



Dialogue activities
to implement the Youth Goals together



TOOL BOX



Imprint

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Intro- duction

Why is it important to implement regional and local dialogue activities in relation to the Youth Goals?

The Youth Goals are the European goals for a youth-friendly Europe of the future. The Youth Goals should not remain a theoretical vision, but are to be applied in day-to-day living. The situation of young people across Europe can be very different. To implement the Youth Goals everywhere, it is necessary to take the different needs of young people into account and consider them in political decision-making. To achieve this, young people should be involved at all times and in all stages of decision-making that affects them.

This toolbox is addressed to everyone who wants to work together with young people on the Youth Goals at the regional and local level. National working groups and decision-makers, as well as youth workers, youth organisations and groups of young people can use the toolbox for their dialogue activities.

There are different successful examples for youth participation in the context of the EU Youth Dialogue in Europe, including dialogue ambassador programmes, youth conferences and dialogue events. What these different approaches should all have in common is sustainable participation and the capacity to facilitate a dialogue with young people on equal terms in order to jointly implement the Youth Goals. This toolbox is intended to support this.

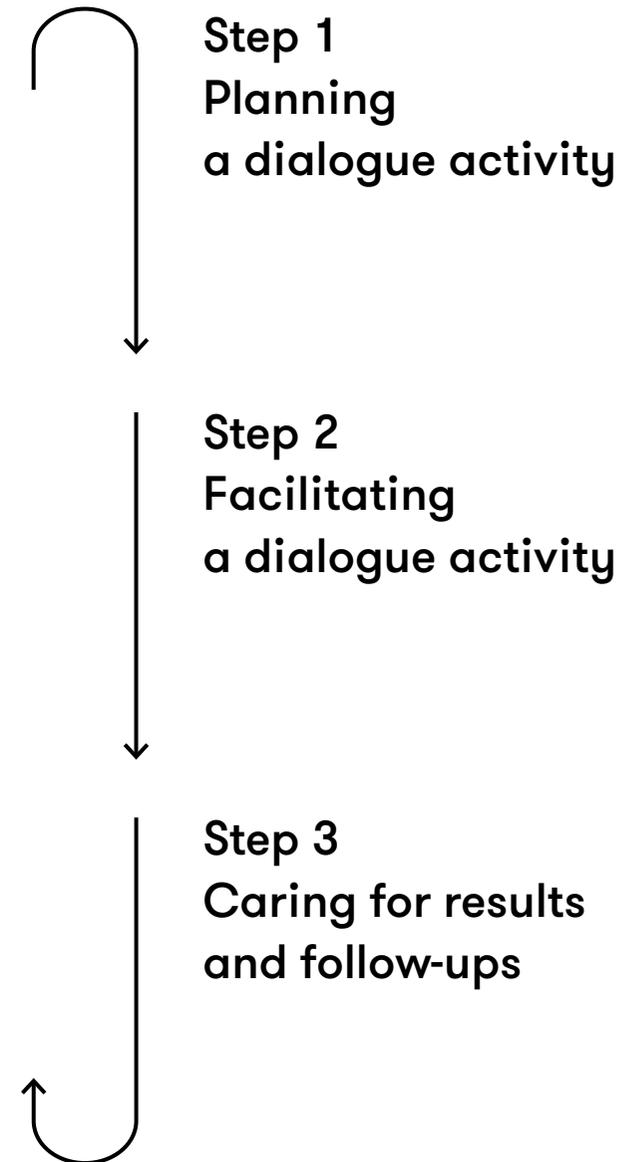
What does this toolbox offer?

First of all, the toolbox presents the Youth Goals and their origins in the EU Youth Dialogue. Further the toolbox offers support how one can realize a dialogue activity about the Youth Goals in 3 steps:

For the first step, we provide experiences from the Youth Goals Lab for planning a dialogue activity: how to clarify your vision and mission, to which conditions you should pay attention and how to get in contact with relevant people.

For the second step we present experiences regarding the facilitation of dialogue activities. In addition, we present numerous methods for getting started, methods for exchanging opinions, experiences and ideas and methods for reflecting and moving forward.

Finally, for the third step, we present what we consider to be useful in terms of caring for results and follow-ups.



Youth Goals

What are the Youth Goals and how were they developed?

The European Youth Goals are goals to achieve a youth-friendly Europe of the future.

The 11 Youth Goals and their targets are based on voices of about 50 000 young people from all over Europe who participated in the EU Youth Dialogue process in 2018.

The effort of this process is to make the attitudes, interests and needs of European youth visible and to strengthen youth participation on all political levels. The EU Youth Dialogue operates at the European, national and regional level on the implementation of the Youth Goals to promote the interests of young people in politics.

All EU Member States were involved in the development of the Youth Goals and continue to support them. The Youth Goals and the EU Youth Dialogue are a part of the EU Youth Strategy 2019–2027, which sets the direction of common youth policy throughout the EU.



#1 Connecting EU with Youth

Foster the sense of youth belonging to the European project and build a bridge between the EU and young people to regain trust and increase participation.

An increasing number of young people lack trust in the EU, encounter difficulties in understanding its principles, values, and functioning. Democratic deficits in EU processes have also been identified as one of the reasons for rising euroscepticism among young people.



Youth Goals

Targets

- Guarantee meaningful youth involvement and dialogue in all stages of EU decision making by improving existing participatory mechanisms and creating new ones.
- Increase the budget and the impact of the EU youth programmes.
- Ensure equal access to quality impartial and youth-friendly information about how the EU works, how to engage in it and what opportunities it offers.
- Build young people's trust in the EU project by addressing the democratic deficit, lack of transparency and visibility.
- Introduce and increase education about Europe and the EU in formal and non-formal settings.
- Institutionalise the assessment of youth-friendliness, impact and effect of EU policies.
- Guarantee fair representation of all member states in political and administrative EU bodies, in line with the principle of equal citizenship.

#2 Equality of All Genders

Ensure equality of all genders and gender-sensitive approaches in all areas of life of a young person.

Gender-based discrimination still affects many young people, especially young women. Equal opportunities and access to rights need to be ensured for young people of all genders including non-binary and LGBTQI+ young people.



Targets

- Tackle discrimination and ensure equal rights for all genders in cultural, political and socio-economical life.
- End gender-based structural discrimination in the labour market and ensure equal rights, access and opportunities.
- Achieve universal awareness of gender-based inequality and discrimination, particularly in the media.
- Ensure equal pay for equal work and the equal sharing of the responsibilities of care work.
- End gender-based violence by addressing and tackling it effectively in all its forms.
- Ensure equal access to formal and non-formal education, and that the design of education systems follows gender-sensitive approaches.
- Eliminate stereotypical gender roles and embrace diverse gender identities in education systems, family life, the workplace, and other areas of life.

#3 Inclusive Societies

Enable and ensure the inclusion of all young people in society.

One third of young people in Europe are at risk of poverty and social exclusion. Many do not have access to their social rights. Many continue to face multiple discrimination, experience prejudice and hate crimes. New migratory phenomena brought several social and inclusion challenges. Therefore, it is crucial to work towards the fulfillment of the rights of all young people in Europe, including the most marginalised and excluded.



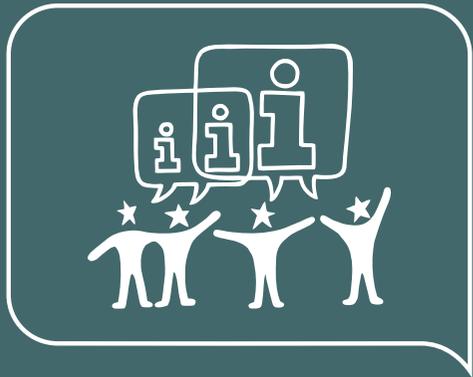
Targets

- Provide legal protection and enforce international legal instruments to fight against all kinds of discrimination and hate speech, recognising that young people are subjected to multiple forms of discrimination.
- Strengthen outreach of information to marginalised young people, to ensure they are aware of spaces, opportunities and experiences available to them.
- Ensure that all marginalised young people have equal access to formal and non-formal learning environments, addressing all the dimensions of inclusion.
- Strengthen the capacities of educators to work with marginalised young people.
- Provide more spaces, opportunities, resources and programmes to foster dialogue and social cohesion, and combat discrimination and segregation.
- Strengthen social support by implementing the right to a living wage, fair work condition, universal access to quality health care, and ensure specific measures for marginalised young people.
- Ensure that marginalised young people are participating in all decision-making processes and are key players, particularly in processes concerning their own rights, wellbeing and interests.

#4 Information and Constructive Dialogue

Ensure young people have better access to reliable information, support their ability to evaluate information critically and engage in participatory and constructive dialogue.

Young people experience difficulties to verify the accuracy and reliability of information. They need to be more adequately equipped to navigate the media landscape and to participate in constructive dialogue.



Targets

- Empower young people to be critical and responsible users and producers of information.
- Ensure young people have the ability to recognise and report repeatedly misleading news and verify the accuracy of news sources used.
- Ensure young people have the ability to recognise and report hate speech and discrimination online and offline.
- Ensure young people can engage in respectful, tolerant and non-violent dialogue, online and offline.
- Ensure easy access to understandable youth-friendly information that follows codes of ethics and quality standards.
- Ensure parents and carers, and all those involved with educating and training young people are equipped with media and digital literacy skills and that they are reliable information sources for young people.

