# YOUTH
# COMMITTED TO
# CLIMATE

**Practical file & project file**

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After many years of collaborative work in education, we arrived at a stage where we felt the need to take a step back, in order to look back and analyze our respective journeys. Sharing our experiences has enabled us to evaluate them, draw out useful guidelines and create this methodological guide. Its aim is to help us improve our practices and, hopefully, those of our colleagues: youth-workers, facilitators, trainers and teachers across Europe.

## YOUTH COMMITTED TO CLIMATE

is a strategic partnership project, supported by the European Union's Erasmus+ Program, which aims to promote cooperation, innovation and the sharing of good practices for the benefit of youth. The authors of this guide are four educational organizations from four European countries: the Petits Débrouillards in France, the Petits Débrouillards in Belgium, the Romanian association Renato and the Italian social cooperative Controvento.

Our organizations work actively in the informal education sector in our respective countries. For some time, we have also been working together on international projects. While we are different in many ways, we share the same central concerns: youth and issues surrounding societal transition. We are interested in youth because young people

**«our aim is to train active citizens for a changing world. »**

are the lifeblood of our societies. They are the source of innovation and our future successes and failures depend on them, it is them. While this may seem obvious, young people themselves appear to have little awareness of their central role, and they often have trouble expressing themselves on political issues. This is why we in the youth sector support them in their journey towards autonomy: we help them acquire the knowledge and skills necessary to fully participate in civic and political life in their local regions.

During both our local and international activities, we have seen that environmental transition is one of the major issues of concern for young people. It is also a key issue for educators like us, since our aim is to train active citizens for a changing world.

Now more than ever, enabling **young people** to take ownership of the issues rather than simply suffering their consequences is crucial.

Moreover, **environmental transition** is a global issue, which affects young people's everyday lives, interests them and motivates them to act on a local scale. It is also a strategic issue, which allows a detailed, cross-disciplinary look at the environmental, economic and social crisis.

We therefore began this project by looking back over our most significant experiences helping young people carry out projects around issues of transition. We then gathered information about them together for analysis. We wanted to discover their strengths and weaknesses and what they had in common, in order to derive general guidelines applicable to others working on the same questions.

However, evaluation, just like education, is a complex and sensitive task. It requires a professional approach, a range of perspectives and also the kind of objectivity that workers and stakeholders may find difficult. We therefore decided to involve a third party: academia.

This is how representatives from the domain of academic research (two researchers, from the University of Bologna's

psychology department and Aix-Marseille University respectively), came together with the informal education sector to develop this methodological guide to helping young people work on transition issues. The researchers brought the perspective and objectivity necessary for the study, and the educational workers the raw material from the field.

This analysis enabled us to identify the keys to the success of the 6 participative projects chosen, while pointing out areas for special attention. In the tradition of what Forester (2006) called " the friction of actual practice", our aim is to share good practices for environmental projects based on the considered experience of those on the ground and their examples of successful initiatives.

To this end, each project was analyzed step by step, from design to results. Once a detailed description of each project had been established, the researchers looked at their fundamental elements: the context, partners involved, aims and objectives, participants, activities, actions, results, outcomes and reach, strong and weak points, participants' commitment and the working framework for environmental issues. The description of each project and its key success factors were then examined and discussed by those involved. This guide is a collaborative work. According to the priority issues we have identified, it is organized by topic and in a cross-disciplinary way, enabling any stakeholder working with youth to find what they are looking for.

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A project on questions of transition involving young people requires the coordination of a wide range of different target groups, stakeholders, methods and contexts. Our projects aim to be participative, which makes interactions between these groups even more complex, and the participative process is sometimes left incomplete, due to obstacles posed by civil society and/or government institutions (see the section on Participation).

When it comes to participative projects with young people on issues of environmental transition, we cannot face this complexity alone. We therefore need to figure out how and with whom we can meet these challenges in a coordinated and professional manner. How can we bring together a network of complementary stakeholders to support young people right through to a project's final outcomes? How can we ensure that we involve the right people? How can we ensure that this range of stakeholders, each with their own motivations, work well together once they are part of the project.

## ANSWERS AND RECOMMENDATIONS

Working in a network **involving several different kinds of professionals** is a particularly effective approach when it comes to education. It is a model which is also used in the medical sector, for example, and provides an opportunity for critical comparison and enables each stakeholder to gain a new perspective.

We must therefore analyze the requirements and context of the project, and also do some forecasting in order to decide on **which stakeholders to involve**. First of all, we must ask the following questions: what problems might the project come up against? Who and what might constitute an obstacle to the project? Who can we work with and how in order to overcome these obstacles?

**«Working in a network involving several different kinds of professionals is a particularly effective approach when it comes to education»**

The answers to these questions will allow us to ask more specific ones. Which professionals will we need to work with young people, motivate them and strengthen their skills, knowledge and independence? What skills are needed in order to approach the issue of environmental transition in an intelligent manner? Who will we need as allies in order to make the process truly participative?

When moving from the design to the implementation of a project, special attention must be given to **building alliances and a skills network to underpin the process**. However, involving different stakeholders means taking into account various different expectations. Especially if boosting the skills network requires us to work with a wide range of stakeholders who do not necessarily have the same work culture: small and medium enterprises, universities, regional governments, end users etc.

The stakeholders must therefore share a clearly stated **common goal**. Not all of the objectives will be shared by everyone, but who does what, how they do it and why must

be clearly defined and understood right from the beginning of the project. Following this, continual dialogue should be encouraged so as to enable us to reevaluate the objectives and involvement of each stakeholder and ensure that each plays a distinct and complementary role.

The key stages are therefore: identifying our partners – coming together to share our goals – creating a framework with a clearly defined role for each stakeholder – regular ongoing discussions.

## IMPORTANT POINTS

- Set aside enough time for group discussion so as the goals are clear and acceptable to each organization and professional in the network. For international projects, take language differences into consideration!
- Understand from the beginning what each organization involved can bring to the project given its size, experience and available time
- Agree on a precise framework in which each stakeholder can find their place and fulfill their role according to their skills: coordinator, facilitator, trainer, evaluator, expert, administrator, institutional representative or other.
- Be prepared to make adjustments to the responsibilities of each stakeholder over the course of the project, and to add partners who may not have been identified from the beginning. If there is a crisis remind each stakeholder of the agreements that have been made and the rules applicable to all.

## EXAMPLES OF OUR PROJECTS

*Controvento, "Io giovane cittadino in Euopa" (Young European Citizens) project - Feedback from a participant*
*The project consisted of a series of experiences with participative democracy both locally and on a European scale. Its aim is to support young people in making environmental, economic and social change.*

Before the launch of the second edition of the project in Cesena, Controvento brought together a network of useful skills to underpin the project by calling on local institutions and the region's intellectual resources to take on their responsibility to educate young people. The network involved seven stakeholders: Controvento coordinated the project, local government provided financial support, and the five other partners provided training support. The European and Mediterranean youth organization JIEC (Youth Initiative for Climate and Engagement) contributed to the meeting on the question of how to integrate institutional and informal education. Directors and volunteers from the Ethical Bank and an actor specialized in citizen's theatre presented the subject of ethical finance. A worker in the financial system discussed the legal economy, while a professor from the University of Bologna introduced the topic of solidarity economies. The chief scientific officer of the IRST (Romagna Scientific Institute for the study and treatment of cancer) talked about collaboration between citizens and the research sector. The partners involved

ensured the quality of the process and its content and their complementarity ensured the project's success.

***Controvento, "Io giovane cittadino in Euopa" (Young European Citizens) project - Feedback from a participant***
*The project consisted of a series of experiences with participative democracy both locally and on a European scale. Its aim is to support young people in making environmental, economic and social change.*

One of the great failures of the project, during its first edition in Cesena, was the lack of clear agreement between the partners, in particular, between Controvento and local authorities. Insufficient common goals lead to the withdrawal of political representatives, which stymied the project's implementation phase. More intensive and ongoing dialogue, as well as reminding each stakeholder of their responsibilities throughout the participative process would probably have calmed tensions. The ultimate failure of the project, just as it was about to materialize was a great disappointment to the young participants.

## THEORY

Too often we imagine the educator as a lone figure. However, studies have shown that in order to carry out effective educational initiatives, an educator **needs to work in a group,** and be part of a multidisciplinary team.

By working group, we mean **a set of professionals**, specialized in different areas, who interact and integrate into a given context, and who build an educational project together with goals, time-frames, methods and actions which are clear for all involved.

This approach entails **interdependence**, which involves two parallel processes:

• the members of the group become aware that they depend on each other
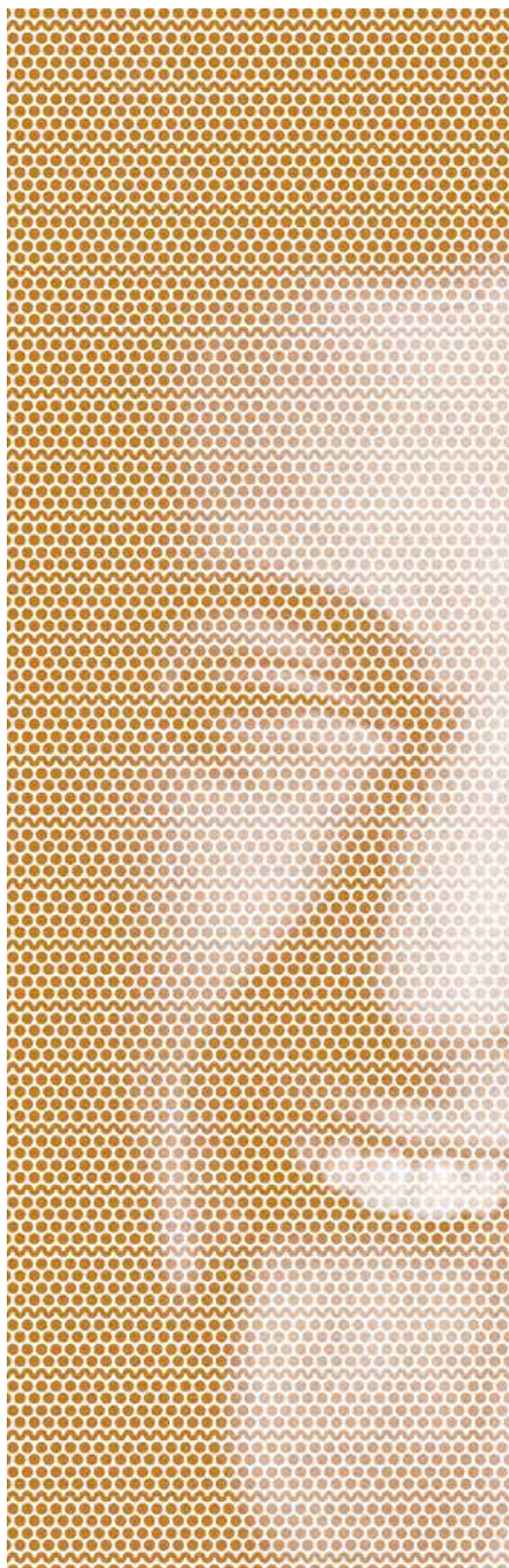
and that each member depends on the group and the group depends on its surrounding environment
• the idea of a network of relationships and cohesion based on diversity is developed.
Interdependence is based on a perception of reciprocal need, which leads to dialogue and the evolution of the working group towards a state of integration.

Integration leads in turn to collaboration, which opens up a common field of work and the active participation of all members of the group and is based on mutual trust, ongoing negotiation and sharing. (Quaglino G.P., Casagrande S., Castellano A.M. Gruppo di lavoro, lavoro di gruppo. Raffaello Cortina Editore 1992).

The conception of group work then lies in the expectation of outcomes which are very different from those that could have been achieved by each individual alone. In order to be effective, group work therefore requires not only a complete network of professional skills, but also their sum and the synergy arising from them, the distribution of knowledge and a dialectical check on the given roles. (Faure E. et al. Apprendre à être, UNESCO-Fayard, Paris 1972).

**Working towards environmental and social transition, inherently involves the concept of "glocal"**

A project's scope of operation is a critical element according to our analysis of the project feedback. Scope can be defined on various levels, from the local community in the most restricted sense, to the "global village". Working towards environmental and social transition, inherently involves the concept of "glocal" (neologism developed over the last few decades in the context of globalization), since transition is a systemic issue, which requires us to "think globally and act locally".

- Concrete actions are the key to transition, to societal transformation in general, and also to the motivation of the young people we work with and support. While participants may be concerned about the global issues associated with a project, it is doubtful whether these alone are sufficient to enable a group of young people to take practical action, with measurable and attainable outcomes. How can we, for example, make a problem as abstract as climate change tangible? How do we act on it?

- Our projects and the young people involved in them are in various ways embedded in a community, or several communities, and will continue to be so beyond the duration of the project itself: what tools do we have to link the project with its scope of operations, before, during and after its completion? How can we link a concrete action to a long-term vision?

## ANALYSIS AND RECOMMANDATIONS

Defining the scope of a project means analyzing its context and identifying the associated issues that resonate with local participants. As a general rule, the systemic approach required to tackle the complexities of environmental and social transition, always involves starting with a local issue, and gradually working out to a global analysis. Issues of climate change on a planetary scale can appear highly abstract, while greening urban spaces can allow local residents to gain insight into their own direct impact on biodiversity, agriculture, food supply, living conditions etc.
Moreover, we have observed that a link to the immediate environment and the opportunity to act directly where they live are key motivational factors for young people involved in a project. To use the previous example, a community garden could produce concrete and measurable results.

This being said, it is vital to ensure that this type of short term initiative is placed in a longer-term context, and that local issues intersect with others, including European and international issues. In this way we can "join the dots" and highlight the systematic issues associated with environmental and social transition.

Stages: identify local issues – link them with other, neighboring issues – establish a global analysis

## IMPORTANT POINTS

- Always analyze the context of the operational scope, and do not assume a global issue will be interesting without linking it to a local reality.
- Work from concrete actions to systemic issues, and not the other way around.
- If the project includes international as well as local aspects, ensure that they are coordinated in a way that takes into account the different and complementary motivational drivers each represents.
- Acknowledge and value the role of ambassador of the young people involved, so as to ensure long term benefits for the region within the project's scope, beyond the duration of the project itself.

## EXAMPLES OF OUR PROJECTS

*Les Petits débrouillards Ile-de-France, Jeunes engagés des deux rives (Committed youth from both sides of the Mediterranean) – Coordinator feedback*
*The project was based on young French and Tunisian people sharing practices around issues of climate and environmental transition.*

The initiative was designed to make young people's voices heard and facilitate their involvement during international events (The World Social Forum and the COP21). The young participants had expressed their desire not to "just talk", and wished to be involved in concrete actions in their local areas. However the project had not taken the local aspect properly into account, which led to rapid demotivation during the intermediary stages, since participants lacked the support and tools they needed to fully embrace their role as local ambassadors.

