

**Youth
Goals**

EUYD9

CONSULTATION TOOLKIT

Annex 2

**INGYO Roundtable
methods**

1. Discussion prompts for the roundtable dialogue events

The guiding questions provide a thematic framework for INGYO's to design their roundtable dialogue events in combination with the guidelines for methods that could be used to carry out them. This section contains further discussion prompts based on the guiding question that can be used to help facilitate roundtable events.

Sub-theme: 1. Information and education

Relevant Youth Goal targets:

- Ensure everyone including young people knows the effect of their actions on the environment (YG10).
- Strengthen outreach of information to marginalised young people, to ensure they are aware of spaces, opportunities and experiences available to them (YG3).

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. How could the existing information / education on climate change for young people be improved? What mechanisms and structures need to play a role in this?
2. What topics should information / education on climate change cover?
3. How can information / education that young people get about climate change addresses the link between climate change and social inequalities in Europe? (note: some examples may include droughts, wildlife, vulnerable groups living closer to hazardous environmental waste, etc.)
4. How can information / education that young people get about climate change address the link to social inequalities between the economically strong countries and regions (i.e. Europe) and the developing countries? (*Note: some of the examples can include effects of climate change on different nations, climate refugees, famines, etc.*)

Sub-theme: 2. Action and empowerment

Relevant Youth Goal targets:

- Empower the entire society especially young people to act as agents of change for environmental and sustainable development (YG10).
- Provide more spaces, opportunities, resources and programmes to foster dialogue and social cohesion, and combat discrimination and segregation (YG3).

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. How are young people able to input relevant policy development on economic governance, sustainability and climate?
2. Are there existing representative structures for marginalised youth to make their voice heard? If not, what support would be needed?
3. What are the factors discouraging some young people from taking climate action?
4. What are the factors encouraging some young people from taking climate action?
5. What approaches have been successful in mobilising young people to take climate action in your community across the EU?
6. What actions can be taken by national governments or international bodies to address climate change? How can young people and youth organisations influence these?
7. What are the obstacles faced by youth organisations to participate in relevant policy making?
8. What are or what could be the mitigation measures to be taken by governments to help youth to better participate?

9. What sort of Eu wide structures / processes / organisations are there for young people to get involved in decision-making processes on climate change at the moment?
 - a. What works well about these?
 - b. What could improve them?
 - c. Are they accessible to all young people? How can they be made more accessible?
10. How can we encourage dialogue between older and younger generations on climate change? (*Intergenerational dialogue*).

Note discussion prompts from sub theme 3 may also be relevant

Sub-theme: 3. Governance

Relevant Youth Goal targets:

- 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 (YG10).

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

1. How can we ensure youth participation activities hold decision-makers accountable on what was agreed upon during the activities?
 - a. What's the role of feedback?
 - b. How do we make sure decision makers act on your concerns?
2. What is the best way for youth organisations and young people to hold decision makers to account for over-climate change?
3. How to ensure that youth participation mechanisms do not promote/become youthwashing?
4. How can the impact of policies be considered for future generations?
5. What ways exist to include marginalised youth in decision making?
6. How can we encourage dialogue between older and younger generations on climate change at a structural level? (*Intergenerational dialogue*).

Note discussion prompts from sub theme 2 may also be relevant

Sub-theme 4. Mobility and solidarity

Relevant Youth Goal targets:

- Support and strengthen opportunities for young people to volunteer in the environmental sector (YG10).

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:

1. How can youth mobility and volunteering opportunities on environmental issues better benefit young people from marginalised backgrounds?
2. What would make mobility and volunteering opportunities on environmental issues more accessible to from marginalised backgrounds?
3. What are the key challenges and barriers for young people from marginalised backgrounds when accessing volunteering and mobility opportunities related to the environment?
4. In which ways could volunteering and mobility opportunities related to the environment be improved for young people from marginalised backgrounds?
5. What are the obstacles identified? How can they be overcome with the engagement of the EC and the MS?

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. What infrastructure (e.g., transport, housing, services, etc.) do young people need to make sustainable living choices?
2. Which improvements and developments are needed in the following areas?
 - a. Sustainable housing (e.g., low energy houses, etc.)
 - b. Sustainable transportation (e.g., public transport, biking, etc.)
 - c. Sustainable shopping options (e.g., shops with local products, etc.)
 - d. Sustainable food /eating options (e.g., restaurants with vegan options, etc.)
3. What role can Governments and/or the EC play in this
4. What role can youth organisations play?

2. Possible methods for roundtable events

A roundtable dialogue event can gather young people and decision-makers to discuss the key topic related to the Youth Dialogue. Numbers can vary depending on event and time, however, it should not last more than 3 hours.

During a roundtable dialogue event you may wish to use a mixture of work in “plenary” with all participants together, and in smaller breakout groups. Possible methods are described below. The roundtable event will normally take place digitally.

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.

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.

Table-top discussion with decision-makers

Time: 30 minutes 1.5 hours

Number of participants: A table-top 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 table top 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 table-top 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.

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.