

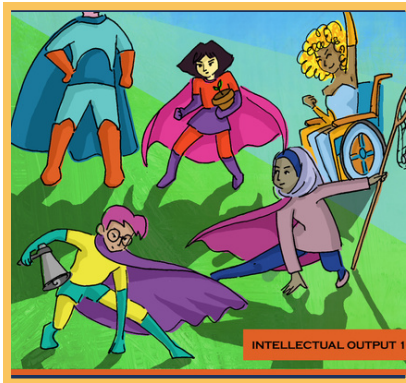
"I WILL TRY TO TALK MORE ABOUT THE PROBLEMS OF MY COMMUNITY WITH THE PEOPLE I KNOW".



COMMUNITY CHALLENGERS

"I UNDERSTOOD THAT THE PROBLEMS OF MY COMMUNITY CAN REALLY BE SOLVED WITH A LOT OF DEDICATION AND COMMITMENT."

TOWARDS SUSTAINABLE & CLIMATE-SMART COMMUNITIES THROUGH ARTS & SOCIAL ENTREPRENEURSHIP



IMPACT REPORT

EVALUATION RESULTS, TIPS AND TRICKS BY TRAINERS, FEEDBACK FROM YOUNG PARTICIPANTS FOR INTELLECTUAL OUTPUTS 1, 2 AND 3



PARTNERS REPRESENTING:

GERMANY: INTERNATIONALE AKADEMIE BERLIN für innovative Pädagogik, Psychologie und Ökonomie gGmbH (IA)

LATVIA: IDEJU MAJA

SERBIA: super natural

PORTUGAL: DYPALL

BELGIUM: Out Of The Box

CROATIA: HRVATSKO DRUŠTVO LIKOVNIH UMETNIKA

ITALY: YEDPP

EUROPE: YEDPP

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1. The project and its Intellectual Outputs

Environmental awareness, artistic expression, empowerment and entrepreneurship education for young people with fewer opportunities are the objectives of the Community Challengers model, which is the essence of the project. The overall project goal is to activate young people with fewer opportunities to become aware of the causes and effects of climate change and the need for action, and mobilize their communities to become climate-smart, sustainable and united by combining arts with entrepreneurship and advocacy.

Coordinated by YEPP EUROPE, 7 project partners implemented during two years (2021-2022) the project ad Erasmus+ cooperation partnership in the field of youth. The Community Challengers project is based on the LACA learning model which is composed of 4 main steps and pillars. Those are directly linked to the Intellectual Outputs (IO) of the project:

L - Learn (IO1: Sustainability & Climate Action Handbook and Trainer's Guide)

A - Analyse (IO2: The Community Mapping Toolkit)

C - Create (IO3: The Community Challengers Guide)

A - Advocate (IO4: The Advocacy Tutorials on Climate Action)

Further information:

[Communitychallengers.org](https://communitychallengers.org)

Youtube channel YEPP EUROPE / 'Community Challengers'

2. The Evaluation process

Workshops, so called Community Challenges, were implemented in five countries during the project period 2021-2022: Portugal, Italy, Latvia, Serbia and Croatia. Young participants at the age between 15-25 participated at the challenges, conducted through different formats. Each workshop and local implementation of the challenges were accompanied by Evaluation forms, addressing young participants as well as trainers.

For all participants, evaluation questions focused on

- Workshop facts (organization, country of implementation, etc)
- Previous experience in workshop participation
- Workshop goals
- Usage of the Handbook/ Toolkit/ Guide before and during the workshop

For young people, the evaluation focused on

- Satisfaction level conduction of the workshop
- Exercises that worked and didn't work well.
- Difficulty level for young people
- Motivation level of young participants before, during and after the workshop (incl. strategies to keep motivation and attention high)
- Interest on topics to learn more about

- Motivation to engage further and involve other young people
- Feedback and open answers

For trainers, the evaluation survey included a specific section. Asking for

- Personal learnings during the workshops
- Usage of this Workbook and the
- Feedback on exercises conducted
- Proposals for change
- Tips and useful sources
- Next steps for possible further action

3. Learnings IO1- Sustainability and Climate Action: Perspective of young participants and trainers

According to the answers given by young participants and trainers, the following summarise the main outcomes (participants aged 13- 20+).

Motivation & Participation

- for the majority, it was the first time participating at a Climate Change workshops and they learned a lot about
- learnings on how to work in teams to achieve bigger results
- 8/10 in average on motivation to act for change

“I would like to share the fact that there is still hope.”