*Renato,*
*Download global and upload local – Coordinator feedback*
*The project was based around a series of European meetings which took place in*
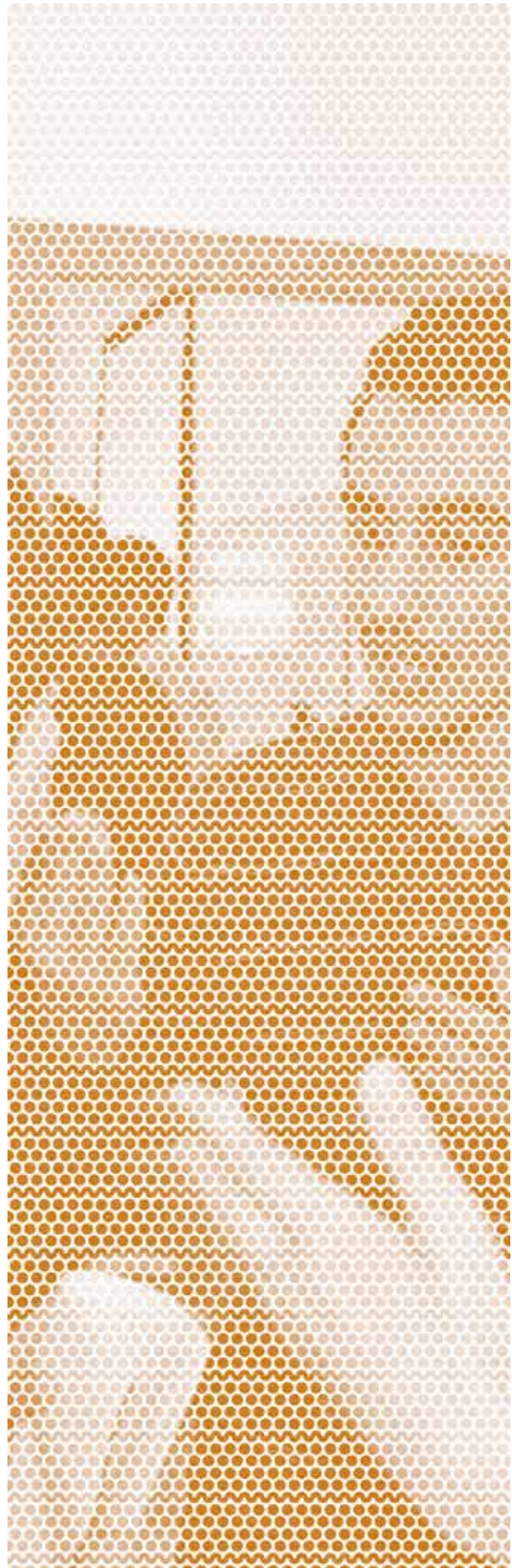
*Italy on the topic of the environment and which aimed to select good practices to implement locally.*

The aim of the project was to create links between local and global issues. The European summit was designed to establish a coherent, global strategy across different countries. The first stage was to give young people a shared vision of global issues. The second stage involved making them ambassadors in their own countries so that they implement good practices in their immediate environment. Bringing the project to the place where the participants lived is what enabled us to translate the project into concrete, immediate action.

## THEORY

In developmental sciences, an ecological perspective underlines the importance of contextual settings or systems for development (Bronfenbrenner, 1979). The approach is used to highlight the contextual environments in which individuals find themselves – family, peers, neighborhood, school, community, etc. – and the complex interactions between a person and the social system. The ecological framework looks at 'the progressive, mutual accommodation throughout the life course between an active, growing human being and his or her environment' (Ohmer, 2010: 3). Diverse contexts of life can influence either positively or negatively the individual. This would mean that active participation is greater when 'individual characteristics fit situational circumstances' (Foster-Fischman et al., 2013: 493).
The framework also highlights the interconnection between different contexts, suggesting that interventions in one context can influence others, bringing change for a larger population.

As a consequence, the context in which action is realized is extremely important and affects its potential to empower. Often programs help support the building of competences, skills and a sense of agency by focusing on community or local

contexts, in which «small» successes can be achieved. The rationale is that the process of fostering empowerment translates then to the individual and collective capacity to address more complex and broader issues (Ohmer, 2010). In fact, there is evidence in literature that participation and sense of responsibility on a local level is predictive of civic responsibility related to societal issues (Lenzi et al., 2013). This lends support to the statement that civic attitudes develop gradually and gives value to projects that support local action, which may then be generalized to the broader society.

Moreover, the importance of living environments means that effective participative projects must always start with thorough knowledge of the contexts in which they are set. It is both necessary that operators and professionals are present and have knowledge of the setting, but most importantly that the target population and participants are involved actively as the main experts on the contexts of which they are part.

The concept of autonomy comes up again and again in the analysis of our projects. Beyond the specific goals of each project, our overarching goal is to strengthen young people's capacity for action. According to democratic ideals, everyone should have a voice and a place, we therefore want to help young people play an active role in social transformation. We see this as being increasingly vital at a time when transition will require us to be highly inventive and adaptable: we see young people not only as a source of innovation, but as those with the most right to chose the path toward a future which will be theirs. It is important to reaffirm this position in Europe, where youth is too often seen as a source of risk or something to be controlled rather than a source of opportunity.

> **«our overarching goal is to strengthen young people's capacity for action»**

Integrating the ideal of youth autonomy into relationships with youth supervisors, organizations and young participants in projects is a complicated task. Several difficulties need to be overcome:

- First of all relating to the final objective: is the final objective that the supervisor withdraw completely? We often think of total autonomy as the ultimate sign of the success of a project. However, in reality it appears to be difficult to withdraw completely without jeopardizing the work undertaken. It is therefore difficult for the supervisor to know where to stand, how to be present, to what extent and when or whether to withdraw.

- Secondly concerning the method: if we want to move toward youth autonomy, we must create spaces where young people can make their own choices, and those choices may not agree with our own. How can we avoid influencing their choices, which we want to be free and independent, while respecting our own constraints and goals?

## ANALYSIS AND RECOMMENDATIONS

We can resolve these uncomfortable contradictions by changing our ideological frame of reference.

The process of becoming autonomous is almost always thought of as linear: beginning with a total lack of participation on the part of young people, followed by a period of manipulation which results in a pure form of participation before they gain real power to act. According to this vision, young people progress step by step towards total autonomy, that is the capacity to create their own projects and complete them successfully without any support (see theoretical reference - Hart's ladder). In reality however, we observe that **this linear model does not apply in practice**, and that young people themselves ask for support mixed with a certain degree of autonomy.

Rather than aiming for autonomy as an absolute ideal, we must instead look for **a balance between the rights and responsibilities of each person**, an agreement on each person's area of authority. Our analysis has shown that the facilitator is a key factor in a project's success. The facilitator has several roles:

- guiding medium and long term strategy
- connecting with other stakeholders
- providing technical support
- facilitating group activities
- mediating when conflicts arise

One or other of these roles will be brought to the fore in different projects, or at different junctures within a project and with different participants. A role will be more or less important depending on a number of factors, such as the nature of the project, the participants, the time-frame etc. Our experience leads us to privilege continual adjustment over gradual withdrawal.

## IMPORTANT POINTS

- Do not always insist on sharing all decisions equally. Both parties (supervisors and young people) can agree to allocate certain specific decisions solely to one group. We must take into account each person's capacities and skills!
- Adapt the degree of autonomy given to participants according to the context of the project and its aims and objectives, but also to the level of autonomy requested by the young people themselves. Decide on the authority to be given to everyone involved prior to the project.
- Modify the scope of authority given as the project progresses and according to the needs and wishes of each party at different stages in the project.
- Make the aims and objectives of the project clear, as well as everyone's role and decision-making authority so that everyone can function properly together.

## EXAMPLES OF OUR PROJECTS

*Controvento,*
*"Io giovane cittadino in Euopa" (Young European Citizens) project  - Feedback from a participant*
*The project consisted of a series of experiences with participative democracy both locally and on a European scale. Its aim is to support young people in making environmental, economic and social change.*

The project at the Bagno de Roma high school clearly shows how the balance of authority contributed to the success of the project. Controvento decided on the overarching theme: environmental, social and economic sustainability in their city. The young people were given the freedom to choose their sub-topics and which resources to use. They also organized to work outside of class hours on their own initiative. The methodological framework was provided by Controvento's facilitator, whose dictum was, "what we are doing is difficult, but if we are methodical we can succeed". Teachers also monitored the autonomous group work carried out by the young people and ensured that the project way moving forward. The participant questioned stated that the adults where present at every stage to help organize the young people's discussions, without taking over.

*Petits Débrouillards, EYES –*
*coordinator feedback*
*The international youth collective EYES was created and gradually became*

*autonomous over the course of a process initiated by 27 organizations in order to encourage youth political engagement.*

The demobilization of the EYES network once the project was finished can be explained, among other things, by a lack of clarity when it came to decision-making responsibilities. The various organizations supporting the young people did not have a coherent, shared vision of autonomy, and the group itself experienced disagreements between its members. The organizations, wishing to develop the young people's independence, did not impose a strict framework upon them. The young people then struggled to establish their own framework, lacking the appropriate skills. Their wish to work in a horizontal, democratic way, resulted in rich ideas and plans, but following the inclusion of further young people the decision-making process, these plans never came to fruition.

## THEORY

The problem of the balance between autonomous and guided initiative has been addressed widely in the literature in the field of participative interventions. Research has emphasized the need to define the nature of participation within a conceptualization of relational dynamics in decision-making, wherein the power differentials between the parties involved (e.g. between youth and adults) are acknowledged as a constraining factor influencing the quality of the experience and its impact.

A classic work in the field is Arnstein's (1969) ladder of citizen participation, which classifies eight levels of hierarchical power dynamics in participation, that progress from non-participation through tokenism and up to citizen power. Since then, many authors have proposed different participation models especially regarding youth-adult dynamic of control (Hart, 1992; Treseder, 1997; Shier, 2001; Wong et al., 2010). Hart's (1992) and Shier's (2001) models build upon the idea of a stepwise progression of participation, where youth-

initiated action is the ideal top level. This perspective warns of the tendency in professional practice to design activities and programs only at a non-participation or merely consultative level.

Treseder (1997) offers an alternative to this linear conception by proposing five distinct, but equal, forms of participation: (1) assigned, but informed, (2) adult-initiated, shared decisions with children, (3) child-initiated and directed, (4) child-initiated, shared decisions with adults, and (5) consulted and informed. Recent contributions in the area also argue against idealizing youth-driven participation, as it may actually hinder rather than encourage optimal development and empowerment (Wong et al., 2010). It is important to acknowledge that youth may lack the resources, status, experience and skills necessary to develop and realize a successful action on their own. The support that experienced adults and associations offer can be crucial for the fostering of opportunities and conditions for truly empowering participation. Wong and colleagues (2010), thus, argue for a typology that privileges shared control between youth and adults with their TYPE pyramid (see Figure 1).

SAHRED CONTROLE

**pluralistic**

**symbolic**          **independent**

**vessel**                    **autonomius**
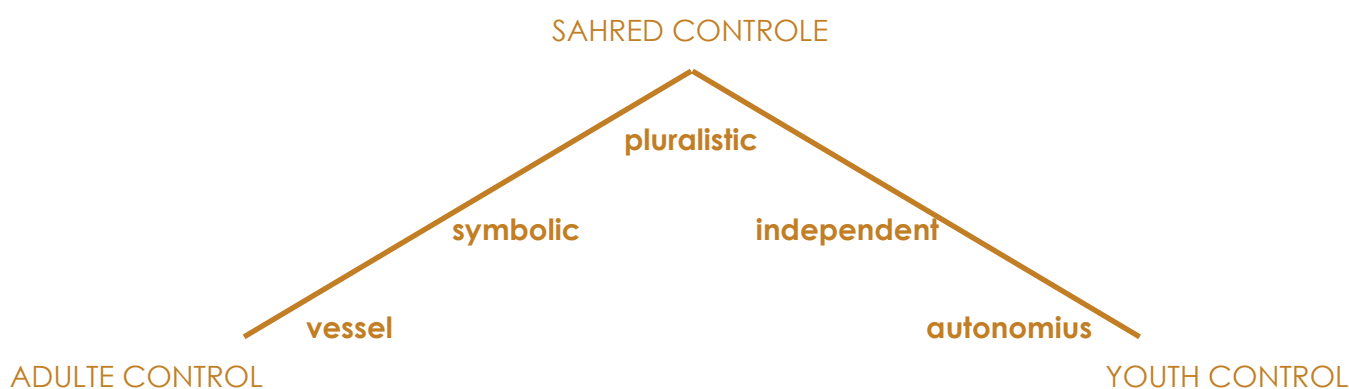
ADULTE CONTROL                    YOUTH CONTROL

Figure 1. Typology of youth participation and empowerment (TYPE) (N. Wong, M. Zimmerman & E. Parker, 2010)

The optimal pluralistic participation in this conceptualization implies shared co-learning relationship, where youth have an active participatory role and share control with adults. Adults can serve as role models, sources of support and social capital (connection to opportunities, resources and other influential adults), and they can create empowering environments by favoring a welcoming climate and reinforcing youth in shared decision-making. Shared control, however, does not mean that every decision and activity requires equal youth and adult participation - both groups can jointly decide that adults may be better at making specific decisions or vice versa. Often, it is more appropriate for youth and adults to take on tasks and responsibilities that utilize their respective strengths (Libby et al. 2005).

To sum up, research suggests it is important to avoid «stage managed» and tokenistic forms of participation, in which only showing consultation with young people is the actual aim, but it is also important to avoid lack of expertise and experience to stall organizing and compromise effectiveness. The degree in which participation is autonomous or structured (and the aspects in which it is) should be adapted to the context in which a program is implemented, to its aims and objectives and to the needs expressed by the target population.

Cooperation is central to our projects. Our aim is to bring young people from diverse backgrounds, with different goals together into a shared discussion, this of course requires a collaborative approach. Collaboration enables us to obtain better, and longer lasting results: we can go further together than alone! Moreover, the question of how to work together is intrinsically linked to the issue of transition. Working together raises many questions: how to structure the group, how to make decisions, how to debate and deliberate etc. What system should we use, democratic, top-down or horizontal? Thinking in terms of the group, and not just the individual is essential to transition both locally and globally. Creating a collective is therefore not only vital for the successful organization of a project, but also leads to a more far-reaching discussion about our societies as a whole.

## «How can we turn the group into a movement ?»

- The collective also encompasses the individual, and this is where difficulties can arise. We have seen through our projects and through feedback from young participants, creating a collective can give rise to various problems. How can we create a group? How can we bring together different individuals in a collective undertaking? How can we turn the group into a movement, with a shared dynamic?

- The method used and its impact are also crucial. The projects studied each used different methods for organizing and running the group, each with pros and cons and varying results. During some projects, the insight young participants gained into their own ways of working led to changes to the project paradigm. What influence do working methods have on the collective? What impact do the notions of cooperation and self-regulation have on the discussions and output of young people? How does the content fit with the form?

