting the participants with a QR code that takes them to the poll via their smartphones, etc.). The opinion poll should remain open for young people to complete as long as possible, and gather as many answers as possible.

Once the opinion poll is closed, the data are easily analysed using the basic functionalities of the online engine through which the data was collected (e.g., MS Forms, SurveyMonkey, Google Forms, etc.). All of these platforms allow for a quick analysis in which absolute numbers of respondents (e.g. 1000 out of the total of 2000) as well as percentages (e.g., 50%) are shown.



## Method 2 - Individual social media posts

In this option opinion poll questions are posted individually on social media channels using the inbuilt polling tools, such as Instagram or Twitter polls. An example of a poll included in an Instagram story is shown in the picture. Followers of a channel on which a poll is posted will be able to reply to the poll and the results of the poll will be accessible in real time to the channel owner.

Social media moves quickly, and posts will normally only be seen for a short period after they are posted. For this reason you may need to post the same question multiple times, or on multiple different channels. The results for each post can then be added together to create a final result.

### Publicising your opinion polls

For either method when publicising the opinion poll you should include information about its purpose and link to EUYD9. It is important that the young person taking part understands what the poll is for. You should use youth focused publicity channels to ensure that participants are primarily young people. Finally, make sure that any collection methods you use are compliant with GDPR and your organisation's data collection policies.

### Reporting results to the European level

Results of the suggested opinion poll questions can be reported to the European Level through the "Consultation Phase Report". For each opinion poll questions it is only needed to report:

- Number of responses to "yes"
- Number of responses to "no"

These results can be added to the relevant boxes on the "Consultation Phase Report Template".



## 5. EUYD example participant monitoring form

The form shown on the next page can be used to collect information on the backgrounds of people who you have contact with during youth dialogue events. It is up to your working group to decide if you wish to use this tool and there is no obligation to do so.

To use the form, simply distribute it at an event and tell participants it is up to them if they complete it or not. It is important that the participants are able to give their answers anonymously. You should not add any other questions which may make the person identifiable, such as questions on names or contact details. When you collect the completed forms you should ensure the person collecting them does not read them as they are given in, and that all of the forms are mixed together so that individual people cannot be identified.

Please note, this form has been updated compared to the version used in EUYD8 and previous cycles.

## Youth Dialogue - Who is taking part?

Youth Dialogue tries to reach out to all young people, whatever background they are from. To help us do this, we try to keep track of who is taking part, so we can identify if any groups of young people are excluded. To help us do this, we would like to ask you to complete this form answering some questions about your background.

You do not have to complete this form if you would prefer not to do so. Your answers are anonymous, and no one will know what you have written. [name of organisations using the form] will use the answers you give, along with other participants to produce a profile of the young people who took part in their activities.

Are you...? (please circle)

Male	Female	Other Gender	Prefer not to say
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How old are you ... ? (please circle)

Under 16	16-18	19-25	26-30	Prefer not to say
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Do you consider yourself to be ...? (please circle)

... part of an ethnic minority.	Yes	No	Prefer not to say / I don't know
... part of a religious minority.	Yes	No	Prefer not to say / I don't know
... lesbian, gay, bisexual or any sexuality other than heterosexual.	Yes	No	Prefer not to say / I don't know
....not in education or employment/ entrepreneurship.	Yes	No	Prefer not to say / I don't know

What sort of area do you live in? (please circle one)

A rural or remote area	A town, suburb, or city	Prefer not to say / I don't know
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