#5 Mental Health and Wellbeing

Achieve better mental wellbeing and end stigmatisation of mental health issues, thus promoting social inclusion of all young people.

A significant and increasing number of young people across Europe are expressing their concern at the prevalence of mental health issues such as high stress, anxiety, depression and other mental illnesses amongst their peers. Young people cite the immense societal pressures they face today, and express a need for better youth mental health provision.



Targets

- Encourage the development of self-awareness and less competitive mindsets by fostering appreciation for individual skills and strengths.
- Safeguard the rights to work and to study of people with mental health issues both during and after illness to ensure their ability to pursue their own ambitions.
- Develop an inclusive intersectional approach to mental health provision for all, especially marginalised groups.
- Provide all professionals working with young people as well as family and friends with quality mental health first aid training.
- Provide inclusive, respectful and well-funded treatment by incorporating high quality mental health provision across all medical institutions.
- Focus on prevention measures that ensure young people are equipped with the knowledge and the skills required for better mental wellbeing.
- Fight stigma about mental health issues by developing awareness programmes.

#6 Moving Rural Youth Forward

Create conditions which enable young people to fulfill their potential in rural areas.

Despite the EU wide commitment to rural development and given the fact that by 2015 almost one third of the EU population were living in rural areas, prevailing differences exist between living in urban and in rural areas. Therefore, it is important to ensure equality for young people in urban and rural settings.



Targets

- Ensure appropriate infrastructure in rural areas in order to provide equitable delivery of public services, data connectivity and housing opportunities for young people.
- Ensure that sustainable, high quality jobs, accessible to young people are created in rural areas.
- Ensure the decentralisation of different activities by, for and with young people in order to support their inclusion and to benefit local communities.
- Ensure that young people in rural areas are actively participating in decision-making processes.
- Ensure equal access to high quality education for young people in rural areas.
- Establish a positive image of rural areas.
- Ensure the protection of rural traditions.

#7 Quality Employment for All

Guarantee an accessible labour market with opportunities that lead to quality jobs for all young people.

Young people are suffering from high youth unemployment, precarious and exploitative working conditions as well as discrimination in the labour market and the workplace. The lack of information and suitable skills for future employment are preventing young people to be fully integrated in the labour market. Thus measures need to be taken in order to ensure quality employment for all.



Targets

- Create quality jobs which guarantee fair working conditions, working rights and the right of living wage for all young people.
- Safeguard social protection and healthcare for all young workers.
- Guarantee fair treatment and equal opportunities for all young people in order to end discrimination in the labour market.
- Ensure equal opportunities for all young people to develop the necessary skills and gain practical experience in order to smoothen the transition from education to the labour market.
- Guarantee the recognition and validation of competencies acquired through internships, apprenticeships and other forms of work-based learning, as well as volunteering and non-formal education.
- Ensure involvement of young people and youth organisations as equal partners in the development, implementation, monitoring and evaluation of employment policies at all levels.
- Ensure equal access to quality information and adequate support mechanisms to prepare young people for the changing labour market and future of work.

#8 Quality Learning

Integrate and improve different forms of learning, equipping young people for the challenges of an ever-changing life in the 21st century.

Education remains a key for active citizenship, inclusive society and employability. That is why we need to enlarge our vision about education for the 21st century, focusing more on transferable skills, student-centered learning and non-formal education to achieve a truly equal and universal access to quality learning.



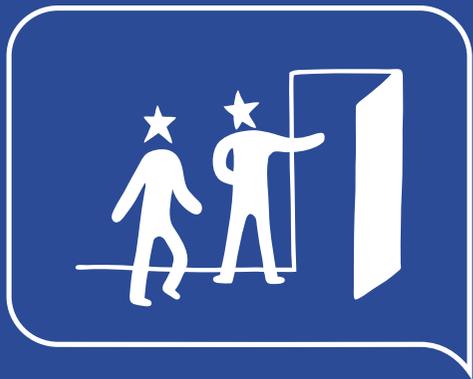
Targets

- Guarantee universal and equal access to quality education and life-long learning.
- Ensure that all young people have access to adequately funded non-formal education at all levels, that is recognised and validated.
- Promote open-mindedness and support the development of interpersonal and intercultural skills.
- Create and implement more personalised, participative, and cooperative learner-centered methods in every step of the education process.
- Guarantee that education equips all young people with life skills such as money management and health education including sexual and reproductive health.
- Incorporate methods within formal and non-formal education settings that enable the learner to develop personal skills including critical and analytical thinking, creativity and learning.
- Ensure that young people have access to citizenship education to provide them with solid knowledge on political systems, democracy and human rights, attained also through community-based experiences in order to promote active civil participation.

#9 Space and Participation for All

Strengthen young people's democratic participation and autonomy as well as provide dedicated youth spaces in all areas of society.

Young people are underrepresented in decision-making processes which affect them although their engagement is crucial to democracy. They need access to physical spaces in their communities to support their personal, cultural and political development.



Targets

- Ensure young people can adequately influence all areas of society and all parts of the decision-making processes, from agenda setting to implementation, monitoring and evaluation through youth-friendly and accessible mechanisms and structures, ensuring that policies respond to the needs of young people.
- Ensure equal access to everyday decision making for all young people from different backgrounds.
- Increase youth participation and thus equal representation in the electoral process as well as in elected bodies and other decision-making organs at all levels of society.
- Provide youth-led physical facilities and infrastructures called youth spaces defined by being autonomous, open and safe, accessible to all, offering professional support for development and ensuring opportunities for youth participation.
- Ensure safe virtual youth spaces are accessible to every young person which provide access to information and services as well as ensure opportunities for youth participation.
- Ensure sustainable funding, common recognition and development of quality youth work in order to strengthen youth organisations and their role in inclusion, participation and non-formal education.
- Provide youth-friendly, relevant, comprehensive information, also developed by and with young people, in order to enable youth participation.

#10 Sustainable Green Europe

Achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives.

Nowadays we consume in a way that our environment can't handle. Society needs to act against climate change and the growing environmental threats. But our society cannot solve a problem that it is not willing to acknowledge. That is why everyone including young people has to start taking responsibility for their actions, and impact on the life of future generations. Becoming sustainable is not a choice, it is an obligation.



Targets

- Ensure everyone including young people knows the effect of their actions on the environment.
- Empower the entire society especially young people to act as agents of change for environmental and sustainable development.
- Take into account the environmental impact of every policy and life decision while ensuring that young people are included in sustainable development policy-making on all levels.
- Increase international cooperation to eliminate environmentally harmful production and consumption.
- Support and strengthen opportunities for young people to volunteer in the environmental sector.
- Ensure everyone especially young people has access to eco-friendly infrastructure for living a more sustainable lifestyle.
- Expand research and innovation into eco-friendly solutions and technologies.

#11 Youth Organisations and European Programmes

Ensure equal access for all young people to youth organisations and European youth programmes, building a society based on European values and identity.

Youth organisations and European youth programmes involve millions of young people to support their active citizenship and to develop their life skills. However, youth organisations and European youth programmes remain underfunded and lack recognition and accessibility.



Targets

- Ensure visibility and provide quality information on youth organisations and European youth programmes for all young people.
- Ensure sufficient resources from EU programmes for youth organisations to develop projects and access structural support to carry out their missions and to support their work.
- Ensure youth organisations and European youth programmes are better bridged with the educational systems and acknowledging them as actors fostering life skills and active citizenship.
- Increase the accessibility of European youth programmes, ensure a youth friendly administration process and provide support and quality information for all participants and applicants.
- Reach out to and support marginalised young people to be active in youth organisations, youth groups and EU youth programmes.
- Increase resources, and widen the variety of grants and diversity of initiatives available for youth organisations and youth groups.
- Ensure participation of young people in governance processes of European youth programmes.

Step 1

Planning a dialogue activity



Clarify your vision and mission

As first step of the planning process, it is helpful to shape your vision and mission. It can be very helpful to write down your topic, your goals and expectations. It is important to stay flexible and ambitious, but also to keep them and your capacities in mind.

Clarify your topic

- The topic should interest you. Ask yourself why you want to work on this topic.
- The topic should be relevant for you and your target groups.
- Ideally, you already have previous experience with the topic.
- When setting the topic frame, make sure that it is not too extensive.

Clarify your goals

- What is the aim of the activity?
- What goals do you want to achieve with the activity?
- Are there any milestones you need to reach in order to achieve your overall goal?

Clarify your expectations

- What do you want to achieve with the results of your activity? Is a specific form of results required for this?
- What benefits does the activity bring to participants?
- What do you want to achieve as follow-ups?

Taking care of suitable conditions

Team

- For a successful activity, you need support and a team.
- Make sure that you have enough workforce available to achieve your goals.
- An effective team should have a mix of expertise, experience, backgrounds and networks.
- It is helpful to have a diverse and multi-talented team with a balance between “doers” and “dreamers”.
- The team members do not have to know and be able to do everything right from the start. Team building is an iterative process.
- Choose a project leader.
- Define the task areas.
- Identify your relationship builders to create a community and stay connected.
- Always work on your team spirit and your communication. The quality of work is directly related to the quality of relationships.