## ANSWERS AND RECOMMENDATIONS

Our projects involve young people with diverse backgrounds. Each participates according to their knowledge, past experience, ideas, desires and motivations. This being said, the success of a project inevitably depends on the **constitution of a group**. Belonging to a collective is undoubtably a commitment driver. Not necessarily from the outset, it may not be a reason to join the project, but is is very often a reason to stay. But how can we create a collective? Identifying the group objectives is key: the group dynamic depends on **finding a common interest.**

This is the catalyst that will bring young people together in as a group. It is important to understand the potential of this collective, which goes far beyond a collection of individuals: **collaboration** is what will give the project more vitality, resources and sustainability.

Clearly, **cooperation requires organization**. We must therefore be able to provide the **tools required for group work.** There are plenty to choose from, some more appropriate than others according to the project's aims. They must be chosen by and with the group,

according to its level of autonomy, requirements and resources. We have seen through our various projects, that this choice will affect the project itself and the way the young people think about it. If no precise organizational method is provided and the group is left to regulate itself, this will oblige young participants to think about how they function within the group. This question directly relates to that of transition, since they will then have to create a small scale organizational and decision-making system. Thinking about the collective in this way, the group will touch on concepts such as democracy, citizenship, collaboration and power relations. The choice of a model of governance brings together content and form and is therefore itself a practical exercise in transition.

Our role is **to assist the young people** in this process of organization, while making sure the group is coordinated, offering tools to facilitate deliberations and dialogue and sometimes solving certain internal difficulties, such as:
- the place of the leader(s): how to allow them to play their role as a driver, while preventing them from taking over the group.
- interculturality: the more diverse the group is culturally, the more time will need to be set aside for understanding these differences.
- finding space for new members to integrate into a pre-existing group.

## IMPORTANT POINTS

- Understand that a collective is not a just group of individuals but a shared dynamic.
- Take into account the fact that the method of cooperation will influence the projects time-frame: for example, a consensual model involves a longer decision-making period.
- Do not forget that our supporting role also requires us to create, facilitate and regulate according to the group's level of autonomy.
- Do not, however, allow discussions about the governance model take over the project itself. Don't spend all the time deciding how to decide.
- Take into account normal fluctuations in motivation. Know how to re-motivate the group during phases where motivation flags.

## EXAMPLES OF OUR PROJECTS

*Petits Débrouillards,*
*EYES – participant feedback*
*The international youth collective EYES was created and gradually became autonomous over the course of a process initiated by 27 organizations in order to encourage youth political engagement.*

During interviews, young participants gave various reasons for getting involved with the project. Over the course of the project, the discussions and debates allowed them to evolve together, find common ground and form links which little by little, led to the creation of a collective. Identifying common objectives was formative for the group and individual members put aside their own goals in order to work together, despite numerous leadership struggles between the more dominant members.

*Les Petits Débrouillards Ile-de-France,*
*Jeunes engagés des deux rives (Committed youth from both sides of the Mediterranean)*
*– Participant feedback*
*The project was based on young French and Tunisian people sharing practices around issues of climate and environmental transition.*

At a feedback session organized after a trip to Paris for the COP21, the young participants highlighted both the upsides and difficulties of working as a collective. They had to reconcile their various individual goals and motivations as well as their sometimes contradictory desires and ways of working. In the beginning, the participants did not have the same experience and background in working on climate issues, this created frictions that had to be managed. However, the chosen method for group autonomy, led them to negotiate and to work together on their objectives and program. All the participants emphasized this as being one of the most important long-term lessons they learnt during the project.

## THEORY

Maintaining group cohesion is a crucial issue when working with collectives. The factors that play a role in this process can refer broadly to a socio-affective category (including the attractiveness of a common aim, of the collective work, of shared belonging, of interpersonal relationships, the fulfillment of personal needs by the group) or to an operative category (Maisonneuve, 1973). The latter includes: the distribution of roles (horizontal dimension) and of organizational power (vertical dimension), that create a social structure within which the members can situate their contribution to the work and the social life of the group; the guidance and leadership of a group, which ensure its unity and social recognition. The facilitator is a leadership figure who supports both of these types of processes and provides both structural and socio-affective resources to the group.

It can be useful to keep in mind the various roles of the facilitator in transformative learning (Rogers, 1969):

**Setting the tone** - The facilitator launches the group and creates a safe climate for every member and every opinion, however different, personal or hostile it may be.

Every member should feel there is at least someone who respects their stance and will support them psychologically in the transformative experiences that can take place in the group.

**Clarifying the aims** - The facilitator helps to elicit and clarify individual and group aims. She/he relies on each individual's aim to be their motivational force.

**Organizing resources** - She/he helps organize and make available the widest possible range of resources for the group's work.

**Being a resource for the group** -The facilitator considers themselves as a flexible resource to be utilized by the group.
Practicing acceptance - She/he accepts the content and emotional attitudes in the group, according them the significance that they have for the individual or the group.

**Co-learning** - When an accepting open climate is established, the facilitator can increasingly become a participant learner and part of the group.

**Sharing** - The facilitator takes the initiative to share their feelings and thoughts openly, without imposing or demanding, but sharing personal thoughts that the members of the group can take or leave.

**Observing** - She/he remains alert to expressions indicative of deep or strong feelings.

**Accepting ones own limits** - The facilitator recognizes and accepts their own limitations.

The question of empowerment is central to youth projects, especially if the project relates to transition. Empowerment consists of three elements: the capacity to think critically about the world, the capacity to act, and finally, taking action. The transition movement advocates for social transformation through reflection and discussion but above all through action, this means empowerment is crucial.

Two main sets of questions should be asked when talking about transition and empowerment:

- First of all, the definition of empowerment is complex. Its meaning and value can vary in different participative cultures, languages and projects. We must ask ourselves, what we want to achieve in our projects? Why do we use the concept of empowerment in a wide range of projects and how can we integrate it right from the design phase. To what extent does it influence the implementation of a project?

- The second set of questions are about how to support young people and what methods and tools to use. Which skills do we need to focus on in order to help young people develop their autonomy? Should we think of this autonomy in terms of the group, or individuals? Practically speaking, how can we measure and understand the path to empowerment that young people have taken over the course of a project.

## ANALYSIS AND RECOMMENDATIONS

The facilitator must be sure to establish **a safe space**, so that young people can feel comfortable and supported, even and especially when difficulties arise. To avoid problems, young people must be given work that challenges them, but is within their reach. Over the course of a project, the work should evolve and become increasingly complex, so as to develop new skills and thus help young people become empowered.

**« Empowerment consists of three elements: the capacity to think critically about the world, the capacity to act, and finally, taking action. »**

There are a certain number of obstacles to be overcome to achieve empowerment. On the one hand, there can be barriers within the individual, such as a lack of self-confidence or the feeling of not being heard. On the other, barriers may exist in the group, such as how difficult it can be to make joint progress, or to reconcile different working rhythms and cultures. Barriers can also be present outside the group, such as not having a voice in the political sphere. **The facilitator is exactly that**, not an expert who dispenses top-down knowledge, but a support to help identify obstacles and find solutions.

In our projects, empowerment is first and foremost conceived as the acquisition of new abilities and knowledge (practical and social skills), which allow them to expand their capacity for thought and action. These skills must be recognized, within and beyond the group, but most importantly by the individual themselves; These skills will be far more useful if the young people are **aware of having mastered them**. This awareness is an essential stage in empowerment, allowing young people, collectively and as individuals, to act. Taking action is what will allow young people to take a conscious role in societal transformation.

## IMPORTANT POINTS

- Make sure that empowerment does not become strict doctrine which, ends up limiting young people.
- Pay attention to the contradictions which may arise between individual desires, needs and skills and those of the collective, and above all, know the difference between them.
- Ensure official learning time is set aside, even though skills are of course acquired throughout the process.
- Understand and take in to account the fact that, through habit and/or unconscious imitation, young people will tend to reproduce modes of action they have already observed.

## EXAMPLES OF OUR PROJECTS

*Petits Débrouillards,*
*Investigating transition -*
*coordinator feedback*
*The project consisted of exploring a controversial local issue. Young people analyzed the issue from all angles and presented their conclusions to target groups.*

Allowing young people to work on a real controversy in their immediate environment enabled the to operate on a local scale. This facilitated meetings with stakeholders in the field and enabled them to take on assignments that were adapted to their skills. The facilitator ensured that the young participants had the tools and resources to continue their work in a relatively autonomous manner. The safe and friendly framework he established allowed him to monitor their development, analyze and recognize the skills they acquired throughout the project. The young people were able to take practical action by communicating the results of their work, this also provided an opportunity for the facilitator to evaluate their level of empowerment within the project framework.

*Controvento, "Io giovane cittadino in Euopa"*
*(Young European Citizens) project - participant feedback*
*The project consisted of a series of experiences with participative democracy both locally and on a European scale. Its aim is to support young people in making environmental, economic and social change.*

The participant questioned was involved in an project in a community centre. Initially, the forum provided by Controvento's facilitator was used by young people to express their anger and frustration. Then it was transformed into a constructive space: the participants moved from "there is no work for us" to " how can we transform our reality and become employable?". The project is an excellent example of empowerment, where the young people moved from simply suffering the consequences of their situation, to implementing actions to change it. This was made possible by a series of steps: enabling them to express themselves, working on their perception of powerlessness and helping them act.

## THEORY
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The concept of empowerment has received extensive attention in the literature on citizen and community participation. It is seen as the main goal of participation itself (Rappaport, 1984), but also as a psychological factor that facilitates and enhances engagement in social action (Zimmerman & Rappaport, 1988). The concept has been defined as 'the process whereby people gain control in their lives in the context of participating with others to change their social and political realities' (Campbell & Jovchelovitch, 2000: 261).

It is a multi-level concept and is divided into individual, organizational and community empowerment, which are interdependent and related (Zimmerman, 2000). Organizational empowerment, for example, can enhance individuals' skills and sense of agency, providing them with the structure and support to effect community empowering change.

Psychological empowerment, in particular, is a key process in the development of individuals' capabilities to take meaningful action for social change. It has been defined as the 'combination of self-acceptance and self-confidence, social and political understanding, and the ability to play an assertive role in controlling resources and decisions in one's community' (Zimmerman & Rappaport, 1988: 726). The construct has been theorized as being comprised of multiple components:

**The affective** (intrapersonal) component - is the individual's belief about their abilities to influence the situations in which they strive to achieve goals;

**The cognitive** (interactional) component - is the critical awareness and understanding of available choices  and of factors that hinder or facilitate efforts to achieve individual goals, but also the ability to mobilize and manage required resources;

**The behavioral component** – consists of the direct effort to achieve individual  goals.

Psychological empowerment is thus the process by which the sense that one's actions can impact the sociopolitical sphere and a greater critical understanding of the sociopolitical systems are developed and enhanced by the act of participation (Zimmerman, 2000).

Empowering individuals means creating the opportunities for them to take control and influence the decisions that affect their lives through enhancing each component in the theoretical framework. Professionals can provide structure and environments where individuals see links between their goals and how to achieve them, gain access to and control over resources, learn to critically assess their environment and develop skills to confront it autonomously. The educators and facilitators who are attentive to this agentic mission should regulate their support and

withdraw it gradually as individuals gain mastery over their affairs.

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The initiatives analyzed in this guide all targeted a predetermined group from the outset: "young people". During the design phase of projects, the latter are defined as a particular age-group (depending on the requirements of backers), as a generation, a social function, or as we believe, as a force for social transformation and for social and environmental transition. Once the project has been approved, it is up to us to motivate the "youth"!

**«Once the project has been approved, it is up to us to motivate the "youth"!**

But does this initial intention necessarily mean that we have properly considered what these young people might get out of the project from their own point of view. Can we discover what motivated them? Are we able to understand and make understood the meaning behind the project? Are all young people motivated by the same factors, and do motivations change over the course of a given project? How can we motivate them at the start, during and ideally, beyond a project?

We must ask two sets of questions:

- How can we get young people involved in a project? Where can we find them? What are the points of contact? How will the selection process take place? How will we put together a group? On what criteria? What impact will this process have on the project itself in the short, medium and long term?

- Once the project has been launched, how can we maintain and how do we influence young people's motivation? How can the young participants be involved in defining and refining the aspects of the project that motivate them? These are key questions for supporting young people: how can we gain long-term commitment and renew their motivation?

## ANALYSIS AND RECOMMENDATIONS

Motivating young people must be approached **differently according to the specific target group**. Elements that must be taken into account are: the status of the young people (school students, university students, young professionals or individuals?); whether or not they volunteered for the project; and whether those involved are a pre-existing group, or one that was constituted for the purposes of the project. The shared interests of the individuals involved, their availability and the resources available to them will also affect the project.

The way the group is formed and on what selection criteria will also determine its composition: for example, requiring a cover letter in the application will automatically exclude those who are less at ease with written expression. As a general rule the selection method must be carefully chosen and taken into consideration for the rest of the project, especially when we seek to encourage empowerment and autonomy among the young people involved.

Throughout an entire project, the level of involvement and the opportunities for participation, renegotiation and adaptation offered to young people will determine their continued commitment. The feedback from young participants indicates that **their**

**motivating factors change over time,** and that we must distinguish the motivations of the individual from those of the group and be able to juggle both. It is therefore important to test out and include **numerous different motivational factors** (for example, a trip abroad, acquired skills, recognition for the young person's contribution, the group interactions themselves etc.) as well as different media and tools for motivation (competitions, special activities, campaigns, social media, partners, web sites etc.)

In short, motivation must be worked on and maintained, and **changes over the entire course of a project.** We have above all observed in our case studies, the value of a realistic, step-by-step motivational strategy, with objectives that can be achieved little by little by the young people, so that their commitment is properly valued and maintained as individuals and as a group.

## IMPORTANT POINTS

- Motivating young people to get involved in socially minded projects is not an opportunity to manipulate them, nor a publicity or political exercise. It is not a way of "managing" young people, who will quickly "vote with their feet" by leaving the project if their interests are not taken into account and discussed.
- Know the differences between the initial motivating factors and those which emerge with experience. Similarly, distinguish individual motivations from those of the group.
- Overall, never forget that motivation must be worked on, maintained, renegotiated and adapted overt the course of the project and beyond.

## EXAMPLES OF OUR PROJECTS

*Petits Débrouillards,*
*EYES – participant feedback*
*The international youth collective EYES was created and gradually became autonomous over the course of a process initiated by 27 organizations in order to encourage youth political engagement.*

During feedback, one young participant indicated that it was the international and intercultural aspects of the project that motivated him in the beginning. Over the course of the project, which lasted several years, his motivations changed little by little and were finally completely different.

He became aware that he could help transform society by working collectively. This overtook his initial motivations, which were more individual, and became the main reason for his commitment, during the project, but also in his subsequent activities.