- Sharing with other young people how to do sustainable shopping, the methods to avoid waste and how to recycle objects
- Teach others and share knowledge about the ozone hole and overpopulation as they are two topics that most likely others don't know or know the least about.
- Group connection with classmates, trainers and participants leads to community building and motivation to act together
- Learning on how to work with people

“I would like to share the fact that even if they are hidden, there are many environmental problems”.

Learnings & Knowledge

- New learning about topics such as the ozone layer, overpopulation, acid rain
- Reuse and recycle, how to avoid plastic
- Deforestation and ice melting as part of largest contributors to climate changing

- Where to buy and how to use green and sustainable products
- Ideas on saving water and sustainable spending

“I really liked this process and it helped me to understand topics that I didn't know yet.”

- Some points were known before, but doubling and including different perspectives doesn't matter

“We need to act local, but think global.”

- Discuss about local impact topics, bring it into the family and friends
- How to act and live sustainably without too much effort
- Local application of the knowledge
- Awareness and information to judge current climate change issues

“That climate change is a more serious issue than you can imagine, and that even just a small gesture by a person do a lot.”

Tips and wishes

- Deepen knowledge and discussion on household oil problems, limit pollution
- Cooperate and learn on how to help the earth
- Go more in depth with materials and topics
- Share workshop results such as videos
- Prepare materials to present certain topics, e.g. through posters
- Important lesson that even small acts can make a difference
- Include Social Media to disseminate results and raise awareness about local topics discussed
- More active activities, less activities with research tasks included
- Learn more about saving (plastics, water), community, clean water and green products
- Bring the topic into family

“I would like to start talking about and bringing the topic of sustainability into the family and sports community.”

Feedback and recommendations by trainers

- Goals of the workshops on awareness-raising, informing and inspiring
- Goals were reached and satisfaction level acquired
- Respect and adapt the workshop outline according to the young participants (e.g. students are not children)
- Share “Tania’s Ethics”
- Depending on previous knowledge, go more into thematical details
- Group number should be in line with number of trainer (36 participant for one trainer too much)
- Very positive feedback to work in groups, especially if they could be chosen individually
- Motivation level during the workshop very high- after the workshop still high

- Usage of IO1.1 and IO1.2 as useful
- Change and modify tasks, adapt according to group number and local circumstances (e.g. planting is different in regions and seasons)

“They liked ‘Utopia’ and the results were nice, they also appreciated being outside among trees (‘Forest sounds’) even if they did it in groups. Also, they enjoyed making videos (it was mixed activity- each group had one of the topics of IO1 and they had to find information about it and make a video that would help raise awareness).” Trainer

4. Learnings IO2 - Community Mapping: Perspective of young participants and trainers

According to the answers given by young participants and trainers given, the following summarizes the main outcomes (age groups included 13-15, 18-21). 90% of the Community Mapping Workshops were conducted for the first time.

- To the general question if something is seen differently now (for those with pre-experience):

“Yes, I understood that the problems of my community can really be solved with a lot of dedication and commitment.”

Learnings, that participants took with themselves were:

- Seeing the pollution of their neighborhood
- Getting aware of the destruction in nature. and that it needs to be changed
- The consequences and possibilities for change from citizens and young people

The **level of motivation** to directly wanting to act and work on a climate/ eco-topic within the respective communities lies at 94%. An except of topics participants would like to work on is:

- Waste, cleaning and garbage
- Information, awareness-raising on environment topics
- Basic recycling, reusing clothes and influencing (clothing) brands

Community Maps include **stakeholders** active on different level and with varying impact on the topic of sustainability and climate action. The stakeholders participants would like to work with in the future are:

- Citizens, friends and families
- Education institutions and universities
- Municipalities and city government

After creating the maps, participants and trainers were asked to share one thing they would change in their lives for the sake of the environment, responding:

- Decompostation
- Nothing

- Information and communication work
- Recycling
- Reduce water waste
- Invest time

“I will try to talk more about the problems of my community with the people I know”.

In addition, interest was shared to **further work on these topics:**

- Nature
- Community and neighborhood
- Deforestation
- Overpopulation

Initiating change and engage in some action to bring about change in community, according to participants and trainers the next steps , if so, are:

- Family involvement, e.g. convince grand-mother to separate trash
- Participate at further workshops, deepen knowledge and understanding
- Follow organisations online to be aware of upcoming activities and possibilities to participate at
- Create and cooperate for awareness—raising workshops

“I could try because I want to overcome my fear of working with others.”