Date and time frame

- Choose a realistic time frame for your activity.
- Be mindful of how the date influences your activities and affects the participants.
- Consider concurrent events or vacation periods.
- For formats such as longer lasting events, do not forget the breaks for your participants.

Material and equipment

- Have an environmental-friendly approach when designing the activity. Make sure you keep in mind environmental sustainability when using resources.
- Calculate your material for facilitators and participants generously. While usually less is more, this is not true for working-materials.
- Make sure that your materials and equipment are fully prepared in time.
- Offer your materials to the participants to take with them and use the materials further.
- The needs of the participants should be considered in advance. For formats such as longer lasting events, do not forget refreshments.

Taking care of suitable conditions

Location and decoration

- Be mindful how the location influences your activity and affects the participants.
- Select a location that is accessible for all your target groups.
- When choosing a location for an activity, make sure that you can work without disturbances and that the location is the right size for the number of participants.
- Ensure location arrangements that allow agility and flexibility.
- The framing of the activity should be visible for the participants, as soon as they enter the setting. For example, several tables or a circle of armchairs will already indicate, that interpersonal exchange will be encouraged.
- Keep in mind to choose and decorate your venue in an environmental-friendly way.
- The decorative design can correspond to the topic, for example with information posters and materials or inspiring pictures.

Financing

- Secure flexible funding that will cover your costs.
- Search for support. For example for sponsorship, staff, office equipment and supplies.

The development of a detailed schedule can point out possible difficulties in advance. The schedule should specify the time frame of your activity, the methods and the responsibility or roles. In addition, it makes sense to write down the goal, the materials needed and the desired outcomes – tangible and intangible – of each activity.

Reaching out and connecting relevant people

Find your target group

- Your target group should include people who are affected by the topic and those who can help improving the issue at stake.
 - Make sure your target group includes individuals who have diverse knowledge and experiences with regard to your topic. The objective is, to encourage a diversified group of participants to take part. For example: Young people, various age groups, different backgrounds, marginalised young people, decision-makers, people from NGOs or youth organisations, youth workers and experts.
 - Your activity should provide benefits to your target groups. In order to get many commitments from individuals to join, it is helpful to consider how the different target groups benefit from participating, what the reasons might be for a cancellation and what might encourage joining.
- Reflect upon inclusion and diversity of your participants – are their potential barriers towards participation such as disabilities, health problems, barriers linked to education and training systems, cultural differences, social barriers, economic barriers, barriers linked to discrimination or geographical barriers?
 - Appreciate every participant. If you reach fewer people than you hoped for, it is very important that you appreciate those who are already committed. Don't make it about the quantity: Those who are there are the right ones.
 - Volunteering and a clear commitment by the participants are essential.

Reaching out and connecting relevant people

Communicate

- Keep interested persons engaged and informed.
- Take care to create recognition value in your communication.
- Make sure to communicate an appealing but realistic picture of your activity.
- Be authentic.
- Always communicate in a youth-friendly and understandable way.
- In your communications, make sure that interested people know who you are, what you do and where you want to go with your activity.
- Avoid overwhelming your audience with too much and too detailed information at the beginning. Structure your information and keep it short.
- Take care of your community – whether it gets smaller or bigger, or whether it reacts or not. You may need to change something in your communication or appearance.

Network

- It is essential that you keep good records of the relevant contacts and names, while ensuring to keep in line with data protection.
- Search for forward-thinkers and innovative projects.
- Check if there are existing networks you can connect to. Use the opportunity to build on each other's work. Knowledge exchange can help everybody.
- Identify the people who believe in you and have the political power to enhance your impact.
- Don't be afraid to ask for support.
- Appreciate the feedback and learn from others.
- Ask in your community or in related organisations and institutions if they can promote your activity.

Reaching out and connecting relevant people

Distribute

- Think about which information materials you want to offer and which channels you want to use. Consider websites, newsletters, social media, blogs, e-mail, telephone, print media, print materials and journalists. Also the channels and reach of your community might be helpful.
- Take care to create recognition value for all your information and graphical material.
- Take care to create an appealing graphic design and use pictures as eye-catchers.

Step 2

Facilitating a dialogue activity



Create a good atmosphere

Make sure you are a good host and pay attention to all aspects of cooperation and the needs of your participants.

Before participants can bring new ideas into the world, it is necessary to take time to think about the topic and related questions. It is also important that participants establish their own relation to the topic. Reflecting and expressing one's own experiences help to open oneself up to other experiences and possibly to other opinions. Allow a good mixture of telling and listening.

The dialogue activity should be a positive experience for everyone, therefore, an appreciative collaboration is necessary. In order to achieve this, it can be helpful to establish some rules, such as the following:

Respect and listen—without judgement or interrupting but with the intention of understanding the other person better.

Dialogue on an equal level and timely appropriate and relevant contributions—everyone should have the opportunity to speak and be heard.

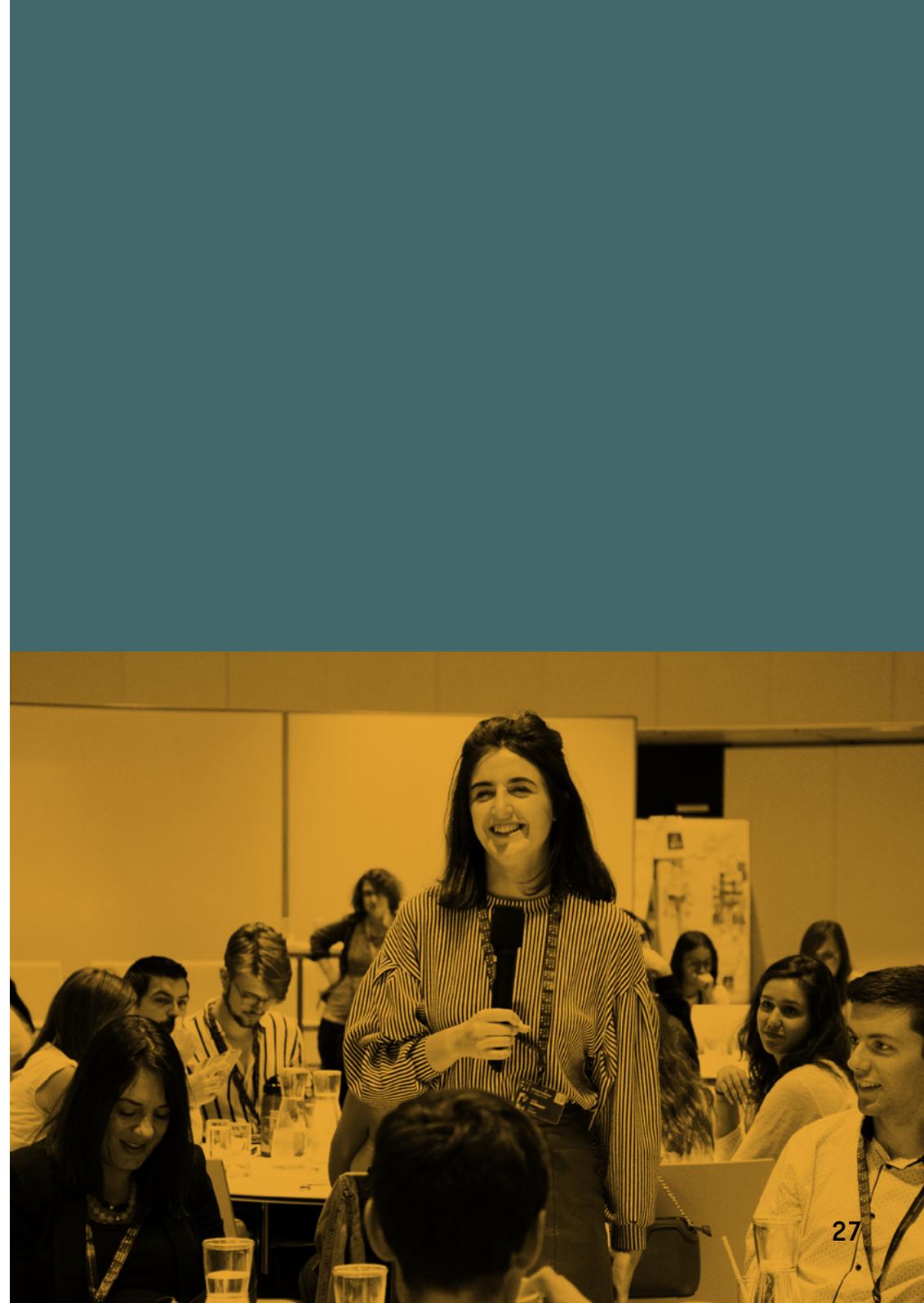
As an organiser, what you decide to do or not to do can influence the atmosphere within the group. Therefore, it can be helpful to ask yourself a number of questions to reflect your role in the process. A self-reflection can help identify why something is working or not.

- Am I positive or negative towards the group?
- Do I look forward to the group work or not?
- How do I think that the participants perceive me?
- Am I distracted from the group work by something else?

Answering these questions can sometimes suggest that the original plan might need adaptation. For example, it may be sufficient to replace one method with another or to put a stronger focus on getting to know each other better before working on the content.