***Les Petits débrouillards Ile-de-France, Jeunes engagés des deux rives (Committed youth from both sides of the Mediterranean) – participant feedback***
*The project was based on young French and Tunisian people sharing practices around issues of climate and environmental transition.*

The project took place over two years, and deliberately involved participants throughout the process, as well as integrating new participants at each stage. Three of the French participants experienced a similar evolution: initially motivated by the prospect of the experience of a first-time trip to Tunis during the World Social Forum, they returned to the city ten months later as trainers, this time looking for professional experience and new responsibility within the project. These successive steps allowed them to evolve and renew their motivation, for their own good and that of the project.

## THEORY
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Following on from the work of Kurt Lewin, considered the founder of action research, numerous studies have demonstrated the gap that frequently exists between ideas and action. A change in ideas is not sufficient to bring about behavioral change. He opened the way for work on compliance with the change model (unfreeze – change – freeze) he developed in the 1940's. Lewin was the first to bring to light the extraordinary effectiveness of strategies of influence based neither on persuasion (promise of reward), nor on authority (threat of punishment), but on **eliciting freely performed acts**, especially when those acts involved decision-making.

The theory of binding communication was developed by social psychology and Communication and Information Sciences (CIS) researchers [Bernard & Joule, 2004], who agree on the primacy of action as a kind of "support" for effective change. This falls within the framework of compliance theory (Joule & Beauvois, 2002).

**Commitment theory**
According to Kiesler (1971), building on Lewin's work, a person who acts becomes committed through their action, in a certain way in spite of themselves, and this commitment will then influence both their beliefs and behaviors (see Joule et Beauvois, 1998 in particular; Joule, 2001, 2006).

**Commitment and preparatory action**
Research on compliance without pressure (for a summary, see: Joule & Beauvois, 1998) show that behavioral change is more likely when persuasive arguments are proceeded by a "preparatory act". These can be fairly insignificant, the main principal is that they be performed freely, allowing the individual to form a link between the what they are doing and who they are, and eventually between who they are and the cause being fought for or promoted.

The foot-in-the-door technique was made famous a pair of American researchers (Freedman & Fraser). The principal is simple: gain a little before asking for a lot. Specifically, this means getting "a foot in the door" by eliciting an undemanding action (preparatory act) before requesting a second, more difficult one (the desired behavior).

It is possible to obtain strong commitment by ensuring several circumstances, mainly:
. That the act is performed freely: a freely performed action is more binding than one performed though obligation. Therefore, the door must always be left open. This gives us the impression of committing to a project of our own free will.
. The act is performed publicly: a public act is more binding than one carried out in complete anonymity. A public commitment constitutes a physical commitment.

. The act cannot be undone: an irrevocable action is more binding than one that is not. The commitment has been made and no-one should have the impression that tomorrow they can change their minds.

. The act is repeated: a repeated action is more binding than a one-off action.

. The act is costly: an act is more binding if it is costly (in money, time, energy etc.).

. The act is motivated: an action is more binding if it cannot be attributed to external reasons (e.g. promises of reward, threats of punishment) and it can be attributed to internal reasons (e.g. personal values, personality traits) (Miller R.-L., Brickman P. & Bolen D.)

The greater the commitment the more lasting cognitive and behavioral effects it will have.

Every project begins with an intention, need or aim. The objectives are then specified over the design phase and will underpin each stage of the project. Objectives are key to any project; they determine the direction it takes and provide a framework for its completion. They also constitute a kind of shared contract for those involved.

As such, it would seem natural that the objectives be developed together by all project stakeholders. In practice however, circumstances on the ground (financial or time constraints) do not always, in fact, not often, allow for such a collaboration prior to the drafting of the project dossiers.

- What kind of objectives should be shared? Can we and should we share all the objectives with all of the stakeholders?
- In spite of practical difficulties, how can we ensure that the objectives are shared, so as to ensure that everyone pulls in the same direction.

## ANALYSIS AND RECOMMENDATIONS

Identifying **different kinds of objective**s is a crucial step. Not all objectives have the same time-frame. We need to be able to distinguish between long-term objectives or goals and operational objectives to be achieved over the course of the project.

**« The objectifves constitute a kind of shared contract for those involved. »**

There are **two different ways of establishing objectives**:
- deduction from hypothesis: professionals identify needs and then roll-out the project – top-down model.
- induction from experience: those on the ground communicate a need and the project is designed to respond to it – bottom-up model.

No matter how the objectives were established, they must be shared. However, sharing does not necessarily mean co-developing. It is not always possible to collaborate on the objectives, but it is vital that they be shared. If the objectives are established by the project's designers, that does not necessarily mean they are imposed upon its beneficiaries. When objectives are accepted by the group, they constitute a moral contract for all parties. They must be shared publicly and agreed upon by all those involved.

This agreement should encompass all stakeholders and not only the participants: the target group, financial backers, partners on the ground, institutional partners etc. It is a moral agreement which serves as the basis for the project.

The scope of these objectives is fundamental in order to establish a common basis for the project. Objectives that are too broad, too long-term, or too ill-defined cannot be properly shared. They should therefore be clear, measurable and attainable, and therefore able to be evaluated.

Evaluation clearly plays a central role, it allows us to ensure that the objectives are appropriate throughout the project and that they correspond to the "initial contract". Of course they may be redefined according to the project's requirements, but in this case, all stakeholders must agree on the modified objectives.

## IMPORTANT POINTS

- From the beginning make sure that each objective's time-frame and scale is identified and articulated.
- Be careful when drafting objectives, so that they are clear, precise, attainable and able to be evaluated. They should be ambitious, but realistic.
- Take the time in discussions to ensure that the objectives are shared and that the agreement on them is genuine and clearly understood by all.
- Make sure to always respect the shared objectives, and if they change for external reasons, make sure those reasons are explained to everyone, so as not to break the moral contract.

## EXAMPLES OF OUR PROJECTS

*Club des Petits Débrouillards - Belguim , Defré project – facilitator feedback*
*The project was based around the association and future science teachers sharing pedagogical techniques. It cumulated in a practical teaching experience during the Printemps des Sciences (Science Spring) week.*

The Defré project is a good example of the separation of long and short term objectives, and also the way that an operational objective can serve to motivate a group. The initial goal is broad and long-term: get active science education into Belgian schools. Because this goal was inherent to the project, it was shared with partner organizers, but not given as an objective to the young participants. However, the short-term, operational objective was to place young people in the role of facilitator for groups of children and teach them about a given topic in a participative way. Contrary to the first, this objective was shared with and accepted by the students. This moral contract with the organization enabled the measurable operational objective to be achieved by the end of the project, and not, of course the long-term goal. The latter only being measurable if the student's

practices are monitored over the coming years.

*Petits Débrouillards,*
*EYES – coordinator feedback*
*The international youth collective EYES was created and gradually became autonomous over the course of a process initiated by 27 organizations in order to encourage youth political engagement.*

The EYES collective's Spring Camp in Marseille, during the World Water Forum, demonstrates the importance of sharing objectives. During this program, the coordinator had objectives for the organization and, for their part, the young participants had objectives for their group. In spite of the fact that the objectives of both parties were clear and achievable, they were unable to share them. In reality, while each side had expressed their objectives, no one made sure that they were shared by the other parties, or that they constituted a moral contract between the organization and the group. The main consequence of this situation was difficulties during the sessions in bringing together young people with very different objectives, who had trouble finding common ground and working together.

## THEORY
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Objectives are the specific measurable results of the initiative. They detail what we want to change, by whom, in what direction, how much and by when.

There are three basic types of objectives (Leone & Prezza, 2003), which are not mutually exclusive and can be combined in complex designs:

- **Individual-level goals**, which can relate to knowledge, competences, attitudes, behaviors, emotions, perceptions, etc. For example, a project might develop an objective of increasing awareness of the issue of ocean acidification (knowledge).

- **Relational-level goals**, which can relate to the relationship between two or more people, as well as the quality and quantity of relationships, or the relationship between two or more systems (collaborations between services, associations, etc.).
- **Community-level goals,** which address the characteristics (structure, functioning, culture, climate, etc.) of services, groups, organizations or the entire territorial community.

There are several characteristics of well-defined objectives, as exemplified in the S.M.A.R.T. approach:

**Specific**.
They detail what is to be achieved by when.

**Measurable.**
Information concerning the objective can be collected, detected, or obtained from records (at least potentially). Indicators of success can be defined and used in evaluation.

**Achievable.**
Not only are the objectives themselves possible, it is likely that you will be able to achieve them.

**Relevant.**
There is clear understanding of how these objectives fit in with the general goal of the project and with the vision and mission of all stakeholders.

**Time-bound.**
There is a timeline (a portion of which is made clear in the objectives) by which they will be achieved.

Developing specific objectives is a crucial process in project design. It helps to define feasible ways of carrying out the project goal and share the planned actions with all stakeholders involved. Also, keeping track of the completion of all objectives can serve to show both backers and the wider community what has been accomplished and to help members of the project remain motivated, working for the

same goals and knowing what still needs to
be done.

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We support youth in their projects in order to reinforce their skills, contribute to their emancipation and above all, help them to participate actively in the transformation of our societies. Too often thought of in terms of problems, young people are in fact key players in issues of transition: it is they who will experience the full force of the consequences of climate change and they will have to decide how they want to live tomorrow. Beyond this, transition issues can be seen as an entry point for veritable civic participation. We don't simply want to consult young people, but get them to participate, to help construct the world to come by taking part in transition initiatives.

**« get them to participate, to help construct the world to come by taking part in transition initiatives.»**

- Participation is therefore a fundamental element in supporting young people's projects, both as an objective and as a learning process. With this in mind, how can we coordinate the form and content of a project? Across what time-frames does participation take place? What are the roles and responsibilities of the facilitator? How can we integrate participation into a project and to what extent?

- Participation does not come about simply by talking about it and the labels "participative project" or "participative methodology" cover a range of very different realities. How can we navigate all the different approaches? What conditions are required for real, effective participation? Under what circumstances does participation become nothing more than window dressing?

## ANALYSIS AND RECOMMENDATIONS

Participative projects are **complex by nature**, to the extent that they take into account multiple different viewpoints, do not offer ready-made solutions, but adapt according to the suggestions of the participants and treat all those involved (including and above all the young participants), as legitimate and capable of self-organization and commitment.

As a consequence, participative projects systematically require us to **negotiate between different points of view**, manage conflicts, define each person's role and the decision-making methods and above all to establish one or more ways of involving all stakeholders. We must first agree on the type of participation we wish to see (e.g. expressing a point of view, calling upon people in positions of responsibility in order to change a situation or launching a practical initiative), and who is the target audience (e.g. elected representatives, authorities, citizens in the broad sense or the participants themselves).

We must also agree upon the manner in which participation will function within the project. We must decide on the **decision-making methods** and **which parameters are open** to negotiation and change based on the suggestions of the various stakeholders. We must then ensure that time is taken to properly implement the chosen methods. Opening up room for participation is not sufficient to ensure it is effective. Conditions must be right for each person involved to participate according to their skills and personality (it is important

for example, not to assume that oral participation is always easy and provide alternative means of suggesting ideas).

So that there is real participation and it is not seen as a simple veneer for the project, it is imperative to establish the **necessary framework prior to its implementation.** If participants feel that they have been tricked and that the power given to them is not real, they will become rapidly de-motivated. Participation then becomes counter-productive.

## IMPORTANT POINTS

- Establishing the participative models takes time, this must be fully taken into account in the project's schedule.
- When responsibility is accorded, we must accept that the decisions taken by young participants may not always correspond with the wishes of the coordinator.
- Avoid at all costs situations in which suggestions arising from participation are not taken into account because there is no one to hear them.
- Do not instumentalize participative practices in order to confirm pre-conceived solutions or to hide unilateral decisions behind supposes consultation.
- However, do not fall into the trap of assuming that everyone must participate in every aspect of the project, balance must be found and limits defined.

## EXEMPLE DE NOS PROJETS

*Controvento,*
*EYES – participant feedback*
*The international youth collective EYES was created and gradually became autonomous over the course of a process initiated by 27 organizations in order to encourage youth political engagement.*

Chiara, an Italian participant talked about how revolutionary the experience had been for her, 8 years after the project. "Someone asked [my] opinion, and above all took it seriously". She highlighted how, right from the initial program "*Young Europeans within the building of a Knowledge-Based Society*", this opportunity for real participation, underpinned by a complex and coordinated methodology, was a key motivating factor. Bringing the suggestions worked on by 300 young people over the course of a year to the European Commissioner for Research, Innovation and Science, gave her the impression of being heard and motivated her to keep participating in the process. Her involvement evolved to the point that she then participated in the creation of the EYES collective, made up uniquely of young people, which continued to work along side the other organizations.

*Petits Débrouillards,*
*Investigating transition - coordinator*
*The project consisted of exploring a controversial local issue. Young people analyzed the issue from all angles and presented their conclusions to target groups.*

During the exploration of one particular controversy, the young people's room for participation was not well defined. The project was offered to them as part of a

school curriculum, when in fact it should have been proposed on a voluntary basis. In the context of their high school, the young people found themselves working with their teachers with whom there is a power imbalance.

It is difficult therefore to determine if the young people participated willingly in the project, or if the fact of being in an environment with a pre-defined hierarchy pushed them to participate more than if they were in a free, non-institutional environment.

## THEORY

The decentralization of welfare in contemporary societies has brought the ethical need of a public sector where participation and public responsibility are at the center. In this context participative interventions in the third sector have been widely adopted and have demonstrated advantages in increasing social capital, trust and equality. In a participative approach the program design begins with an idea of changing a specific reality, which is discussed, negotiated and shared between all involved actors, and particularly with the beneficiaries of the project (Leone & Prezza, 2003). Moreover, the issues and the environment should not be seen as objective facts, the process of interaction between different actors unfolds in all phases of the project design and each stakeholder holds different expectations and power positions, although all (should) share a common outlook. Ideally, participative designs:
- see problems and needs as complex phenomenons with multiple possible interpretations and without a clear causal linearity;
- aim to promote empowerment and provide help without giving solutions and recipes;
- see people (and beneficiaries) as resourceful and capable of self-organization, activation and engagement in actions whose meaning and utility they are aware of.

In various and differing forms, promotion is present in all of our projects, none of them entirely neglected this final stage. While universally acknowledged as crucial, promotion, like evaluation, is however rarely properly executed, and yet, it is essential to the value of a project. Promotion is what makes that value visible. It is the outside acknowledgment of our commitment to and agreement with young people and therefore a motivating factor for them.

- But what, and above all who, should we promote? The organization? The project? The individuals? The group? And who should witness this promotion?
- Promotion is often neglected in projects. At what point should we have promotion? And how can we fully integrate it into projects.

## ANALYSIS AND RECOMMENDATIONS

**What?** There is no one approach to promotion: first of all we need to be clear about what we want to promote, which will of course determine the manner of doing so.

When it comes to the participants, we must promote individual development. We must recognize the value of existing skills and those developed over the course of the project. Formal recognition can be useful here, like certification, or recognition through volunteer programs like Youthpass and the French Pass Volontariat etc. At the same time, we must promote the group and team work, which also constitute a form of recognition for the participants.

