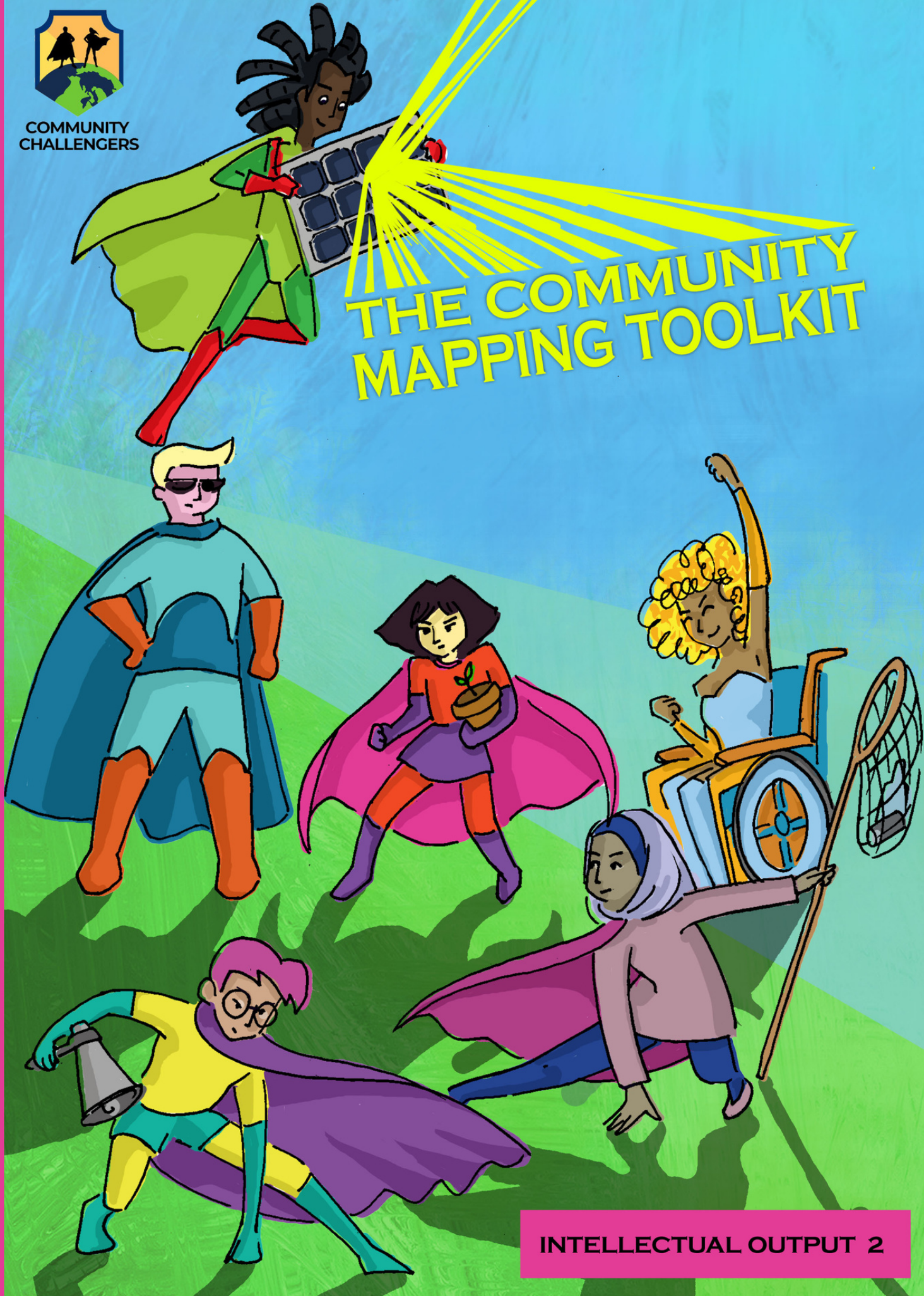




COMMUNITY CHALLENGERS

THE COMMUNITY MAPPING TOOLKIT



INTELLECTUAL OUTPUT 2



INTERNATIONALE AKADEMIE BERLIN
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HRVATSKO DRUŠTVO LIKOVNIH UMJETNIKA



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THE TOOLKIT IS DESIGNED IN A YOUTH FRIENDLY LANGUAGE. PART 1 IS FOR OFFLINE WORK AND CONTAINS THE EXPERIENTIAL AND PARTICIPATORY METHODS OF COMMUNITY ANALYSIS. PART 2 IS ONLINE AND CONTAINS A STEP-BY-STEP GUIDE HOW TO DIGITALISE COMMUNITY MAPS PRODUCED BY YOUNG PEOPLE USING DIGITAL MAPPING TOOLS, IN PARTICULAR THE FREE SOFTWARE MIRO.