Give your participants an overview

It is important to give an overview to participants and interested persons. Make sure that they know who you are, what you do and where you want to go with your activity. Make the different groups of participants, such as young people, decision-makers and representatives of youth organisations, and the common goal of the activity visible. Explain what scope your activity has and how they can get involved.



Offer a wide range of opportunities for dialogue and participation

Whether your approach is top-down or bottom-up, the more opportunities for dialogue and participation you offer, the more people you can reach, and the more people will get involved. In order to achieve a wider reach, it can be useful to offer both online and offline formats. To promote long-term cooperation, it is important to offer the possibility for joining at any time of the activity.

A number of methods are presented below. The different methods can be used for working with a specific Youth Goal or with several Youth Goals at the same time. Due to the flexibility of the methods, they can be applied in different contexts and settings, such as conferences, project days or dialogue events. Some of the methods can also be used and adapted for online dialogue activities.

When choosing a method, the objective of the activity, the composition of the group (number, age, and previous knowledge) and the preferences or experiences of the facilitator should be considered. The contents and methods should be chosen in such a way that participants from different situations and backgrounds can all contribute equally. To achieve this, it can be useful to ask about the participants' wishes and expectations during the planning phase.

Some methods can be used for direct dialogue between young people and political decision-makers. As an alternative to panel discussions, dialogue activities offer the opportunity to communicate on a more direct and equal level. In this way, young people can experience politics and decision-makers can connect with young people. All participants benefit from the dialogue and together create youth-friendly policies.

Getting started

A good start is essential for the further progress of the dialogue activity. Give the participants the opportunity to get to know each other and to establish their own relation to the group work and the topic.

Methods for getting started

- Agreement for Collaboration
- Speed Dating
- Wordrap
- Opinion Barometer
- Sociometric Exercise

Methods for getting started

Name of the method	Agreement for Collaboration
Goals of the method	<ul style="list-style-type: none"> —Recognizing and naming own needs —Compromise —Making and keeping agreements
Duration	20–40 minutes
Suitable from an age of	12 years
Group size	Eight or more persons
Materials	<ul style="list-style-type: none"> —Markers —Paper —Flipchart
Comments	<p>This method gives the participants the opportunity to discuss and negotiate. The agreement takes longer and is more complex as more people are included.</p> <p>Depending on time, group size and dynamics, some sequences can be skipped. In any case, agreements should be made in pairs, in groups and finally with the whole group.</p>

Description

1. The facilitator hands out markers and paper. Each participant writes down three rules for collaboration, based on what he*she needs to work well in a group and to feel comfortable.
2. Each participant then discusses these needs with a second person, together agree on three common rules and write them down. In case of an odd number of participants, there is a group of three.
3. Then two groups of two persons join together and build a group of four. Together they formulate and write down three common rules.
4. Then two groups of four persons join together and build a group of eight and together agree on three common rules. Each round, more participants form a group and agree on three common rules, until all participants are all together in one group.
5. Finally, the entire group should agree on three rules that apply during the collaboration. These can be noted on a flipchart and displayed for all to see. The agreement process can be guided from the facilitator or left entirely up to the group. In conclusion, all participants can also sign the flipchart with the three common rules.
6. For reflection, the following questions may be helpful:
 - In which arrangement was the agreement easiest to reach and why?
 - Have you been sufficiently involved in every agreement?
 - How exactly did you proceed with the agreement process?
 - Which of your rules from the beginning were no longer valid in later rounds and why?

Methods for getting started

Name of the method	Speed Dating
Goals of the method	—Getting to know other participants —Starting to interact with participants
Duration	Very flexible, two to three minutes per round, any number of rounds possible
Suitable from an age of	10 years
Group size	Six or more persons
Materials	No materials needed
Comments	Keep the first question very simple and general, the following questions can be an introduction to the topic and focus on a specific Youth Goal (examples for questions on Youth Goal #2 Equality of All Genders below). Examples: —What are you engaging yourself for? —What does participation mean to you? —What do the Youth Goals mean to you? —What does equality of all genders mean to you? —What are typical gender roles? —What are your experiences with non-binary and LGBTQI+ young people?

Description

1. Half of the participants form an inner circle; the other half of the participants form an outer circle. In this way, two people stand or sit opposite each other. In case of an odd number, there is a group of three people.
2. The facilitator asks a question and each participant has one minute to answer it to the person opposite.
3. When time (2 minutes) is up, the facilitator gives a sign and the participants in the outer circle move in a clockwise direction to the next person.
4. The facilitator asks a new question and each participant has one minute to answer it to the new person opposite.
5. When time (2 minutes) is up, the facilitator gives again a sign and the participants in the outer circle move once again in a clockwise direction to the next person.
6. The facilitator asks a new question and so on. In smaller groups all participants of the inner and outer circle can talk to each other. In larger groups, five questions may be enough.

Methods for getting started

Name of the method	Wordrap
Goals of the method	<ul style="list-style-type: none"> —Getting to know people through individual answers to pre-set categories —Comparison of statements (for example from politicians)
Duration	10–30 minutes
Suitable from an age of	10 years
Group size	Four or more persons
Materials	—A microphone might be useful
Comments	<p>Examples of questions /sentences to be completed are:</p> <ul style="list-style-type: none"> —I feel European when... —I engage myself for... —What does participation mean to you? —Which Youth Goal can best be linked to your work and why? —Why did you become a politician? <p>The method could also be applied on a specific Youth Goal like #6 Moving Rural Youth Forward:</p> <ul style="list-style-type: none"> —Do you belong to the one third of the EU population living in rural areas? —A difference between living in urban and in rural areas is... —It is important to ensure equality for young people in urban and rural settings because...

- What can be done to establish a positive image of rural areas?
- What can be done to ensure the protection of rural traditions?

Addition: The listeners can also be given cards to evaluate the respective statements. For example, green card = I agree, red card = I disagree, yellow card = undecided

Description

Depending on how you use the method, the setting will differ. For group work, the method can be implemented in a circle of chairs. The method is also well suited for obtaining statements from a specific group of participants, such as politicians. They can stand or sit in a row in front of the audience.

1. The facilitator specifies a question/ sentence to be completed by each participant in a clockwise direction.

2. It is important to keep the answers short. The participants should answer as briefly as possible in one sentence or one word. The facilitator has to make sure that the contributions do not become too long. If you use a microphone, it can be helpful if the facilitator keeps holding it in his*her hand instead of handing microphones to the participants while answering.

3. For the next question/sentence to be completed, the facilitator starts with another person. Thus, everyone is challenged again and again to spontaneously think of an answer.

Methods for getting started

Name of the method	Opinion Barometer
Goals of the method	<ul style="list-style-type: none"> —Define positions and giving reasons —Listening to other points of view and reviewing own positions
Duration	30 minutes
Suitable from an age of	10 years
Group size	From eight to 30 persons
Materials	<ul style="list-style-type: none"> —A microphone might be useful —Material to mark two poles (for example moderation cards) —Optional a flipchart and markers
Comment	<p>When formulating the questions or statements, it is always important to ensure that the participants can react using the opinion barometer. To stimulate the participants, the facilitator can work with ambiguous or provocative statements or questions. It is also possible to ask questions or make statements which introduce the content work.</p> <p>Examples of questions/statements:</p> <ul style="list-style-type: none"> —Those who are apolitical are political without knowing it. —I can't change anything in society. —Are common goals needed to make Europe more youth-friendly? —Politics does too little for young people. —Youth participation is not essential for society.

- How experienced do you feel about the Youth Goals?
- Youth spaces are often neglected.
- How confident do you feel about the topic “equality of all genders”?
- Buying regional products is a political act.
- Regarding “moving rural youth forward”, how urgently do you think change is needed?

The method could also be applied on a specific Youth Goal like Youth Goal #10 Sustainable Green Europe:

- Enough is being done to protect the environment.
 - Do all young people have access to eco-friendly infrastructure for living a more sustainable lifestyle?
 - Is the commitment of young people needed for an environmental and sustainable development?
-

Methods for getting started

Description

1. Two poles are marked in the room: one pole indicates “100%” or “I fully agree” and the other pole indicates “0%” or “I do not agree at all”. The space between the two poles represents the opinion barometer.
2. The aim is not to reach an agreement within the group. The method is intended to show the wide variety of opinions and backgrounds that exist. It is useful to share this approach with the group when introducing the activity. This might help participants to not search for a “right” position as one’s positioning is an association in this very specific moment. It is also exciting to see whether there are statements or questions which are answered very homogeneously or which polarise.
3. The facilitator asks a question or makes a statement. The participants react to this by positioning themselves on the opinion barometer.
4. Then the facilitator asks the participants (in smaller groups all of them, in larger groups some of them) why they have taken this position and what the background of their statement is. The task of the facilitator is to ensure that all participants can contribute equally.
5. Then the facilitator asks the next question or makes the next statement. Five or six constellations are usually enough.
6. It might be useful to have a co-moderator take notes of the statements (key words are enough) on a flipchart so that this can be used as a starting point for further exploring the topic.