**« it is essential to the value of a project »**

For the organization, promotion is **key to visibility**: it must therefore speak to a public outside the organization itself. It is a way to communicate with the outside world and has some of the same aims and uses some of the same resources as public relations.

When it comes to the project, recognition will give it visibility and allow us to share results and ensure it can continue and/or be replicated: it is **a way of disseminating ideas**.

**How?** It is important to identify the target audience and, in so far as possible, to **use various different platforms for promotion to reach different groups**. For example, youth stakeholders and elected representatives wont be targeted in the same manner. Promotion requires a great deal of creativity.

**When?**: A mistake often made is not integrating promotion into the project from the beginning. It is however essential to take it into account during the the design phase, even though it may subsequently change along with the project. It must be a continual process and not simply a final step, this will ensure that it is fully commensurate with the project's aims.

Moreover, projects on transition emphasize "real action", in this context, promotion is also **the result of action**, tangible proof that social transition is real and can be shared. Local actions can have global resonance, they can be linked together and used as examples.

**EXAMPLES OF OUR PROJECTS**

*Club des Petits Débrouillards- Belgium, Defré project*
*The project was based around the association and future science teachers sharing pedagogical techniques. It cumulated in a practical teaching experience during the Printemps des Sciences (Science Spring) week.*

After several training sessions and time spent developing their teaching program, the students were put to work at the Printemps des Sciences Week. Over four days they took on the role of youth facilitators and led educational activities for primary school classes. This change in status, from student to facilitator, demonstrated our trust in their capacity to take on this responsibility. The opportunity to take on the same role as the association's facilitators, constituted a way to promote of their development, their education and their skills. Moreover, they were able to try out the activities they had developed and gain feedback, not only from their teachers, but from children and educators participating in Printemps des Sciences Week. Some of the students now continue to work occasionally for the association in paid roles. Through this practical experience, the students were able to directly evaluate the skills they had acquired and how they had developed during the project. leur parcours et acquis à travers le projet.

*Renato, Download global and upload local – coordinator feedback*

*The project was based around a series of European meetings which took place in Italy on the topic of the environment and which aimed to select good practices to implement locally.*

The project was promoted in various ways in order to reach a broad public. The form of promotion was adapted not only to the different target groups, but also to the skills of each of the participants. For example, some young people presented a booklet of recommendations to elected representatives. A press conference with local elected representatives was organized for the media and to communicate with the general public the young people opted for forum theatre.

## THEORY

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Attribution as a form of binding promotion:

Researchers Miller R.-L., Brickman P. and Bolen D. managed to get 8 to 11 year-olds not to throw candy wrappers on the ground by using a simple attribution technique following a lesson on cleanliness and tidiness. In fact, they tested two techniques. In one case, at the end of the lesson, the adult reminded the children that they should, of course, be clean and tidy, and tried to persuade them to be so in the future (the persuasion condition). In the other case, they simply "promoted" (attributed qualities to) the participants. For example, by saying, "I know you, I know that you are a clean and tidy child." A little later the children were given candy wrapped in paper. By counting the number of wrappers left on the ground, the researchers were able to observe that, in line with their hypothesis, the technique attribution-promotion was far more effective than persuasion.

A second study allowed the same researchers to demonstrate that attribution was also more effective than persuasion in improving school performance (the results of math exercises). The kinds of attributions used this time were along the lines of "someone capable like you can..." or "someone motivated like you can...".

The success of a project depends on its evaluation! And yet, in our experience, this step is often rushed or forgotten. While it is essential to include evaluation when creating a project, it is sometimes difficult to answer the question "why evaluate?".

Clearly evaluation does not only serve to mark successes. It allows us to see the development of a project and adapt it according to our needs and resources. It gives us an overview of past, present and future achievements and helps us to promote and value them.

**« see the development of a project and adapt it according to our needs and resources »**

Evaluation means: observing, adapting, valuing, formalizing, estimating, gauging etc.

So that we can evaluate in the most effective possible manner, we must first ask some preliminary questions: why should we evaluate, for whom and for what purpose?

Secondly: What should be evaluated? How? And by whom? Numerous factors, such as cooperation, methodology and resources contribute to the success of our projects, all of these factors should be able to be quantified and qualified and therefore evaluated. Which factors need to be evaluated?

Finally, the question becomes when to evaluate, at the end of a project? At regular intervals throughout the project? When should we design and create these evaluations?

## ANALYSIS AND RECOMMENDATIONS

**Firstly**: **why evaluate and for whom**? The answers to this question will allow us to determine, among other things, the form and method of evaluation. Different resources and stakeholders will be relevant for different aims. There are several perspectives to take into account:
- external – our work needs to be valued and promoted. This developing an evaluation method with an external audience in mind.
- internal – those involved in the project need to understand the group's resources and requirements.

**Secondly**: What do we evaluate? This could be the practical elements of the project (resources, methods, timing etc.) so that these can be adapted in a pragmatic way. It could also be the **human** elements. The group, and the individuals must also be evaluated. This means observing and valuing individual and collective development over the course of a project, which will allow us to work specifically on aspects such as autonomy, group work, participation, the allocation of roles etc. By better targeting what we want to evaluate, we can more easily pinpoint the the most appropriate form and method of evaluation and the resources needed to implement it.

**Thirdly**: when to evaluate? Clearly, evaluation must be included right **from the project's conception**. Each objective that we identify will lead to selecting criteria and success indicators and therefore a method of evaluation. Rather than taking place in occasional, isolated sessions, evaluation is an overall approach which takes place throughout and even after the project. Each evaluation must lead to an adjustment or

adaptation. We use the results of these analyses in order to allow the project and its young participants to constantly develop.

**Finally**: who should evaluate? It is often difficult to evaluate one's own project, but this is often what is required. Having **an outside evaluator** is a more effective and less confusing approach. In our experience, partnering with researchers is a successful strategy.

## IMPORTANT POINTS

- Take evaluation into account differently at each stage of a project. Beforehand it constitutes an inventory, during it is a tool for adjustment and after it is an assessment.
- Include evaluation right from a project's conception in order to better pinpoint the resources needed.
- When creating a project, choose different methods of evaluation according to the project's objectives.
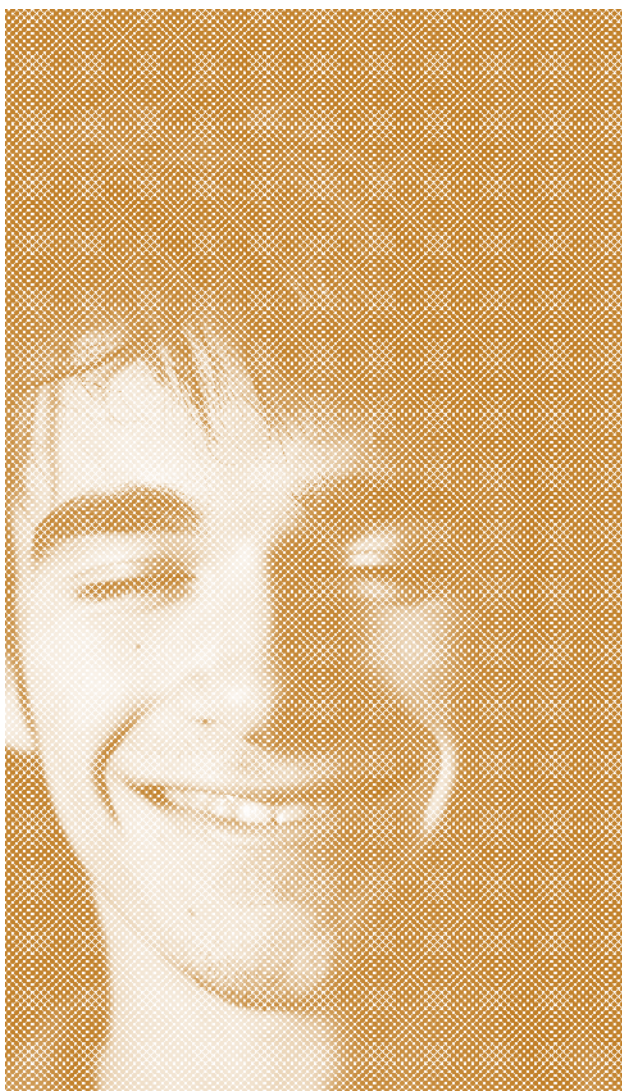


## EXAMPLES OF OUR PROJECTS

*Controvento,*
*"Io giovane cittadino in Euopa" (Young European Citizens) project - coordinator feedback*
*The project consisted of a series of experiences with participative democracy both locally and on a European scale. Its aim is to support young people in making environmental, economic and social change.*

Evaluation was entrusted to a research team from the psychology department, who carried out a qualitative assessment of the participative process. The aim of the evaluation was to reveal the potential and weaknesses of the process. The fact that evaluation was included from the outset and entrusted to a third party meant the project was properly monitored, with continual checks that the results were in line with the objectives. The research team was also able to evaluate several parameters at once using the appropriate tools: group work methodology, the relevance of the topics, the young people's motivation and the support provided by the facilitator. The collaboration between Controvento and the psychology department demonstrated the benefits of a partnership between science, research and civil society.

*Renato, Download global and upload local – Coordinator feedback*
*The project was based around a series of European meetings which took place in Italy on the topic of the environment and which aimed to select good practices to implement locally.*

Evaluation was not included from the beginning of the project and therefore never formally took place. While the

participants were given a questionnaire on their expectations prior to the project, since there was no evaluation there is no way to verify if the project's results match up with its objectives or these expectations. Moreover, the project was designed to share good practices, but without a shared method of evaluation it was impossible to find out if the practices were applicable across the different countries involved. While the overall feeling was that the project was a real success, it was not possible to produce measured results, which limited its impact.

## THEORY

Evaluation can be described as the practice of collecting systematically information on activities, implementation and outcomes of a program or intervention (Patton, 1981). It implies that it is necessary to dedicate time and resources to organize data collection right from in the initial project planning phase. It is also vital to identify beforehand the who, why and what of the evaluation process.

The results of evaluation are used to inform and improve planning and decision-making about the activity or program, or future similar activities, and to report on practice. Evaluation is also used to develop understanding of the links between actions, context and outcomes in the activity or program. In this sense, evaluation can help operators gain feedback on their working methods, it can aid those involved (clients, operators, organizers) with decision-making and can increase the likelihood of reliable quality outcomes for the program (Dallago et al., 2004).

Evaluation can be broadly categorized as either formative or summative. Formative evaluation looks at what leads to an intervention working (the process) and often lends itself to qualitative methods of inquiry. It takes place in the lead up to the project, as well as during the project in order to improve the project design as it is being implemented (continual improvement). Formative evaluation can

be further divided into the following stages according to its aims (Owen & Rogers, 1999):

- **Pro-active:** takes place before the start of the project and seeks to clearly identify the need for the project;
- **Clarificative:** takes place in the lead up to the project and clarifies the theory of change that the project is based on;
- **Interactive:** takes place during implementation and seeks to improve the project design in interim;
- **Monitoring**: also takes place during implementation and seeks to ensure that the activities are carried out efficiently and effectively.

Summative evaluation looks at the short-term and long-term outcomes of an intervention on the target group. It takes place during and following project implementation, and is associated with more objective, quantitative methods. Generally, it is important to know both how an intervention works, as well as if it worked. It is therefore important to capture and assess both qualitative and quantitative data.

# PROJECT SHEETS

**DURÉE DU PROJET**
PHASE 1 : 01/03/13 > 31/03/14
PHASE 2 : 01/09/14 > 30/11/15

**#1**

# "IO GIOVANE CITTADINO IN EUOPA" (YOUNG EUROPEAN CITIZENS) PHASES 1 AND 2
## Background

The "Io giovane cittadino in Euopa" (Young European Citizens) project was created following a series of exercises in participative democracy in European run by Controvento and its partners from 2008 to 2012. These projects highlighted young people's great need to express themselves and engage with environmental, economic and social questions as a group. Moreover in 2012, Italy was undergoing a political period characterized by a growing demand amongst citizens for increased involvement in civic and political life, which led to the "Water referendum", the creation of the Five Star Movement and to certain political institutions beginning to open up to civic participation. Against this backdrop, the Young European Citizens project was designed to give "a face and a voice" to young people from the Emilia-Romagna region, by asking them to develop propositions to send to public institutions, aimed at making the region more sustainable in the face of the major European crises. Two things were clear at the end of the first phase of the project: young people require the tools to decode current affairs and practical on-the-ground training through intergenerational cooperation. In an attempt to respond to these demands, the second phase of the Young Citizens of Europe project trialled new kinds of cooperation between the research and education sectors and civil society. Adults in the region were also recruited to support the young people by sharing their knowledge and experience.



projet Controvento_credits_Mathieu Goradesky

**PHASE 1**
• Provide a forum for group reflection, where young people can discuss and develop realistic propositions and present them to local institutions at a formal public event.
• Support and encourage young people to participate in civic life.
• Educate institutions about how to engage with citizens, especially young citizens.
• Promote transition towards sustainability in the region

**PHASE 2**
• Provide the training requested by the young people during the first phase of the project, by trailing new kinds of intergenerational cooperation in the spheres of research, education and civil society.
• Give young people the tools to decode current affairs and the skills to understand the current crises.

## Project stakeholders:

**Coordinator** : Controvento, a public good, not-for-profit Social Cooperative

**Project partners :** The Cesena, Forlì and Rimini local councils, the Province of Forlì-Cesena Chamber of Commerce, the Centre for Innovation and Economic Development, the Province of Forlì-Cesena Agency for Sustainable Mobility, The University of Bologna Psychology and Architecture Departments and its School of Economics, Management and Statistics, the Romagna Scientific Institute for the study and treatment of cancer, tax enforcement authorities, the Ethical Bank, the Adriatica cooperative, the Aquilone di Iqbal community organization, the industrial and technical institute G. Marconi in Forlì, Forlì High School for the Arts and Music, 'Fulcieri Paulucci di Calboli' High School for Science, A. Righi High School for Science in Cesena and Bagno di Romagna, the Rimini Youth Forum.

**Participants :** Young people from the youth forum, youth centers, high-schools and universities as well as young educators. Phase 1: 365 young people - Phase 2: 252 young people.

## Roles and responsibilities

Controvento created and coordinated the project and facilitated the participative process.
The public institutions co-financed the project and had discussions and collaborated with the young people during the participative process, heard their propositions and in some cases took practical steps to implement them.
The universities, high schools, youth centers and community organizations worked together to support the young people throughout the participative process.
The professors from the University of Bologna Architecture Department and School of Economics, Management and Statistics, the Scientific Director of the Romagna Scientific Institute for the study and treatment of cancer, the architect Matteo Dondé, the local tax authority commissioner, the volunteer directors of the Ethical Bank, young people from the Euro-Mediterranean network JIEC (Youth Action and Commitment on Climate) and the poet Roberto Mercadini provided the training needed the young people required.