THE TOOLKIT IS AVAILABLE IN A PDF VERSION AND ONLINE VERSION WITH INTERACTIVE FEATURES WHERE USERS CAN LEAVE COMMENTS AND FEEDBACK.

IT IS AVAILABLE IN SIX LANGUAGES: ENGLISH, ITALIAN, PORTUGUESE, SERBIAN, CROATIAN AND LATVIAN.

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INTRODUCTION

About the project

The Community Challengers project seeks to empower young people with tools to take and reflect on climate action and mobilise their communities with innovative and appealing measures. It is developed by the Consortium of 7 partners from Belgium, Croatia, Germany, Italy, Latvia, Portugal and Serbia with complementary expertise in the field of environmental education, youth empowerment, arts, advocacy and entrepreneurship. The project runs for two years (01/2021-12/2022).

The project is based on a learning model that combines education, arts and social entrepreneurship, and thus targets both, the intellectual and emotional level. The learning model used draws on 4 steps: Learn, Analyse, Create, Advocate (LACA). This method enables young people to learn about climate change; analyse their community from the point of view of sustainability; create a vision for the future, combined with entrepreneurship tools, and advocate for change. Four steps of the model correspond to four Intellectual Outputs - a compact knowledge about key facts and figures in the environmental field in a youth-friendly style and available in diverse formats: as a Handbook, mapping toolkit, instruction & inspiration for arts creation, and video tutorials.

1. Learn - Climate Action & Sustainability Handbook (O1)
2. Analyse - Community Mapping Toolkit (O2)
3. Create - Community Challengers Guide (O3)
4. Advocate - Advocacy Tutorials (O4)

These outputs are going to be developed and tested by all implementing project partners in their respective countries (Portugal, Italy, Serbia, Croatia and Latvia). Addressing young people and youth workers (as project's main target group) will accompany the testings, attend workshops and give their feedback so that the outputs are fine-tuned and validated.

ABOUT THE TOOLKIT

The Community Mapping Toolkit is the second Intellectual Output of the project and the second step "ANALYSE" of the above described 4-step LACA model. The objective of this Toolkit is to blend offline research, mapping, analysis & reflections in the community with an online mapping tool; to identify environmental and climate issues, as well as resources, key players, initiatives and potential solutions, and allow for different perspectives to be discussed and debated in groups; and to digitalise and further develop YEPP's situation analysis to become an innovative, sophisticated, action- and vision-based mapping tool to reflect the existing needs of young people and youth workers.

It is expected that young people analyse their community with regard to environmental and climate issues, such as secondary and primary research, photo safari, stakeholder interviews, etc. and create an open source map of their community which can be amended, further developed and easily shared. Also, it is expected that youth workers use these tools to lead a group of young people through the offline process of research, meetings, discussions, etc., and online creation of digital community maps.

Community stakeholders and local policy makers would participate in the process of producing community maps which would reflect the perspectives and concerns of young people and citizens, as well as include their visions and solutions in the form of ideas, projects, social enterprises and other proposed actions.

PART ONE.

METHODS OF COMMUNITY ANALYSIS

COMMUNITY MAP

1.1 WHAT'S A COMMUNITY MAP?

A community map is a tool that analyses a community in terms of the possibility of intervening on a given problem, and shows it in a clear and easily shareable image of this problem, highlighting its origin, the impact on the lives of residents, the possible causes and the activities or behaviours already present in the target community that contain the germ of the strategies to solve it.

The term "map" refers to both the geographical map as a tool and to the conceptual map. This is because examining a community becomes a scheme of relationships, causes and effects on geographical level and on the conceptual level.

1.2 ESTABLISH YOUR COMMUNITY

In order to create a community map that represents the topic of environmental sustainability, young people who intend to use this tool should discuss and agree on the essentials of their community. Demographic characteristics, societal developments or challenges and diversity of the population are main features that constitute a community. Being part of several communities, building city as whole, certain socio-economic characteristics can also concern the whole city in which they live. However, their identity as a group is most likely linked to their direct neighbourhood; likewise, young people living in a small town may believe that what they observe in their community also applies to neighbouring towns.

The first step in creating a community map is to ask the young people to brainstorm on the environmental issues they know and observe around them in everyday life. Based on the appearance and commonness of these issues, young people will choose the scale of their map. This brainstorming can be done by asking them to sit in a circle, collect their thoughts talking one at a time, and indicate an environmental problem they know. These ideas and thoughts can be written on post-its and put on a blackboard.