Methods for getting started

Name of the method	Sociometric Exercise
Goals of the method	—Getting to know each other —Immersion in the topic
Duration	10–20 minutes
Suitable from an age of	14 years
Group size	Flexible
Materials	No materials needed

Comments Depending on how well the participants know each other or how well the facilitator knows the participants, one starts with simpler or more complex categories. More than six constellations should not be made.

- Examples:
- The participants should line up in alphabetical order by their first name.
 - The facilitator can ask questions about age, and the participants position themselves accordingly.
 - The participants can be asked about their origin and they can position themselves geographically. Roots in other countries/ cultures or who comes from more urban or rural areas are also possible themes.

- The facilitator can ask about gender. If only binary genders are represented, it is important to mention non-binary people.
 - With this method, you can make different groups (young people, politicians, youth workers, people from different sectors, people from youth organisations) visible through the arrangements.
 - You can also make experiences (for example “How well do you already know the Youth Goals?”) visible.
-

Description

1. The facilitator invites the participants to position themselves in the room according to different characteristics or affiliations.
2. Once the groups have been arranged, the facilitator asks the participants (in smaller groups all of them, in larger groups some of them) why they have taken this position. The task of the facilitator is to ensure that all participants can contribute equally. If participants want to change their position, they should do so.
3. To finish the exercise, the facilitator asks for a constellation that show a commonality among all participants (for example: All those who live in the Milky Way, form a group.)

Exchanging opinions, experiences and ideas

The following methods are suitable for content work and exchange in a creative and youth-friendly way.

Methods for exchanging opinions, experiences and ideas

- Postcards
- Fishbowl
- Silent Discussion
- Collecting Experiences
- Future Workshop
- What is NOT Politics?
- Youth Goal Heroes
- Defining Youth Goals
- Youth Goals Force Field Analysis
- Youth Goals Pro Action Café
- World Café
- Open Space

Methods for exchanging opinions, experiences and ideas

Name of the method	Postcards
Goals of the method	—Exchange on current challenges regarding the Youth Goals —Development of a common vision
Duration	45 minutes
Suitable from an age of	12 years
Group size	From four persons
Materials	—Collage material —Colourful markers —Glue —Large “postcards”
Comments	<p>This method is also well suited for dialogue activities with decision-makers to draft a common message.</p> <p>Possible questions about the Youth Goals: —How can the sense of youth belonging to the European Union can be fostered? —How can the inclusion of all young people in society be ensured? —How can youth participation be strengthened?</p>

Description

1. The participants form groups of four to eight people and take a seat at a table. Large postcards, colourful markers, collage material and glue are prepared.
2. The groups should now exchange ideas on a given question about a Youth Goal. Based on this conversation, group members should design the front of the postcard together as a group. Problems, situations, proposed solutions and visions can be displayed.
3. Based on this conversation, the groups should now write down a common vision on the back of the postcard.
4. The individual groups then present their postcards to the other participants.

Methods for exchanging opinions, experiences and ideas

Name of the method	Fishbowl
Goals of the method	—Exchange on current challenges regarding the Youth Goals —Insight into the realities of life of the participants
Duration	20–30 minutes
Suitable from an age of	14 years
Group size	From nine persons
Materials	No materials needed
Comments	Possible questions about the Youth Goals: —How can the commitment of young people in the environmental field be supported? —What do youth spaces need to fulfil the needs of young people? —What should the education system offer so that young people are well prepared for their life? —How can the mental well-being of young people be supported?

Description

Preparation: one circle of three to five chairs. If you have an event with more participants, this method is also possible in separate small groups.

1. The participants (about nine to 12 persons) line up around the armchair circle.
2. The facilitator explains that he*she will now ask the group a question. The discussion on the topic should take place among the inner armchair circle. If a person wants to discuss the topic, he*she should take a seat in the inner armchair circle. Meanwhile, the people in the outer circle listen to the discussion. If a person in the inner armchair circle feels that he*she has nothing more to say, he*she should return to the outer circle so that another person from the outer circle can take part in the conversation. It is not a problem if not all the chairs in the circle are taken, but there should always be enough people to keep the conversation going. The facilitator can ask questions when the conversation is stalled.

Methods for exchanging opinions, experiences and ideas

Name of the method	Silent Discussion
Goals of the method	—Preparation of content for dialogue with politicians —Collection of knowledge, associations and questions of the group
Duration	20–30 minutes
Suitable from an age of	12 years
Group size	From ten persons
Materials	—Flipcharts —Markers —Prints from the Youth Goals and targets
Comments	The facilitator should mention that participants can respond to each other's notes. Deleting or making notes of others unrecognisable is not allowed.

Description

1. Flipcharts with the Youth Goals and their targets are placed on tables. There should be enough space around the text to add notes.
2. The participants now move freely in the room and explore the flipcharts. All thoughts that come to their minds should be added to the respective part of the text; these can take the form of questions or additions. The other participants can react to these notes with additions, answers or other questions. In this way, chains of thoughts are created. It should be ensured that all participants have the opportunity to follow the dialogue and get involved. Everything should be recorded in writing, an verbal discussion should not take place.
3. The posters are then hung up and the participants have another chance to go around and go through the results. There is also room for questions and discussions.

Methods for exchanging opinions, experiences and ideas

Name of the method	Collecting experiences
Goals of the method	—The political socialisation is made visible
Duration	45 minutes
Suitable from an age of	14 years
Group size	From ten to 25 persons
Materials	—Tape —Moderation cards —Markers
Comments	<p>Possible questions:</p> <ul style="list-style-type: none"> —When was the first time you stood up for a political cause? —When did you first hear about the Youth Goals? —Was there a time in your life when you noticed that there was still room for improvement in youth policy? <p>The questions can also refer to individual Youth Goals. Possible questions:</p> <ul style="list-style-type: none"> —Can you think of a moment when you felt a sense of belonging to Europe? —Can you think of a moment when you encountered stereotypes because of your gender? —Can you think of a moment when fighting against poverty and social exclusion seemed of special importance to you or others around you? —Can you remember a moment when you or someone else became a victim of hate speech or discrimination on the Internet?

Description

The participants sit in a circle of chairs. Inside the circle, a strip of tape on the floor acts as a timeline: at one end the facilitator places a moderation card with the current year written down – at the other end, a moderation card with the birth year of the oldest participant.

1. All participants receive a moderation card and a marker.
2. The facilitator asks the participants a question about policy / the Youth Goals and each participant writes down a keyword about his*her first experience according to this. Afterwards, each participant places his*her card along the timeline.
3. The facilitator then guides through the timeline and each participant explains his*her experience in short words.

4. A second and third question can be asked, but the method should not be overused.
5. In the end the participants should form groups of two to three people for reflection. For this purpose the facilitator asks reflection questions such as:
 - Was it difficult or easy to find an experience?
 - Did the experience influence your attitude towards politics?
 - Which general political topics (complexes) are behind the experiences mentioned?

Methods for exchanging opinions, experiences and ideas

Name of the method	Future Workshop
Goals of the method	—Exchange on current challenges regarding the Youth Goals —Development of common visions
Duration	45 minutes
Suitable from an age of	14 years
Group size	From four persons
Materials	—Flipcharts —Markers
Comments	Possible questions about the Youth Goals: —How can the sense of youth belonging to the European Union can be fostered? —How can equality of all genders be guaranteed? —How can the inclusion of all young people in society be ensured?

Description

1. The participants form groups of four to six people. Flipcharts and markers are prepared on each table.
2. Each group is asked a question regarding a current challenge concerning the Youth Goals. All results should be recorded on the flipchart.
3. Criticism phase: In the first phase each group analyses and records the current situation and problems concerning the question.
4. Fantasy phase: In the second phase, each group develops ideas and solutions based on the previous work to improve the situation. These can be utopian, each idea should be written down.
5. Realisation phase: Now each group structures the ideas and proposed solutions and checks them for their feasibility. Based on this, the group defines realistic next steps to improve the situation.

Methods for exchanging opinions, experiences and ideas

Name of the method	What is NOT politics?
Goals of the method	<ul style="list-style-type: none"> —The terms and concepts of politics are discussed and expanded —The personal's everyday involvement of politics is shown
Duration	20–30 minutes
Suitable from an age of	14 years
Group size	From five to 30 persons
Materials	<ul style="list-style-type: none"> —Flipcharts —Markers
Comments	If there is not enough time to discuss all the terms introduced, you can let the participants select the terms for discussion or you can choose different terms as a facilitator.

Description

1. The facilitator writes the question “What is NOT politics?” on a flipchart and invites the participants to a brainstorming session. All contributions are written down, but a discussion does not take place until later.

A collection of terms might include, for example: Going out, a rat, drinking, sex, my body, the universe, god, walking, etc.

2. Guided by the facilitator, the participants discuss what these terms might have to do with politics. The facilitator can ask reflection questions. The common goal is to discuss the political aspects of the term.

Questions for reflection on the term “going out” might be:

- For how long can you go out at your age?
- Are there the same regulations for young people going out everywhere?
- Are you allowed to smoke or drink alcohol while going out?
- How do you get home at night after going out?

Questions for reflection on the term “a rat” might be:

- What is a laboratory rat?
- Why do laboratory rats exist?
- Are laboratory rats important for our health?
- Are there any regulations on how laboratory rats must be treated?