Controvento, the public institutions and other local bodies took charge of communication and publicity for the project and its results.

The Bologna University Psychology Department carried out an evaluation of the participative process during phase 1 of the project.

## Méthode

**PHASE 1**
01/03/13 > 31/03/14
• European Awareness Scenario Workshop (Forlì et Cesena)
• Social mapping et Open Space Technology (Rimini)

**PHASE 2**
01/09/14 > 30/11/15
• Collaborative Teaching and European Awareness Scenario Workshop (Forlì)
• Narration (Cesena)
• European Awareness Scenario Workshop (Bagno di Romagna)

## Activités développées et contenus

**PHASE 1**
The activities were developed in parallel in the cities of Forlì, Cesena and Rimini according to the following broad template:
• The facilitator met with the young people, informed them of the overall goal of the project, motivated them and gave them a working method.
• The young people developed several propositions in small groups.
• The young people presented their propositions to local public institutions during a formal public event.

In Forlì the young people developed propositions to reduce the city's CO2 emissions within the framework of the Covenant of Mayors.
In Cesena, the young people developed propositions aimed at promoting social, political and economic sustainability, in line with their inclinations and studies.
In Rimini, in direct collaboration with the specialists, managers and technicians from the Rimini local council's strategic plan, developed a plan to create bike paths in the city and a campaign to communicate it to the public.

**PHASE 2**
The activities were developed in parallel in the cities of Forlì, Cesena and Bagno di Romagna.
In Forlì, in agreement with the Environment Department of the local council, the project centered around the creation of green spaces and bike paths. Town planners from the University of Bologna assisted the young people in developing their propositions.
In Bagno di Romagna, a mountainous area, the young people developed propositions aiming to promote sustainable economic development in their community.
In Cesena, the young people met with influential social, economic, scientific and intercultural figures in their community. These meetings enabled the young people to reflect on the following topics: the solidarity economy, ethics in finance, collaboration between citizens and scientific research, climate change and youth engagement.

**PHASE 1**

In Cesena, 6 propositions to promote social cohesion and political and economic sustainability. In Forlì, 19 propositions for reducing the city's CO2 emissions. In Rimini, the map of bike paths to be created and the associated communication campaign. At the University of Bologna, three masters theses in community psychology on the evaluation of the project.

**PHASE 2**

In Forlì 15 propositions for public green spaces and bike paths in the city. In Bagno di Romagna, 4 propositions for promoting sustainable economic development and youth employment in the community.

## Reporting, reach and promotion

**PHASE 1**

In Forlì, Rimini and Cesena, meeting with local elected representatives and government institutions to submit the project results. In Cesena, a public meeting to communicate the project to citizens. In Forlì, meetings to explain the project to schools and citizens during events for Science Week and Earth Hour respectively. In Rimini, a large public event to present the project and share its results with citizens. The results of the project evaluation were presented at the 10th Congress of the Italian Society for Community Psychology, entitled "Building sustainable and welcoming communities".

**PHASE 2**

In Forlì and Bagno di Romagna, a meeting with local elected representatives and government institutions to submit the project results. In Forlì, an exhibition of portraits of the young project participants and a public meeting at the European Green night during the "Settimana del buon Vivere" (Week of good living).



#1

**PHASE 1**

In Forlì, the local government took on three of the young peoples propositions for green spaces and bike paths. In Cesena, the young people's civic skills were developed. One of their propositions regarding vocational education for young people is currently being examined by local authorities. In Rimini, the implementation of the young people's plan for bike paths is being worked towards.

**PHASE 2**

In Forlì, they young people may be allocated two green spaces in which they could trial different kinds of participative management. In Cesena, young participants gained awareness of issues that are rarely dealt with in schools. In Bagno di Romagna the young people were invited by the Mayor to participate in various public policy development groups.

## Project evaluation

A research team from the University of Bologna Psychology Department conducted a qualitative evaluation of the participative process in the Young European Citizen project in Cesena. The goal of the evaluation was to identify the strengths and weaknesses of the process. Monitoring, carried out throughout the project, enabled those involved to check that the results were in line with the objectives and ensured the participative process was of a high standard. The team used the Empowerment Evaluation approach (Fetterman, 2002). The evaluation highlighted the project's strengths: the group work methodology, the relevance of the chosen topics, the young people's motivation, the active role they were given, the fact that they became more aware of and responsible for the issues. The project was considered to be a case of Positive Youth Development (Lerner, 2005). It was therefore evaluated as effective and efficient. The collaboration between Controvento and the Psychology Department was also very successful, demonstrating the on-the-ground benefit of alliances between science, research and society.

## Outlook

An international collaborative learning project – involving universities, schools, the informal education sector and civil society – which would aim to promote practical learning, civic participation and intergenerational cohesion. Such a project, analyzed by community psychologists, would allow us to test the effectiveness of this approach in other areas and evaluate and compare results from different countries.

Teachers from one of the high schools suggested integrating the process into the school curriculum as work-based learning. School work-based learning, according to the Italian Minister for Teaching, Higher Education and Research, is an educational path that reinforces students' autonomy in schools, responds to the diverse needs of students and limits school dropouts.

The phase 1 project blog http://iogiovanecittadinoineuropa.blogspot.it/

The phase 2 project blog http://iogiovanecittadinoineuropadue.blogspot.it/

Poster presented at the 10th Congress of the Italian Society for Community Psychology http://iogiovanecittadinoineuropa.blogspot.it/2014/06/presentata-la-valutazione-del-progetto.html

Closing event for the "Io giovane cittadino in Euopa" (Young European Citizens) project in Cesena https://www.youtube.com/watch?v=1l--AUfoPG4

## Contacts

**Nadia Fellini**
Controvento Società Cooperativa Sociale O.N.L.U.S.
Via Calcinaro, 1458 – 47522 Cesena - Italie
+39 339 7381538
n.fellini@coopcontrovento.it

**#2**

# INVESTIGATING TRANSITION
## Background

In preparation for the World Water Forum in Marseille in 2012, directors, facilitators and volunteers from the Petits Débrouillards in the Provence-Alpes-Côte d'Azur (PACA) region, formed a working group on the topic of water. During this preparation phase, the association brought together groups of young people in order to create Seminars for exploring controversies (SECs) for presentation during the Forum.

Following this experience, the association decided to explore with other topics, specifically issues related to transition. Since 2013, the association has been running 4 to 8 exploratory seminars each year on controversial issues related to transition with groups of high-schoolers from the PACA region. The topics are chosen by the groups according to the issues that interest them the most and on the basis of existing local controversies.

Paul Langevin high school, which has been active in stainable development projects for several years, immediately got onboard with the project, involving final year students specializing in science.



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**OVERALL PROJECT OUTCOMES AND OBJECTIVES**

• Motivate young people on issues of environmental transition and get them to work using project methodology
• Expand the previously explored topic of water, to encompass issues surrounding energy, the Mediterranean sea and biodiversity, using a local issue as a jumping-off point
• Work actively and in a cross-disciplinary way, involving various different stakeholders

**GROUP OUTCOMES AND OBJECTIVES**

• Motivate the group and get it to work using project methodology
• Define the project with the young people involved: select subtopics and objectives, how to organize work and which tools to use
• Develop the chosen sub-topic in relation to political, economic, health and social issues
• Enable the young people to work autonomously and take ownership of the debates
• Increase the utility of the project and the tools created by mobilizing the young people themselves to raise awareness amongst other groups

# Project stakeholders:

**Coordinator :** The Petits Débrouillards association in the PACA region

**Project Partners :** the GIPREB (inter-communal body for the Berre Lagoon), the Lyondell-Basel company, the Martigues Prudhomie de pêche (fisherman's corporation), the Sibojaï inter-communal body, the Saint Chamas hydroelectric plant, the associations 'There is Alternative' and 'Monde Pluriel'.

**Participants :** 32 final year science stream students from Paul Langevin high school in Martigues

## Roles and responsibilities:

The GIPREB helped us clarify the major issues relating to the lagoon providing with a list of documents necessary for our research.
The GIPREB and the company Lyondell-Basel, the Martigues fisherman's cooperation and the Sibojaï inter-communal body participated in a Science Café organized by the young students.
The Saint Chamas hydroelectric plant allowed us to visit its facilities.
The associations There is Alternative and Monde Pluriel asked us to present the work of the groups over two days of presentations.
The Paul Langevin high school in Martigues organized the group and carried out the work between sessions
The Petits Débrouillards PACA created and coordinated the project and facilitated the Seminars for Exploring Controversies.

#2

Seminars for exploring controversies constitute the chosen method for this project. SEC is a technique first developed by two professors at the Université Libre de Bruxelles. The Petits Débrouillards used this methodology, adapting it to their own context, so that it was appropriate for other target groups, in particular high-schoolers.

• **Choosing the controversy** : Films and press articles on the controversies are shown in order to spark discussion and allow the group to decide on a topic to explore. One overarching theme is chosen beforehand by the facilitator, so that the young people are not faced with too vast a selection and ensure that the project is relevant to their studies. According to the method provided, the young people then agree on one question that they wish to explore.

• **Researching the topic** : The young people conduct research in small groups using the resources available to them: internet, books, personal resources, articles, newspapers etc., in order to uncover as many different points of view and arguments surrounding the chosen issue as possible. At the same time, the groups also conduct research to find out which stakeholders might have something to contribute on the topic. Following this, the various arguments should be shared and discussed. The young people then work on organizing ideas and are given an introduction to mapping techniques, so that they can review what they have learnt and identify the tensions, that is, the points on which the various stakeholders do not agree.

• **Meeting the stakeholders :** The young people then contact experts in the field to help them continue their research, confirm certain facts and compare the various discourses with existing data. For some groups, it could be possible to provide a form of mentoring, where a researcher is appointed to support the young people throughout the project.

The young people then organize and participate in meetings and interviews with stakeholders with differing view points on the controversy, in order to examine the different discourses, analyze and compare the use of language, how the issues are prioritized, which stakeholders are mentioned etc.

• **Promoting the work :** The young people choose a fun way to summarize their research in order to communicate it to a specific target audience. The aim is to be able to disseminate and communicate their results and reach other sections of the public.

## Activities and content

The final year science stream class of the Paul Langevin High school, divided into two groups, monitored by the same teacher created two SEC in parallel on the topic of the Berre Lagoon. Both groups quickly appropriates the topic.

Working over 10 sessions, they first chose the controversial question: "Is it dangerous to swim in the Berre Lagoon?". They researched the different arguments, which they then compared and organized using mapping techniques. During their research, the young participants:

- met with various regional stakeholders
- visited the Saint Chamas hydroelectric plant
- conducted a public survey regarding the EDF plant
- analyzed the survey and communicated its results

This work was carried out with teachers from the high school. The meetings with local stakeholders were organized by the young participants, who also continued to work on the question between sessions via a Facebook page created for the project. The fact that the issue chosen was

#2

a local issue reflects an increasing interest in concrete local issues.

The young people also organized several communication initiatives (see the section on promotion).

There have been significant changes to the banks of the Berre Lagoon since the beginning of the 20th century, including the construction of refineries, an airport and the EDF canal. The choice of topic was a proposed by the association, based on the young people's concerns. They, like many residents, worry about the health risks of substandard air and water quality. A meeting between the Petits Débrouillards association, the earth sciences teacher from the high school and the GIPREB enabled us to begin the research and finally to ascertain that the water quality was equivalent to that of some very popular beaches in Marseille and its surroundings.

## Productions

In order to spread the message that the lagoon's water quality was sufficient for swimming, the young participants designed condoms with the slogan: "Berre Lagoon: it's safe to plunge in". The condoms were handed out during communication events.
A comedic video was also created.

## Reporting, reach and promotion

Awareness raising being a key part of the Transition Survey project, the young students carried out several communication initiatives during the SECs:

• During environment week, an activity day was organized at the Place de Carmes organic market in Avignon on March 26, 2014. The students were able to test out the game they had developed with the public and then make improvements to it.
• The students organized a Science café within the high school, which allowed them to meet local stakeholders working in the field,
• On June 6, the young people organized a day of presentations and discussions within the high school. Around fifty people (high-schoolers, teachers and the general public) came to find out about the research and its results.

• In partnership with the There is Alternative association, the students were able to present their project at two different events entitled "Prenons soin de la planète" (Let's take care of the planet), April 15 in Marseille and April 2 in Lyon. During these events, they presented their work to around 60 young people, met regional elected representatives, had discussions with project coordinators and drafted a call for co-responsibility directed at elected representatives.

With support from the local government, Maratima TV covered the entire project with two televised reports and a discussion panel. The newspaper La Marseillaise attended the final presentation day. An elected representative from the PACA region, Jaques Oliver, met with the young participants during a seminar on transition and environmental civic responsibility.

## Results

The project met its objectives thanks to the commitment and enthusiasm of the various participants:
• the young people got really involved in the project, they participated fully from beginning to end and found ways to continue the work in between sessions,
• they took ownership of the topic of transition and focused on a specific local question that made sense to them and enabled them to invest in the project,
• they were able to organize meetings with

stakeholders, interview them, and discuss their points of view,

• they organized numerous communication initiatives, which reached both the public and elected representatives.

## Project Evaluation

The project was evaluated on three levels:
• within the Petits Débrouillards association by the teams who worked on the project: facilitators, coordinators and trainers
• by the project partners and the teachers from the schools
• by the young participants during the final session

For these evaluations, the association's internal criteria and tools were used:

| Overall objective | Operational objectives | Criteria | Tools |
|---|---|---|---|
| Motivate young people on issues of environmental transition | Find and bring together groups of young people of various ages and backgrounds | Number of participants per group<br>Where the groups are based geographically | Enrollment list for each group |
| | Develop the project with the young people involved: select subtopics and objectives, how to organize the work and which tools to use | Content of the first working sessions<br><br>Initial impressions | Detailed review of he first sessions<br><br>Forms on individual impressions |
| | Develop the chosen sub-topic in relation to political, economic, health and social issues | Content developed by the group on the chosen sub-topic<br><br>Tools created by the group to summarize the content | Detailed review of the sessions<br><br>Documents published on the project's blog |
| Get them to work using project methodology | Enable the young people to work autonomously and take ownership of the debates | How speaking time is divided up within the group<br><br>The use of digital collaborative tools<br><br>Level of autonomy displayed in the organization of the project and knock-on initiatives | Feedback on the group dynamic<br><br>Participants' evaluation questionnaire |
| | Increase the utility of the project and the tools created by mobilizing the young people themselves to raise awareness amongst other groups | Number of awareness raising sessions organized<br><br>Number of target groups involved | Group Schedule Public attendance and feedback on the presentations |

**The Petits Débrouillards association continues to organize seminars exploring controversies with several primary and secondary schools in the PACA region. The project is supported by local governments.**

## Contacts

**Association les Petits Débrouillards PACA**
51 avenue de Frais Vallon – Bât A – local 6
13013 Marseille
tél : 04 91 66 12 07
@ : paca@lespetitsdebrouillards.org

# PRINTEMPS DES SCIENCES = DEFRÉ PROJECT

## Background

The Printemps des Sciences (Science Spring) is a week-long event organized within the French-speaking community in Belgium, in partnership with various NGOs and academia, in order to promote science in primary and secondary schools and universities.