“Yes, I will give others ideas for such events to happen more.”

Tips for changes: adapt to people’s ages and include more practical tasks.

“To organize more workshops like this, but with children to educate from young age our duty to nature.”

From trainers perspective, the workshop goals were focused on being informing, inspiring and on teaching skills. Workshops goals were mainly achieved (average 4/5) with high satisfaction level (4.5/5).

Feedback and tips:

- Share maps created by young participants in Europe. Now available here: (Link to be included)
- Difficulty level for young people just right
- Motivation level during workshop very high (4.5/5)
- Motivation level after workshop low-medium (2.5/5)
- The Mapping toolkit is rather to be used by trainers, not young participants (too long and complicated)
- Suggestion to include more little, creative tasks such as ‘photo safari’

“It is important to keep your group involved by realizing what drives them the most; for my group the creation part was most interesting but communication was getting them very involved. So, just feeling the atmosphere of your group and working with that.”

5. Learnings IO3- Arts and entrepreneurship: Perspective of young participants and trainers

“The Community Challengers Guide” is the Intellectual Output No 3
Possible evaluation questions of workshop conducted under Intellectual Output No3 are formulated in the Guide as follows:

For young participants:

- What did you learn during both Workshop days?
- Do you feel that your thoughts and ideas are well represented through the piece of film art you created?
- Would you motivate others to create their own piece? Or further develop your creation to raise awareness on climate issues and local environmental challenges?
- Do you see your film creation as a means to address a local decision-maker or a representative from your municipality and advocate for change?
- Do you feel empowered to use film as a tool to incorporate your opinion and raise your voice?
- What are your recommendations or experiences you would like to share with young people in Europe who will take part in these film workshops in the future?
- Would you like to share your story?

For trainers:

- Did you reach your workshop goals?
- According to your Film Workshop experience, bringing together climate change issues and young people’s active civil society participation: is this possible?
- What would you like to share with other trainers or youth workers conducting the workshop?
- Do you feel motivated to conduct further workshops on film and link different art challenges? If so, which one would you choose?

Results

An evaluation form was provided to trainers and participants for all workshop formats of the Intellectual Output 3 (arts and entrepreneurship). The following learnings were shared.

While almost all participants attended an art workshop for the first time, for 75% of participants, it has been the first time that the topics of art and climate were combined.

Learnings on workshop level laid on thematic learnings such as the abuse of power and corruption, especially mural painting and the art of recycling. Feedback was also thoughtful, not uncritical:

“People will appreciate the art, will not think too much about the point of it.”

For the majority, feelings before the creation process were described as 3/5 which changed to 4/5 after the creation process.

Participation & Motivation

Involving other young people and involving them through further joint art action is appreciated. Ideas on how to motivate others were shared through

- Convincing on try-outs: *“If you don't try you'll never know. Sometimes, even new thing can turn out amazing.”*
- conversation about collective responsibility and their part in our ecosystem.
- emphasis on hope and their autonomy and ability to make a difference.
- claiming to fight for change because we are the generation that will be affected by climate changes
- knowing that even if not a high number of people is reached, a few can be enough
- learning about the planet
- experiencing how to create bonds with fellows and protect the environment

“I definitely feel responsible to make something for our nature, planet through this climate theme. I would like to make land art, because I don't want to forget how much I enjoy around a green areas and want to next generations have that feeling too.”

Advocacy Work

Art pieces may rise awareness on topics addressed through the creation. More than half of participants responded that they would like to further develop their art creation to raise awareness on local climate issues. They also claimed that their creation might serve as medium for change. To the question ‘in what way?’, following responses were listed:

- by awakening awareness and responsibility
- telling the recipient on environment issues and that is could serve to avoid further pollution
- clear message must not be seen as cry for help, if people don't care for the climate crisis
- mediums listed: social media, e.g. YouTube and Instagram, but also moves, sound further visual ways

Trainer's perspective video and entrepreneurship

The workshop goals were described as awareness-raising, teaching skills and getting to know different tools. While all goals (4,5/5) were reached, the satisfaction level lies at the same score.

The usage of IO3, the “Community Challengers Guide” was very helpful.

Recommendations

For video:

- focus more on creating videos through reels option on instagram or tiktok (simple editing)
- go deeper in the more technical topics by doing your own researches.

For entrepreneurship:

- Business Model Canva to be explained when attention level is still high
- “Be confident in your skills, even if some topics are new to you.”