3. After the discussion, the facilitator asks the group once again whether the terms have anything to do with politics and in which sectors.

Regarding the term “going out”, answers might include protection of minors, laws on drugs and alcohol, public transportation, infrastructure, mobility, etc.

Regarding the term “a rat” answers could be related to animal testing, medical research, cosmetics industry or animal welfare.

4. If a term has been identified as political, the facilitator can highlight it on the flipchart. Links to the Youth Goals can then be examined.

For example: “Going out” – differences in infrastructure and public transport in urban/rural areas – Youth Goals #6

Methods for exchanging opinions, experiences and ideas

Name of the method	Youth Goal Heroes
Goals of the method	—Getting to know the Youth Goals and their targets —Raising awareness for one's own scope of action
Duration	Two hours minimum
Suitable from an age of	12 years
Group size	From eight to 30 persons
Materials	—Flipcharts —Colourful markers —Handcraft material —Prints of the Youth Goals —Printed short texts or articles according to the Youth Goal

Description

Preparation: Depending on the group size, all or specific Youth Goals can be treated. The participants should form groups per Youth Goal of four to six persons. The groups receive printouts with the targets of the Youth Goal and short texts or articles according to their Youth Goal. In addition, each group receives colourful markers, flipcharts and handcrafted materials.

1. Now the facilitator can either give a introductory speech on the Youth Goals or each group briefly presents the Youth Goals they are going to work on to the other groups. Questions of understanding should be answered immediately.
2. Each group now has time to inform themselves about the Youth Goal using the offered information material.

3. Now each group should think of a person who can be a role model for them regarding the Youth Goal they are working on.

Guiding questions for the group work might include:

- Where does the person come from? How old is the person? What is the level of education of the person? What is the family status? Does the person have a job, if so which one? What language would the person like to learn? What is the person's life dream?
 - What does the person wish for in terms of Youth Goals? Are there any targets of the Youth Goal that are of particular concern to the person? How does the person contribute to achieving the Youth Goal? And what does the person need to achieve it?
4. The groups should describe the person's ideas and actions as precisely as possible (thoughts, ideas, needs) and finally draw and write them on a flipchart
 5. The flipcharts are then hung up for everyone to see. Each group presents its hero*heroine. Questions from the other groups are welcomed.

Youth Goal Heroes

Based on the Youth Goal logo design
by Mireille van Bremen

Where does the person come from?

How old is the person?

What does the person wish
for in terms of Youth Goals?

What is the level of
education of the person?

What is the family status?

Does the person have a job,
if so which one?

What language would the person
like to learn?

Are there any targets of the Youth
Goal that are of particular concern
to the person?

How does the person contribute
to achieving the Youth Goal? And what
does the person need to achieve it?

What is the person's life dream?



Methods for exchanging opinions, experiences and ideas

Name of the method	Defining Youth Goals
Goals of the method	—Get to know Youth Goals
Duration	60 minutes
Suitable from an age of	14 years
Group size	Depending on how many Youth Goals are discussed. If there is a high number of participants, the method is also well suited for group work in sub-groups. Three to six people should work together in a group.
Materials	—Flipcharts with title of one Youth Goal —Post-its —Markers —Glue —Separate Prints from the Youth Goal targets
Comments	Another version is that each group stays at their table and goes through all three rounds with one Youth Goal.

Description

1. The materials except the separate prints from the Youth Goal targets are prepared at various stations of tables. On each flipchart the title of one of the Youth Goals is noted. It depends on the number of participants, how many of the Youth Goals are discussed.
2. The participants form groups from three to six persons. Each group is assigned to a station. The participants are informed that the first round of three will start now. After each round, the group will change the table.
3. In the first round, the groups should brainstorm on the title of the Youth Goals, write down their associations on post-its and stick it on the flipchart. This can be done as a joint process or by each person writing down his*her own ideas. Repetitions are no problem.
4. The groups then move to another station. Now the prints of the respective targets of the Youth Goal are handed out. The groups should stick this printout on the flipcharts. The groups check whether the post-its of the pre-group can be assigned to a target. If so, they stick the respective post-its beside this target.
5. The groups then move to a third station. Now, ideas are collected on how to implement the targets. The group should also collect good-practice examples.
6. Finally, a final round takes place in a circle of chairs. Here the group discusses the terms on those post-its that could not be assigned in the second round. Perhaps the group finds a target in another Youth Goal to which it can be assigned. If not, then the person who wrote down the term should formulate his*her own target and add it to the flipchart of the Youth Goal.
7. At the end, the facilitator asks the group what insights were gained and if there was anything surprising somebody wants to share.

Methods for exchanging opinions, experiences and ideas

Name of the method	Youth Goals Force Field Analysis
Goals of the method	—Analysis of challenging situations —Analysing pressures for and against change —Development of possibilities for action
Duration	45 minutes
Suitable from an age of	14 years
Group size	From four persons
Materials	—Prepared flipcharts with group topics concerning the Youth Goals —Markers
Comments	<p>The more concrete the topics, the more concrete the results will be. But make sure not to exclude any of the participants. When formulating the topics, also pay attention to the scope of action and the reality of the lives of your participants.</p> <p>Examples for the group topics:</p> <ul style="list-style-type: none">—We want to counteract gender discrimination in our environment.—We want to stand up against racism.—We want to raise awareness on fake news on the net.—We want rural traditions to be preserved in a contemporary way.

Description

Preparation: Depending on the number of participants, flipcharts with group topics concerning the Youth Goals will be prepared in advance. The idea behind Force Field Analysis is that situations are maintained by an equilibrium between forces that drive change and forces that resist change. The exercise helps analysing these factors.

1. The participants are divided into groups of four to six persons. Each group is assigned a table and takes one flipchart with them. Markers are available.
2. To get started it is useful to provide some time for the groups to first read the group topic on the flipchart and talk about it freely (whatever comes to their mind).
3. Each group discusses forces that are driving change and promote the achievement of the goal. When the group has identified the forces that are driving change, the forces are written down on the left side of the flipchart.

4. Now each group discusses the forces that resist or are unfavorable to change. When the group has identified the pressures against change, the factors are written down on the right side of the flipchart.
5. Now all forces for change are listed in a column on the left-side, and all forces against change are listed in a column on the right-side. As next step each group uses this analysis to think about how they can strengthen the forces that support the change and weaken the forces opposing it, so that the change is more successful.

Methods for exchanging opinions, experiences and ideas

Name of the method	Youth Goals Pro Action Café
Goals of the method	—Project ideas can be developed further through collaboration —An idea can become a concrete implementation
Duration	Two hours minimum
Suitable from an age of	14 years
Group size	From 12 persons
Materials	—Flipcharts —Markers —Snacks and drinks
Comments	Pro-Action-Café brings together elements from World Café, Open Space and process consulting.

Description

Preparation: For this method, you can invite people who want to initiate/promote projects within the thematic framework of the Youth Goals and develop them further with other people. It should also be possible for all of the participants to bring in their own project ideas.

1. The selection of topics is done together in the group. Persons who have a project idea within the framework of the Youth Goals can develop it further collaboratively with other people. In the beginning, each person who has a project idea briefly presents it to the group. The project idea can also be very abstract. These persons will then

act as hosts; ideally, hosts should be about 1/4 of the group. The other persons will support the hosts with inputs and advice.

2. Each host is assigned a table. The participants now sit down at one of the tables; ideally groups of the same size from four to six persons. Flipchart and markers are prepared on each table.
3. Each of the following three rounds starts with a question, which should guide and inspire the exchange at the tables. The discussions should be recorded on a flipchart.
4. The first round: What is the quest behind the project idea? The aim of this round is to gain a deeper understanding of the topic and the quest behind it. The participants ask the host about the background of his*her project idea. Answering questions and adopting perspectives helps the host to reflect on the project idea.

Examples of questions are: Why do you want to do something about this topic? What do you hope to achieve? Why do you want to do it like that, why not differently? Which persons do you want to involve?

5. For the next round, the participants mix and sit down at a new table.
6. The second round: What is missing? The round begins with a summary of the results of the previous round from the host. Then the group thinks in new directions and tries to fill in blind spots and gaps: Are there any important questions that have not been asked yet? Are there other views or perspectives? Does the group know other projects in the area that could be helpful?
7. For the next round, the participants mix again and sit down at a new table.
8. The third round: What are the next steps? Then the group thinks about next steps toward implementation: Which partners/networks could help? How can one approach the target group? What is the best timing?
9. At the end, you can invite each host to present the results of the group work in short words and/or answer guiding questions like: What am I grateful for? What are my next steps? You might want to end the Pro Action Cafe with a reflection round and/or a collective gesture to appreciate the work done.

Methods for exchanging opinions, experiences and ideas

Name of the method	World Café
Goals of the method	<ul style="list-style-type: none"> —Knowledge, experiences and perspectives of the participants are collected and exchanged —New ideas can be developed together
Duration	Two hours minimum
Suitable from an age of	14 years
Group size	From 15 persons
Materials	<ul style="list-style-type: none"> —Flipcharts —Markers —Snacks and drinks
Comments	<p>Introduce the intentions of World Café to the participants. You can also place them in the room for everyone to see:</p> <ul style="list-style-type: none"> —Focus on what is important —Contribute your own views and perspectives —Speak and listen with awareness —Listen to really understand —Connect ideas <p>The method is explorative and not suitable if a specific solution has already been found in advance. Neither is this exercise suitable for detailed implementation planning.</p> <p>Possible questions for the groups regarding the Youth Goals:</p> <ul style="list-style-type: none"> —How can young people’s confidence in the EU be strengthened? —How can gender equality be promoted?