For this event, the Belgian Petits Débrouillards association worked with the Haute École Defré, a higher education institution for future educators, school teachers and professors. After over several months of training, students from Defré were put to work as facilitators during the Printemps des Sciences. In an initiative organized by the Petits Débrouillards, the students played the role of facilitator for primary and secondary school classes over five days. They ran the learning activities they had been taught and also an original activity developed themselves.



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# Short and long-term outcomes and objectives

The project was designed as a way of sharing pedagogical and methodological techniques between the Haute École Defré and the Petits Débrouillards association.

In the short-term, the objective was to train students so that they are able to facilitate groups during the Printemps des Sciences week.
In the long-term, we hope to give the aspiring teachers pedagogical techniques somewhat different from those offered by the traditional school system and tools to serve them in their future careers.

# Project stakeholders

**Coordinator :** The Petits Débrouillards Association

**Project partner :** The Haute École Defré

**Participants :** Les différents membres des Petits Débrouillards, les étudiants en première année de régendat sciences naturelles et plusieurs de leurs professeurs.

**Roles and responsibilities :**
-        Petits Débrouillards supervisor: coordination and logistics
-        Petits Débrouillards facilitator: training and facilitation (with a training coordinator)
-        Professors from Defré: monitoring students' activity creation outside of training sessions.
-        Students: participating in the training and facilitating

# Method

The project was structured in three working phases:

**PHASE 1**
Training: students were actively trained in the various learning activities offered by the Petits Débrouillards. Students undertook training in small groups, being assigned to one or two specialized facilitators according to the topic in question.

**PHASE 2**
Creation: as well as the training, students were required to create their own learning activity in a group on a specific topic. This creative phase was supervised by professors from the Haute École Defré and the facilitators acted as consultants and provided pedagogical support.

**PHASE 3**
Practical experience: the final outcome of the project was the practical experience during the Printemps des Sciences week. Over five days the students presented their own activities and those they had learnt to an outside audience

The learning activities taught were those already in use by the association. These are designed to be fun and spark an interest in science. They deal with several different topics, like renewable energy, electricity, chemistry, the human body etc. The pedagogical techniques used are based on play and discovery. The children are active participants, seeking their own solutions so that they experience the feeling of being practitioners and researchers.

The Defré students own activities had to be based on the same pedagogical method and deal with a specific topic. Each year a theme is assigned for the Printemps des Sciences week (for example, light in 2015 and food in 2016). Students were required to develop an activity lasting around 50 minutes using the pedagogical techniques proposed by the Petits Débrouillards.

## Output

Students were required to produce written documentation of their creations. This took form of preparatory pedagogical and methodological documents for a professor or facilitator. In addition, students were required to draft all the written supports and material needed for the activity themselves.

## Reporting, reach and promotion

We haven't prepared documents or other materials which would allow us to disseminate the results of the project.

This being said, the Printemps des Sciences week in and of itself an outcome and promotion for the project.
Through our students' work we were able to share their creations with an outside audience (various primary and secondary schools).

In addition, the project was visited by Fadila Laanan, the current (2016) secretary of state for the Brussels-Capital Region and premier of the French Speaking Government in Brussels (the French Community Commission), who is responsible for the budget, education, school transport, childcare, sport and culture.



#3

At the end of the Printemps des Sciences week, the Petits Débrouillards association received written feedback from the different schools whose classes had attended the student's learning activities. The feedback was largely positive and applauded the idea of having the students facilitate the activities.

The project being part of the students' curriculum, the professors from Defré evaluated their both the creation of the activities and their facilitation.

From the point of view of the Petit Débrouillards association, we had positive feedback from the various participating primary and secondary schools and from the students and professors of the Haute École Defré. Our greatest successes are the renewal of the project and its full inclusion into the students' curriculum by the directors of the Haute École Defré, as well as the fact that other professors joined the project after its creation and students from other sections, mathematics for example, have shown interest in joining the project.

## Project Evaluation

The project was an overall success. There way forward offers numerous possibilities, which will depend on the Haute École Defré.

From students' point of view, facilitating the activities allowed them to gain practical experience of the theory they have studied. In addition, the responsibility and independence they were given constituted recognition of their own value and convinced them of the positive effects of the teaching methods used.

The professors were also very happy with the project and emphasized the progress made by the students. They are keen to extend the project and include more students in the practical experiences.

The Petits Débrouillards association was very happy with the exchange of pedagogical practices which took place. We continue to call upon the students to act as facilitators for other projects. Following this very positive first experience, we intend to expand and improve the project.

## Outlook

The project will be renewed and in the future and will involve more students, future science professors and also future math professors and school teachers.

As well as sparking an interest in science, we intend to include history, linking each phenomenon or discovery with the scientist(s) who discovered it and placing it in the context of its era.

The students will be given practical experience sooner and will be given the opportunity to try out their learning activities while assisting a facilitator from the Petits Débrouillards association in the field.
Finally, their written work could take the form of a pedagogical dossier for the general public, which could then be distributed by the Haute École Defré and the Petits Débrouillards association.

http://www.lespetitsdebrouillards.be/
http://www.defre.be/
http://sciences.ulb.ac.be/printemps/

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## Contacts

**Les Petits Débrouillards**
Rue Vogler 38
1030 Bruxelles
info(@)lespetitsdebrouillards.be
+32 02 2684030

# #4

## EYES,
# EMPOWERING YOUTH IN A EUROPEAN SOCIETY

### Background

The "Empowering Youth in a European Society" (EYES) network was formed following a series of initiatives by organizations in the field of informal youth education (associations, cooperatives, foundations, universities etc.) across 24 European countries.

From 2008 to 2011, this consortium, coordinated by the French association Les Petits Débrouillards, organized a large scale initiative for promoting participatory democracy involving young people -  Young Europeans within the building of the Knowledge-based Society, 2008 and created a platform for organizations involved in research, education and youth -  Young People and Science in Society Issues, 2009. A series of seminars and two youth camps were then held with the financial backing of the Youth in Action program. These cross-European gatherings were aimed at educating young Europeans, putting them in touch with researchers and political decision-makers and encouraging them to participate in international events such as the 2nd World Forum on Science and Democracy (February 2011).

During this event, the idea of creating a youth network was discussed between members of YPSSI. Four young members, the coordinator and members of the YPSSI steering committee were in attendance. In April 2011 in Athens, during a seminar on sustainable development, where for the first time no educators were present, fifty young members of YPSSI created the Empowering Youth in a European Society (EYES) network. They then began to coordinate the network in a largely autonomous manner, co-organizing initiatives with the YPSSI platform as well as launching their own.



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EYES was created as an informal network of young people, with the chief aim of giving voice to young people's political concerns on issues such as environmental, social, economic and democratic transition.

They were supported by partner organizations from the YPSSI platform, chiefly the French association Les Petits Débrouillards, Controvento, FBI, Eletas and Willabon, who invested in their education and helped them become autonomous. They offered technical, administrative and methodological support. For these partners, one of the project objectives was also to train employees specialized in supporting and engaging young people in an international context.

Throughout the life of the EYES network, each initiative created by and with it was accompanied by specific objectives, concerning the organization and structuring of the collective, the topics to be dealt with and the awareness raising initiatives to be carries out with target groups.

## Project stakeholders

**Coordinator :** : initially, EYES was coordinated by the French association the Petits Débrouillards, which launched the first participative initiative in 2007 and coordinated the YPSSI from 2009. Following on from the founding of the EYES network, one of its young members took on the role of coordinator.

**Partners of the EYES network:** some organizations from the 24 member YPSSI platform joined the EYES network at its inception: the French association Les Petits Débrouillards, Institut FBI, Wissenschaftsladen Bonn (Wilabonn), Controvento, Eletas, Nacionalinés Plétros Institutas (NPI), Universitatea Petrol-Gaze Ploiesti (UGP), Observatorio de la Difusion de la Ciencia de l'Università Autonoma de Barcelona (UAB), Multikultura Egyesulet, Omnia, Amavet, People and Planet, Ciencia Viva, Eesti Noorte Teadlaste Akadeemia (ENTA), Ceske Centrum Pro Vedu A Splecnost (CCSS), the Belgian association Les Petits Débrouillards, Slovenska Znanstvena Fundacija (SZF), and Fondazzjoni Temi Zammit (FTZ). A core set of 10 organizations still actively supported the EYES network in 2013.

**Local and one-off partners of the EYES network :** local partners (the Eco-liés association and regional branches of the Petits Débrouillards association) occasionally supported EYES logistically and/or financially during international projects. Elected representatives and other figures also contributed to meetings.

**Participants :** young Europeans, usually students, with a high level of awareness of youth and the political role young people can play

## Description des rôles respectifs :

the coordinator facilitated the network during international meetings, drafting European dossiers and in the intervening stages between initiatives. Partner organizations assisted the young people with training, seeking financial backing and selected young people to be involved in EYES initiatives. Once members of EYES, the young people attended organizational meetings and divided up the tasks to be done during preparatory phases and initiatives.

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. Consensus conferences

. European Awareness Scenario Workshop (EASW)

. Seminars, discussions organized amongst young people, discussions organized between young people and various figures (elected representatives, researchers etc.)

. Methodological and administrative support for the young people's projects

. Co-production of their initiatives

## Activities and content

**May 2011 :** in Athens (Greece), 50 young people came together to form the core members of EYES and adopted the five "E"s: Empowerment, Education, Environment, Employment et European Identity. They discussed the role of technology in sustainable development with scientists.

**August 2011 :** during the 1st EYES Summer Camp in the region of Marais Poitevin (France), the young members developed an action plan for the next two years. They also carried out their first street initiative on the topics of recycling and consumption. The camp was received and supported by the French Petits Débrouillards network, principally the regional association (logistics, methodological support, financial backing from Erasmus+, scheduling meetings with local elected representatives etc.)

**October 2011:** the EYES network organized a training session on "Lateral thinking" in Rennes (France), without the support of the YPSSI platform. The project was initiated by a Romanian member of EYES, who had studied these techniques during her master's degree. A member of EYES was put on the payroll of the Brittany branch of Les Petits Débrouillards in order to help mount the project. http://www. lespetitsdebrouillardsbretagne.org/ Formation-La-pensee-laterale-en.html

**November 2011 :** at the first EYES Winter Camp in Ploiesti (Romania), the young members planned their actions, events and campaigns for the next two years and launched the "Youth in Transition" campaign - https://issuu.com/eyesnetwork/docs/brochure_eyes_v.1.2/1?e=4463587/3024053. They also carried out their second street initiative on the topic of consumption at Christmas time.

**Beginning 2012,** at the initiative of the coordinator of the YPSSI platform, the group decided to mount a large event centered on European youth. Through the EVS program, 4 volunteers from the group were able to dedicate themselves full-time to the project and were hosted by the Provence-Alpes-Côte d'Azur branch of Les Petits Débrouillards. The festival, named Europie, would take place in Toulouse in 2013.

The young members of EYES and their partner organizations, then took the opportunity of organizing international youth meet-ups on the topics to be dealt with, as steps towards the preparation of the Europie festival and in order to develop a collective dynamic.

**March 2012 :** during the 2012 edition of the World Water Forum in Marseille, 30 young people from 8 different countries got together around 3 main objectives:

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organize EYES groups and plan the next steps, get information and education on issues surrounding water and raise awareness of these issues amongst various target groups. The young people organized an initiative to support the "Water Messenger" campaign at the Old Port of Marseille.
(https://www.youtube.com/watch?v=dnLHwUlT2KE https://www.youtube.com/watch?v=4W4rQ3JGBn8)

**June 2012 :** one of the young members of EYES participated in the Rio+20 United Nations summit on sustainable development, alongside members of the French association Les Petits Débrouillards.

**August 2012 :** 80 young people from EYES organized and participated in a meeting in France (Marais Poitevin II, once again hosted and coordinated by the regional branch of Les Petits Débrouillards) in order to begin preparations and allocate responsibilities for the event - Europie: a European Youth Forum of Alternatives, planned for 2013. During the meeting, two students in community psychology, backed by a research team from the University of Bologna, evaluated the EYES process.

From September 2012 onwards, the young members of EYES were involved in organizing the Europie Festival: around 10 young people worked practically full-time on the project in order to organize the festival, find funding and recruit groups of European participants.

**March 2013 :** the Petits Débrouillards network organized for a delegation of members from EYES to participate in the World Social Forum and the third World Forum on Science and Democracy in Tunis.

**August 2013 :** EYES, in cooperation with a network of local partners, organized an event in Toulouse entitled "Europie: a European Youth Forum of Alternatives" with the overarching theme of transition. The event hosted 3000 people in total. Around one hundred young people from EYES worked as volunteers on the festival, which included workshops on various topics during the day and concerts at night.

From 2012 onwards, some members of EYES organized local initiatives in their own countries upon returning from each meeting (http://www.eyesnetwork.org/category/past-projects/youthintransition/local-action/), while others concentrated on organizing the Europie Festival.

After the festival, the young members put together an application for funding in order to organize a second event in Germany, however the application was unsuccessful and the movement lost momentum. The group never met again and was (unofficially) disbanded.

## Output

The Europie Festival
The EYES logo
Feedback reports (text and illustrations)
Strategic and internal organization documents
Documents for communication and dissemination
Publications

The European project Young European within the Building of the Knowledge-based Society and the work of the YPSSI platform from 2009 onwards, have been the subject of numerous lectures at scientific conferences, articles and workshops in schools, principally by young participants and the Italian coordinators.

The EYES project resulted in a large scale event – the Europie Festival, which enabled the young people in the network to disseminate the results of their two years of work and experience to a wide audience. Within supporting organizations, such as Les Petits Débrouillards and Controvento, the project was the subject of internal feedback and was used as a model for new international projects supporting young people.

## Results

The Europie Youth Festival-Forum organized in 2013 and dedicated to the exploration of all aspects of transition and potential development alternatives is a concrete result of the project.

The project contributed to the personal development and education of hundreds of young Europeans, who gained on the ground experience of European civic life and international mobility and cooperation. They became aware of their rights and potential and had a voice. The EYES network's gradual process of becoming autonomous was a significant process of empowerment for European youth political participation.



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The EYES project was evaluated by two students from the University of Bologna's Psychology Department during the Summer Camp organized in 2012 in Marais Poitevin. The results of the evaluation where included in a master's thesis and were presented and discussed before the Psychology departments program committee in July 2014.

The qualitative internal evaluation carried out by the French Petits Débrouillards association and the EYES network revealed, two weak points that contributed to the end of the project.

• the EYES collective, with its horizontal power structure, took a long time to make decisions and bring the political concerns of its members to the fore. This slow pace, necessary for the young people to develop their shared identify and hopes and come to decisions, contrasted dramatically with the fast pace of work required by the process of finding funding.