- How can social exclusion of young people be prevented?
- How can we empower young people to recognise fake news and agitation?
- How can the mental health of young people be supported?
- How can equal opportunities for young people in rural and urban areas be guaranteed?
- What do young people need to find their way in working life?
- How should learning be oriented so that young people find their way in life?
- What does it take for youth participation to be effective?
- How can young people sustainably shape their lives?
- How can equal access for young people to youth organisations and European youth programmes be guaranteed?

The groups can also focus on different aspects of one Youth Goal. For example questions about Youth Goal #2 Equality of All Genders could be:

- What support is needed to ensure that young people are well prepared for the changing labour market and the future of work?
- How can equal opportunities for all young people on the labour market be promoted?
- What changes are needed to ensure fair working conditions for all young people in the labour market?

Methods for exchanging opinions, experiences and ideas

Description

Preparation: Depending on the number of participants, a corresponding number of tables will be prepared with flipcharts and markers. A table for self-catering should also be prepared. The participants should be able to get snacks and drinks at any time.

1. The participants form groups of four to six persons and take a seat at the tables. One person per table will be appointed as the remaining host of the table. This person will remain at the table for the following rounds while the other participants change tables.
2. On each table, there is a discussion on a topic/question. The topics can be predefined or chosen by the participants themselves. It is important that the discussion is recorded (written or visualized) on the flipcharts.
3. After 10–30 minutes, the individual participants move to other tables. They are free to move to any other table; the groups do not remain the same. The host stays at the table.
4. With each new round, the host informs the new group of the main ideas from the previous round. Participants, therefore, take the input from the previous topics with them. An intertwining of opinions and discussions results in shared knowledge and new ideas can arise.
5. After several rounds of 10–30 minutes, the most important results are summarized and presented to the entire group from the hosts of the tables.

Methods for exchanging opinions, experiences and ideas

Name of the method	Open Space
Goals of the method	—Topics that are important to the participants are made visible and discussed. —The group organises its own programme
Duration	Two hours minimum
Suitable from an age of	14 years
Group size	From 30 persons
Materials	—Empty agenda with “time” and “place” and empty spaces for topics —Flipcharts/templates for collecting results —Markers —Moderation cards —Snacks and drinks
Comments	<p><u>Open Space has one law and four rules that help the self-organisation process of the group.</u></p> <p><u>The Law of Two Feet</u></p> <p>If you find yourself in a situation where you are neither contributing nor learning, move somewhere else so that you do.</p> <p><u>Principles of Open Space</u></p> <p>Whoever attends are exactly the right ones. It makes little sense to think of people who are not participating or who are currently involved in other working groups. The focus is on the people who are there at the moment. They show motivation to deal with the topic. This proves</p>

that they are the right ones. It might also happen that no groups form around you, but even then, you should work on the topic yourself and write it down.

Whatever happens - it is the only thing that could happen.

Through Open Space, everyone should be able to get involved and become part of a group exercise. Therefore, it is important to be open and to develop the topic further together with the people who are there. Everything that might have been different did not actually occur and is therefore meaningless for the moment of the activity.

It starts when the time is right.

It can always happen that participants show up earlier or arrive later. It can also happen that other topics are discussed first. The group work starts when there is enough energy to really work together on the topic. This can also mean that working groups end earlier or extend longer than planned. Open Space also means that you are responsible for your own use of time for group work.

When it is over, it is over.

When the topic is finished, the group can dissolve. This can also mean that working groups break up earlier than planned. If more time is needed than planned, this is also okay. However, if the room is needed for another group work, the space should be made available. Open Space also implies that it is your responsibility to handle the time and space you have been given for group work on your own.

Methods for exchanging opinions, experiences and ideas

Description

According to the method Open Space, the participants' own initiatives can be used for joint work. Enthusiasm and responsibility are the key to a successful Open Space. The most important condition is voluntary participation. It is helpful for the method if the participants already know and trust one other.

There must be enough space/rooms for working in small groups. A table for self-catering should also be prepared. The participants should be able to get snacks and drinks at any time.

1. Preparation of the room: An empty agenda with "time" and "place" and empty spaces for topics is prepared. Hang it up for all to see. The topics for the Open Space will be collected together with all participants.

2. Introduction: The participants are introduced to the fact that they will organise the programme themselves in the next few hours. The facilitator explains the principles of Open Space (see page 50; you can also place them in the room for everyone to see). The facilitator hands out markers and moderation cards. Now the participants should think about whether there is a topic they would like to discuss with others.

3. Agenda Setting: This is the time for the group to figure out what it wants to do. Everyone who would like to propose a topic should write it on a moderation card with his*her name. Then everyone who proposes a topic presents it briefly to the group. Time and place for every topic are decided. The agenda should be expanded if there is not enough space. Try to allow group work on each suggested topic.

When someone proposes a topic, it is also his*her responsibility to (a) be present in the room at the beginning of the session, (b) introduce the topic and (c) make sure that the group work is documented.

4. Open Space: Then the self-organized programme starts. The participants take part in the group work in a self-organised and voluntary way. It is useful to provide a template for collecting results. The documentation can be done by one person or by all group members together.

5. Closing/Celebration: At the end of the programme, all participants come together. The documentations of the groups are hung up for all to see. In a final round, the results of each group can briefly be presented. You can also conduct a closing round in a circle. Each participant can share what was of significance and what he*she proposes to do.

Reflecting and moving forward

Reflection gives participants the opportunity to think about what they have learnt. These insights are helpful for individuals and groups to decide how to move forward. In the context of a dialogue activity, emotions can also be triggered. Time for reflection should therefore be scheduled during and at the end of the activity. Reflection can be done in writing, visually or verbally – providing a mixture of different formats might be a good choice when allowing for participants to “process” what has been happening.

Methods for reflecting and moving forward

- Design for Wiser Action
- My Next Steps
- Walk of Fame
- Opinion Scale
- Points of View
- The Middle of the Circle
- The Last Round

Methods for reflecting and moving forward

Name of the method	Design for Wiser Action
Goals of the method	—Action Planning —Creating a project with the help of diverse perspectives
Duration	1 hour
Suitable from an age of	14 years
Group size	From four persons
Materials	—Prepared templates —Markers
Comments	<p>Examples for questions related to the Youth Goals:</p> <ul style="list-style-type: none"> —What can we as young people do to prevent gender discrimination in our environment? —What can we as young people do against racism? —What can we as young people do for a more sustainable and environmentally friendly future? <p>The groups can also focus on different aspects of one Youth Goal. For example questions about Youth Goal #10 Sustainable Green Europe could be:</p> <ul style="list-style-type: none"> —What can we as young people do to make other young people aware of the effects of their actions on the environment? —How can we as young people support opportunities for young people to volunteer in the environmental sector? —What can we as young people do against environmentally harmful production and consumption?

Description

1. The facilitator presents the questions for the group work to the participants. The participants are told that they will now create a project design based on this questions. The participants should come together in groups of four to six people per question. If someone wants to bring in his*her own question or project idea, he*she can do so and find a group for it.
2. Each group sit down at a table where a template and markers are prepared.
3. Starting from the question, the participants should now discuss and fill out the template together as a group. It is not necessary to fill in all fields in the template, but these help to discuss the issue in its entirety.
4. It does not matter whether the participants develop a group project or answer the question more related to their individual persons. The aim of the method is that the participants get a feeling of how they can advance the implementation of the Youth Goals as individuals or as a group.
5. As last step the group should fill in the field “next steps”. These can be individual next steps or steps for the whole group.
6. At the end all templates are hung up for all to see and each group presents their project design to the other participants in short words.

Design for Wiser Action

Based on a graphic by
Zettelwirtschaft / Büro für Regen,
2016, büro-für-regen.at



Methods for reflecting and moving forward

Name of the method	My Next Steps
Goals of the method	—Define one's own next steps
Duration	10–20 minutes
Suitable from an age of	12 years
Group size	From six persons
Materials	—Moderation cards —Markers
Comments	The participants can also draw a footprint on the moderation card. Or the facilitator already prepares the moderation cards this way.

Description

1. The participants sit in a circle. Each participant is given a moderation card and a marker.
2. The facilitator now asks the participants what their next steps will be with the input of the dialogue activity.
3. Each participant writes his*her next steps on the moderation card.
4. One participant after the other shares what his*her next steps will be. The first participant places the moderation card inside the circle, all other moderation cards are placed alongside it. This symbolizes that with your own next steps you also belong to a movement.

Methods for reflecting and moving forward

Name of the method	Walk of Fame
Goals of the method	—Define one's own next steps —Mutual appreciation
Duration	Depends on the number of the participants
Suitable from an age of	12 years
Group size	From ten to 35 persons
Materials	No materials needed
Comments	The method should not be overused and should not take too long – clapping can be exhausting.

Description

1. The participants line up in two opposite lines. There should be a distance between the lines, so that one person can pass through.
2. The facilitator asks the participants what they will take with them from the activity and what their next steps will be.
3. One after another, the participants stand at the beginning of the lines, answer the question and then walk the “Walk of Fame” and line up again at the back of the line. The other participants clap while each participant walks through.
4. The exercise ends when each participant has done the “Walk of Fame” and has been applauded.

Methods for reflecting and moving forward

Name of the method	Opinion Scale
Goals of the method	—Evaluate and reflect —The facilitator receives feedback from the participants in an uncomplicated way
Duration	15 minutes
Suitable from an age of	10 years
Group size	From eight to 30 persons
Materials	—Prepared Flipcharts —Markers
Comments	Possible aspects of reflection can be: —I have learnt something new. —I learnt more about the Youth Goals. —I was able to contribute and to share my opinion. —I felt comfortable. —I found the methods used good. —I am satisfied with the location / the food.

Description

Preparation: Flipcharts are prepared. For each aspect that you want the participants to reflect on, a long line is drawn as a scale – at one end you write “0%” and at the other end “100%”. The flipcharts are hung up in the room so that the participants can move freely.

1. Every participant gets a marker. The participants are then asked to draw one mark per scale for their evaluation.
2. The facilitator can then summarise the resulting picture and discuss it with the group. It should also be asked what the participants liked or disliked and where they see potential for improvement.

Methods for reflecting and moving forward

Name of the method	Points of View
Goals of the method	—Playful repetition of what the participants have learnt —The facilitator receives feedback from the participants in an uncomplicated way
Duration	10–15 minutes
Suitable from an age of	12 years
Group size	any
Materials	—Flipcharts —Pin boards might be helpful
Comments	Possible questions: —Have you learned anything new? —Have you learned something new about the Youth Goals? —Were you able to contribute and to share your opinion? —Did you feel comfortable?

Description

Preparation: write down on four flipcharts “Yes”, “No”, “I don’t know” and “I want to say something”. Tape the flipcharts on the wall or pin boards. In between there should be enough space for the participants to move freely.

1. The facilitator asks questions and the participants should answer by positioning themselves to the respective flipchart.
2. Only those people who answer “I want to say something” may speak. The facilitator asks one after the other what the person wants to say. The contributions should be short and there should be no discussion.
3. After the first round, the facilitator might ask another question. The method should not take longer than 15 minutes.

Methods for reflecting and moving forward

Name of the method	The Middle of the Circle
Goals of the method	—The participants take a stand on the perceptions of other participants —The facilitator receives feedback from the participants in an uncomplicated way
Duration	10–20 minutes
Suitable from an age of	10 years
Group size	No limit
Materials	No materials needed
Comments	If you have too little space, the participants can also give their answers non-verbally using their hands. If they agree, they should raise their arms above their heads and shake them. People who disagree should shake their hands low to their hips. If they are neutral, they should shake their hands at chest level.

Description

1. The participants form a circle. The facilitator announces that everyone is invited to come in to the middle and to make a statement about how they experienced the activity/event. The facilitator can ask questions to initiate the group, but free statements should also be possible.

Examples include:

- What did you like best and what did you least like?
- Did the activity/event arouse your interest in something new, and if so, why?
- How did you feel about the group work?
- What did you think of the location/supply?
- How did you find the organisation of the activity/event?
- Was there anything in particular that inspired you?
- Did you meet interesting new people?

2. Whenever the person in the middle makes a statement, the other participants react depending on how strongly they agree or disagree. If they agree with the statement, they move one or more steps closer to the centre of the circle. If they do not agree, they remain in the starting position.
3. The person in the middle should change after one to three statements.

Methods for reflecting and moving forward

Name of the method	The Last Round
Goals of the method	—Playful repetition of what the participants have learnt —The facilitator receives feedback from the participants in an uncomplicated way
Duration	10–15 minutes
Suitable from an age of	12 years
Group size	From five persons
Materials	No materials needed
Comments	Statements might be: —The most interesting thing about the dialogue activity / the Youth Goals was... , and the most boring thing was... —I learned... , and I want to learn more about... —My next steps in relation to the Youth Goals are...

Description

1. The participants sit in a circle
2. The facilitator makes a statement and ask each participant in turn to complete the statement.
3. When the round is finished, the facilitator can make further statements. The method should not be overused and should not take longer than 15 minutes.

Step 3

Caring for results and follow-ups



Caring for results

Capturing results of your activity will help clarify your own thinking and also provides a record that can be used in the future. It offers your participants information and recollection of the common work. And people who did not participate can inform themselves about your activity. Recording on the go will help everyone to keep track. It is important to calculate sufficient resources for the recording. Your results and their recording should always correspond to the aim you want to achieve with your activity. Therefore, when choosing your methods, you should already think about whether you need a certain type of recording.

The results of your dialogue activity may be of diverse nature and consist of concrete tangible results as well as of intangible results like skills and experiences that project organisers and participants have acquired. Remember that results can be recorded in different ways – consider interactive methods for documenting results: You can use flipcharts and markers, but also collages, photos, videos, etc. Intangible results are often more difficult to measure. The use of polls, questionnaires, observations or self-assessment mechanisms may help to record this type of result.

Tangible results may include

- Approaches or models to solve a problem
- Practical tools or products
- Reports
- Studies
- Good practice guides
- Case studies

Intangible results may include

- New knowledge and experience
- Increasing skills or achievements
- Increasing awareness and understanding
- Fostering civic engagement
- Setting impulses
- Generate multipliers

Benefits from the accessibility of your results

Make your results accessible, to...

- show appreciation. Many people have invested time and energy in your result.
 - enhance continuous workflow. This allows the participants to remember important information.
 - encourage participants to share with others what they have gained from taking part in the dialogue activity.
 - engage stakeholders, key actors and target groups.
 - influence policy and practice.
 - share solutions and know how.
 - enable others to benefit from your work and your experiences.
- raise awareness and external recognition of the work.
 - raise impact.
 - create new opportunities to extend the project and develop new partnerships for the future.
 - inspire others by showing what is possible.
 - raise the profile of your organisation.

Reach your target groups with your results

Results should be recorded in such a way that they can be tailored to the needs of your target groups. Consider the needs of your target groups in order to reach them with the results in the best possible way and to communicate the aspects relevant to them.

- Persons and organisations who can help improving the issue at stake
- People who are affected by the topic
- Press and media
- General public

Your results could be relevant for

- Participants
- Project partners
- Stakeholders, experts or practitioners in the field
- Decision-makers at local, regional, national and European level

Spread your results

To effectively spread results, an appropriate strategy needs to be designed. This should include why, what, how, when, to whom and where disseminating results take place. Spread your results through different channels and networks. The chapter “Reaching out and connecting relevant people” (page 22–24) of this toolbox can also help you here.

Opportunities to disseminate your results could be

- Project or organisational websites
- Existing contacts and networks
- Partner networks

- Meetings and visits to stakeholders or decision-makers
- Discussion opportunities such as information sessions, workshops or seminars
- Reports and articles
- Newsletters
- Press releases
- Press contacts
- Information leaflets and brochures
- Audio-visual media
- Social media
- Public events

Follow-ups and next steps are an important part of any dialogue activity. They should be discussed already during the activity to create transparency about what happens with the results and to motivate participants to continue working on them (in the previous chapter we already presented some methods for reflecting and moving forward).

Follow-ups can be very diverse like for example

- Sending out and publishing results
- Further work with the results
- Further thematic work
- Review of progress
- Work on the implementation

- Lobbying
- Follow-up projects
- Meetings and visits to stakeholders or decision-makers
- Collect lessons learned
- Maintaining contact with the people involved

An impact assessment can be very helpful to evaluate your achievements and to generate recommendations for future improvements. To measure performance or progress you can use quantitative (relating to numbers and percentages) and qualitative (relating to the quality of the participation and experience) indicators. Defining indicators should be foreseen at the start.

Indicators for your dialogue activity could be

- Number of visitors to the project organizers' website
- Numbers of meetings with stakeholders or decision-makers
- Numbers of participants

- Follow-ups
- Production and circulation of products related to your dialogue activity
- Media coverage
- Range and attention in social media
- Participation in public events
- Distribution of information and know-how
- Impact on regional, national, European policy
- Feedback

Sources and further reading

All other Youth Goals Lab publications can be found here: youth-goals.eu

Activating the 2030 Agenda – SDG Lab Toolkit, © 2019 by SDG Lab, www.sdglab.ch/toolkit

European Commission Erasmus+ Programm Guide; Annex II – Dissemination and Exploitation of Results, A practical guide for beneficiaries, www.ec.europa.eu/programmes/erasmus-plus/programme-guide/annexes/annex-ii_en

SALTO Participation & Information – Participationpool, www.participationpool.eu

Summary of activities from the Council of Europe, www.coe.int/en/web/compass/list-of-activities

Toolbox Jugend Europa Politik – Handbuch für die Arbeit mit jungen Menschen und den Dialog mit der Politik, © 2018 by Bundesjugendvertretung, www.bjv.at/portfolio-items/toolboxen-2

Youth Partnership Publications from the Council of Europe, www.coe.int/en/web/youth/youth-partnership-publications

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