• The end of European triennial funding provoked a crisis for the EYES partner organisations who could then no longer provide structured support

## Future prospects

The young members of EYES autonomously created other initiatives with similar themes and methods in their home countries once the network was disbanded. Former members moved on to become activists or take on roles of responsibility in society. They maintained contact with each other and with EYES partner organizations.
The partner organizations, each in their own countries or collectively with each other and other organizations, created projects inspired by EYES, learning from the internal feedback.

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Young European within the building of a Knowledge-based Society, final document http://www.coopcontrovento.it/index.php?option=com_content&view=article&id=19&Itemid=23&lang=it

YPSSI, Young People and Science in Society Issues https://vimeo.com/10083090

YPSSI, Young People and Science in Society Issues: a European Platform http://www. scribd.com/doc/31957208/Young-People-and-Science-in-Society-Issues

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1st YPSSI Summer Camp, report http://eyes.solidairesdumonde.org/media/01/00/3902317010.pdf

Site web de EYES http://www.eyesnetwork.org/

Brochure de EYES https://issuu.com/eyesnetwork/docs/brochure_eyes_v.1.2/1?e=4463587/3024053

EYES Winter Camp in Ploiesti http://ibdpartnership.blogspot.it/2011/10/eyes-winter-camp-in-ploesti-romania.html

EYES Winter Camp in Ploiesti, report http://eyes.solidairesdumonde.org/media/00/02/4147659391.pdf

EYES, Empowering Youth in a European Society http://eyes.solidairesdumonde.org/about-eyes/

VI° World Water Forum: EYES street action https://www.youtube.com/watch?v=dnLHwUlT2KE https://www.youtube.com/watch?v=4W4rQ3JGBn8

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## Contacts

**Association Française des Petits Débrouillards**
François Deroo (directeur)
82 avenue Denfert Rochereau
75014 Paris

**PROJECT DURATION**
PHASE 1 : 07/14 > 06/15
PHASE 2 : 07/15 > 12/15

**#5**

# JEUNES ENGAGÉS DES DEUX RIVES (COMMITTED YOUTH FROM BOTH SIDES OF THE MEDITER-RANEAN): SCIENCE AND DEMOCRACY IN TUNIS AND ILE-DE-FRANCE

## Background

For several years now the Petits Débrouillards association has been organizing youth delegations to attend international events related to social movements, including those on environmental issues. During the 2013 World Social Forum (WSF) in Tunis, the association created partnerships with local universities and student networks, working on topics like social and environmental justice.

From 2014, the Petits Débrouillards association based in Ile-de-France, has been working with its partners on a project bringing together young people from different locations around issues of environmental transition and climate, with the WSF in March 2015 (also in Tunis) and actions around the COP21 in Paris in December 2015 as the main events.

"Jeunes engagés des deux rives" was a project for engaging and supporting young people (18-30 years old), which was carried out in 2 phases in 2014-15. The project was co-financed by the Ile-de-France Region (pôle Méditerranée – projects to support democracy) and the European Erasmus+ program, in the second year.



projet Jeunes engagés s deux rives, Earth day, FSM

**OVERALL PROJECT OBJECTIVES:**
- Get young people involved in democratic debates and encourage collective initiatives, especially concerning social and environmental transition.
- Encourage cooperation and practice sharing between young people from Ile-de-France and Tunis over the long term, in the spirit of learning and solidarity.
- Create more opportunities for debate and participation and reinforce the link between local and global issues by adding to the existing process of broad forums in order to ensure a direct impact on the regions concerned (Ile-de-France and Tunis).

**SPECIFIC PROJECT OBJECTIVES:**
- share and understand climate issues in Tunisia and France
- discuss and take on different ways of communicating on these issues
- encourage young people to participate in activist events so that their experience can benefit their region
- carry out practical actions aimed at French and Tunisian target groups; test out the methods learned and disseminate them
- publicize (through a spokesperson or ambassador for example) the specific climate issues and concerns of these target groups

**OUTCOMES FOR THE ASSOCIATION**-
- enhance existing international dialogue, especially within the framework of the WSF, by making this kind of initiative part of a long-term collaboration
- trial and perfect a method for supporting young people's engagement, our association's main purpose, especially in what was a priority area for the entire network in 2014-15
- reinforce our young members' education over the long term and boost activity in the NGO sector through opportunities for mobility and through projects encouraging autonomy and initiative taking amongst young people.

## Project stakeholders

**Coordinator :** the Ile-de-France Petits Débrouillards Association

**Project partners :** El Manar University, the RAJ-T youth network, Psycho Club student association (in the first year only)

**Participants :** young people brought together by the Tunisian partner networks, young facilitators and volunteers from the Petits Débrouillards

## Roles and responsibilities:

Petits Débrouillards Coordinator: project design, project coordination, administrative, financial and operational support
Person in charge for each partner: (the committee of the RAJ network, associate Dean of the University): co-design and approval of programs, gathering together the young participants, logistical and operational organization in Tunisia.
Group experts/trainers: in the second year, young participants were given responsibility for a group (facilitators, students): participating in the co-design of projects and the creation of programs, selecting, supporting, motivating and training participants.
Participants: between 12 and 15 young people from each country for each meeting, participated in the development and implementation of programs, designed and carried out autonomous activities within the framework of the programs

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The project was based around meetings in both countries, with remote discussions in between the face to face meetings. It was made up of:

- **training and discussions on the themes**: conferences, meetings with researchers and other stakeholders on issues surrounding youth and climate, exploring and identifying the issues
- **training and discussions on methodology**: sharing and testing out methods and communication tools, awareness raising, practical debates on climate
- **implementation and promotion:** co-design and co-running of activities aimed at various different target groups in participants' home countries, before during and after the meetings: media, news reports, first hand accounts etc., initiatives carried out by the young participants, in the short and long term, locally and internationally

## Activities and content

**PHASE 1**

07/14 > 07/15
Young Tunisians' visit to Ile-de-France - from 22/08 to 3/09/2014
Hosting a delegation of 7 Tunisian students for 12 days.

. Meetings and themed seminars (5 days) (activist summer universities, youth forum);
. Training and other activities on the topic of social and environmental transition (4 days):
. Visiting transition projects; co-running debates and activities of scientific education in the neighborhoods;
. Group work to prepare the next stage of the project.

Remote intermediary stage: activities calling on young people and the general public in the lead up to the WSF; preparing shared activities for the WSF / WFSD 2015 ; training and working meetings in France

Visit of the young French group to Tunis – 22 to 29 March 2015
Hosting a delegation of 19 French students for 7 days.

. Activities relating to the WSF and the WFSD (4 days): facilitating workshops on youth, climate, transition and carrying-out on-campus communication initiatives;
. Board forum activities: (video-conferences) in connection with France
. Media coverage: articles, videos and radio spots.
. Meetings with other networks, activities for youth and the general public.

Intermediary remote working phase: review, results and preparation

**PHASE 2**

07/14 > 03>15
"Tunis climate Tour" 17-25/10/2015

9 days of co-training and activities in Tunisia, run by young "expert" trainer-facilitators from 3 partner organizations (participants from phase 1)

Co-training on methodology and various topics (4 days)

Activities for the general pubic on climate issues (5 days):on-campus debates and activities. Visit to an eco-farm outside of Tunis

Group work on the next stage of the project: organizing activities for the Paris visit; media; creating a Facebook page

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Intermediary phase: preparing for the visit to Paris during the COP2: selecting a delegation of 12 young Tunisians by the young experts; preparation, organization and motivation.

Young Tunisian's visit to Paris for the COP21 2-13/12/2015
Hosting a delegation of 12 young people for 12 days

Activities organized by civil society around the COP21 in Paris and the surrounding area (9 days)

Project promotion and activities for the local population (4 half-days):
"Youth for climate" workshop, "Bidouille climat" (fixing the climate) and "International youth for climate" nights, promoting the project to institutions, participation in local civic debates.
Finding out about projects and meeting with youth networks: local stakeholders, youth and student networks, fablabs and transition initiatives, networks for preparing for the COP22
Producing materials and running the "Jeunes engagés des deux" rives platform

## Productions

Media coverage: articles and posts on the Facebook pages of partner organizations; making videos and radio spots; photo stories; creation of a Jeunes engagés des deux rives Facebook group

## Reporting, reach and promotion

* Direct participation in numerous activities for the general public in Ile-de-France and Tunis (putting communication training to practical use)
* Distance communication activities (video-conferences) during 4 meetings, but also before and after (meetings organized by the young people for work and reporting)

*Presenting and promoting the young people's work to institutional partners (eg. CG93 during the COP and the French Institute in Tunis on their return)
* Activities to motivate other young people: (eg. "Youth for climate" workshops during the COP21 – 70 participants now motivated with a view to the COP22 2016)



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Young people's skills were strengthened: around 80 young "ambassadors", half from Ile-de-France and half from Tunisia were educated about climate issues and different forms of communication. Ten of them were involved in both phases of the project. Among these young people, three French and three Tunisians rose to positions of responsibly, becoming group experts.

The voice and contributions of young people in climate activist forums was promoted. Numerous contacts were made between different youth networks,  opening up opportunities for future work.

After completion of phase 2 of the project, the young Tunisian participants formed a new youth organization around climate issues.

# Project evaluation

**QUANTITATIVE INDICATORS**
attendance level; number of different materials produced and completes; young people's level of participation in promotional activities.

**QUALITATIVE INDICATORS**
active and regular participation on the part of the young people; their contribution to the running of the program; diversity amongst the participants (although young women were more represented); impacts on partner organizations - to be monitored over the long term. For the Petits Débrouillards Ile-de-France, the project served as a jumping-off point for the creation of a new department in March 2016 for supporting young people's initiatives, especially those related to mobility.

The young participants highlighted two strengths of the project:
 - the method, which was aimed at increasing their autonomy and encouraged commitment, initiative and active engagement
 - the group work and principle of cooperation, the use of the participants different strengths and the coordination of individual and collective objectives.

# Outlook

- Continuing collaboration across the Mediterranean: strengthening young people's initiatives and integrating new participants in the context of the COP22 in Morocco (new youth exchange project in November 2016)
- Expanding and replicating this kind of project with other European partner countries in Europe and across the world, and locally (in France and Tunisia)
- Capitalizing on and distributing the methodology: discussions with other youth stakeholders and development of a youth support and motivation strategy around issues of transition, including international mobility and youth exchange

https://www.facebook.com/groups/194244670908161/
http://www.lespetitsdebrouillards-idf.org/
http://www.utm.rnu.tn/utm/fr/index.php
https://www.facebook.com/RAJTunisie/?fref=ts

## Contacts

**Marguerite Capelle**
**Les Petits Débrouillards IDF**
82 avenue Denfert Rochereau
75014 Paris
06 66 29 63 34
m.capelle@lespetitsdebrouillards-idf.org

# DOWNLOAD GLOBAL AND UPLOAD LOCAL

## Background

DOWNLOAD GLOBAL AND UPLOAD LOCAL project was created at the initiative of the Italian organization Associazione Culturale Giovanile MOBY DICK. The municipality of Giungano (SA) was the project's coordinator, with support from the local Youth Forum. Young people from other countries, namely Romania and Macedonia, were also involved, in partnership with organizations having solid experience in environmental protection. The Renato association was a partner of this project, contributing 9 young participants (from 18 to 21 years old) and a group coordinator. A Macedonian ONG also partnered with the project. The overall objective of the project was to raise awareness among young people regarding environmental issues, encourage active participation on the part of those involved and create new international partnerships.

The nine young people from the Rentato association participated in a program of activities offered by the Italian project coordinator, including debates amongst mixed groups (made up of Romanians, Italians and Macedonians), round tables and outdoor activities. The project's ultimate aim was to publish a guide, detailing the rules and commitments European citizens need to adhere to for environmental conservation. This was carried out in several stages: research, group activities to develop team work, debates on the issues, the writing phase and finally the presentation of the guide at a conference (promoting and adding value to the work). The young people participated in the conference and meetings with institutional representatives.



projet Download global and upload local

**THE PROJECT'S OVERALL OBJECTIVES :**

. Promote fairness and social cohesion, by respecting cultural diversity and equal opportunities

. Stimulate cooperation between young people from the three participating countries

. Fight against all forms of discrimination

. Encourage spirit of competition

**THE PROJECT'S PRACTICAL OBJECTIVES :**

. Identify and photograph sources of environmental pollution in the region

. Understand the relationship between humans and their environment, and the interdependence between the quality of the environment and our quality of life

. Develop respect for the environment

. Encourage environmentally responsible behavior

**OUTCOMES FOR THE ASSOCIATION: :**

. Strengthen the association's reach through international partnerships

. Involve young professionals in order to develop their experience

. Raise awareness amongst young people about human impact on the environment

. Expose young people to new ideas and activities and enable them to create their own initiatives.

## Project stakeholders:

**Coordinator :** Culturale Giovanile MOBY DICK - Italy

**Project partners :** Association Renato, Roumanie, Z.D.MOBILNOST I AKTIVIZAM Association (Macédoine)

**Participants :** young people from Romania, Macedonia and Italy

## Method

Methodology and means: individual acquisition of knowledge, collective discussions, readings, presentations in pairs and groups, individual and group competitions, practical exercises in text analysis, debates, discussions, real life scenarios and role play, feedback reports, writing and sketching exercises, brainstorming and cooking workshops.

## Activities and content

Informal learning tools and methods were used during group work (by county and mixed), workshops and World Cafés:
- experiments
- data collection
- producing photo albums and other media
- observing flora and fauna
- excursions

Although the activities took place in schools, the young people also had fun while learning and had good memories of the experience.

#6

## Reporting, reach and promotion

The project was talked about in the school magazine and the local press. It not only impacted the participants, but the entire community. Renato received funding from the local Mayor and from the local environmental organization to carry out activities in green spaces, especially tree planting.

## Results

**SKILLS AND KNOWLEDGE ACQUISITION:**

• développement de nouveaux liens de partenariat pour l'association:
• renforcement des compétences dans le travail d'équipe ;
• développement de la capacité des jeunes participants à rassembler et interpréter des données issues de différentes sources d'informations ;
• formation des participants au travail de recherche ;
• amélioration de la capacité à formuler et étayer des conclusions, en développant les c o n n a i s s a n c e s scientifiques, et en développant un esprit de compétition.

**STRATEGIC CONCLUSIONS**

The project highlighted the necessity of carrying out direct observations during outdoor activities, like measuring water quality or pollution in certain areas. It also brought to light the urgency of adopting environmental laws in each county, so as to ban deforestation, for example or manage waste. It therefore appears important to develop increase cooperation with the state institutions that are responsible for our health.

## Project evaluation

The project was not evaluated.

## Outlook

• Involve a large number of young people in environmental protection projects
• Involve the Renato association in other initiatives
• Maintain contact with partners for future projects

## Contacts

**Marcela Ghiuta**
**Association Renato**
Mail : marcela_ghiuta@yahoo.com
Téléphone : +040724095098
Roumanie

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