As a guide, a trainer can provide the list of environmental issues listed in the manual of the Community Challengers project. They can be used as a starting point as well as a verification. Problems highlighted by the youth, which tend to be specific, can be linked to a more generic definition based on the list as follows:

-
- **DEFORESTATION**
 - **OVERPOPULATION**
 - **OVERCONSUMPTION**
 - **DEPLETION OF THE OZONE LAYER**
 - **ACID RAIN**
 - **CLIMATE CHANGE & GLOBAL WARMING**
 - **URBAN SPRAWL**
 - **POLLUTION**
 - **INDUSTRIAL AND HOUSEHOLD WASTE**
 - **LOSS OF BIODIVERSITY**

Example: To create this Toolkit, a focus group was established in Loano, on the North-Western coast of Italy. At the beginning of the exercise, the young participants already knew the proposed list of topics, but identified the following environmental sustainability problems as typical of their context. On the basis of their personal experience, the problems were linked to the topics from the model list, verified and reformulated in a more generic way:

- Insufficient management of urban waste, both in terms of diffusion of bins for recycling and information for the citizen (waste).
- Excessive use of private cars and poor use of public transport due to the lack of capillarity of the service (pollution).
- Incidence of disasters such as flooding due to poor maintenance of the bed of rivers and streams (pollution, global warming).
- Population increase during the summer due to tourism (overpopulation, waste).
- Based on their brainstorming, they came to the conclusion that these problems apply equally to most of the small municipalities of the coast, so they created a tool based on the municipality of Loano but which they consider equally valid for other communities.

1.3 DESCRIBE YOUR COMMUNITY

FACTS AND FIGURES

After identifying your community, it is necessary to specify the image through the collection of facts and figures.

'Facts' are quantitative data that describe the context and its problems in a numerical value or unique bit of information, such as:

- How many residents does the community have?
- How many associations, public institutions or companies deal with environmental problems, and which ones?
- Are the problems related to certain areas, or widespread throughout the territory?

Many of these data are easy to find on the Internet, or can be requested from organisations that deal specifically with data collection or from associations that are active on environmental issues (local associations, national observatories).

'Figures' are qualitative data that highlight the perception the community has of itself: it includes opinions, feelings and points of view of the community's residents in relation to their own quality of life, and in particular to environmental issues. 'Figures' are adding a subjective perception to the research done, giving an understanding of what is experienced as problematic by community members and what is not.

These data can be collected using the same group of young people participating in the research as a sample, if it is large and various enough. The group could be enlarged by conducting cognitive interviews on the territory, asking residents to provide examples of environmental problems, inviting them for further discussion on the causes or possible solutions. It is recommended to be clear with the interviewees on the purpose of the research, and make sure that they agree with the use that will be made of their answers and respect their privacy if the data is published.

PHOTO SAFARI

Another tool that can be used in this phase, which adds a visual element to data collection, and gives young people an entertaining task, is the photo safari: documenting the topics that emerged from the survey by "hunting" them on the territory and photographing them with a mobile phone.

The task is for young people to take pictures in their locality where they see:

- Positive places
- Unknown places
- Issue or place of concern/area of decay
- Place of learning/arts and culture,
- Public or political places (where decision-making takes place)
- Negative places (places that have a bad rep, or a negative impact on the environment).
- No access

Participants can split the questions and work in teams of two. Then, the participants will share their photos to the whole group. What are key themes that have emerged? What services and facilities are provided? What skills does the community have?

RESEARCH

Facts and figures can also be researched by splitting the youth group into teams of 3-4 people. Each team can focus on some specific question blocks, or do it as homework exercises. Ask the teams to collect the data from Internet or public sources, and summarize the results of their findings on 1-2 pages.

1. Describe your area of intervention (community). What is specific about your area (number of inhabitants, demographic structure, socio-economic profile, e.g. unemployment rate, ethnic, religious and cultural groups)?
2. Which community groups (ethnic, religious, cultural, etc.) receive (or have access to) services provided by the state, by NGOs, by others? Is there a group left behind?
3. How many young people live in the area? What leisure time facilities do they have? What services are provided by the state? NGOs? Are there services for young people at risk?
4. How many schools are in the area? Do they run innovative programmes? Is there a link between the schools and the community? Between youth services and schools? What problems associated with education can be identified (e.g. school dropouts, exclusion of minority groups from high quality education)?
5. Which opportunities exist for young people in your community to voice their needs and wishes? How can they influence decision-making?
6. How many initiatives, such as start-ups, are serving community needs? Are they supported by the local government?
7. How many associations, public institutions or companies deal with environmental problems, and which ones?
8. Are there businesses or activities that represent an environmental hazard?
9. Are the problems related to certain areas, or widespread throughout the territory?

COMMUNITY INTERVIEWS

Conducting community interviews is a possibility to activate community members and involve them in the decision-making process. It is a form of action research and based on the following principles:

- Don't do anything for people that they can do themselves!
- Develop the resources of a community by asking the people.
- Be curious and open towards everything that happens in the neighbourhood.

The trainer can split participants in groups of 3-4 people. Ask them to interview 5 to 10 community residents to find out what they think about current issues in their local community. Possible questions:

- How do you see your community: what are available resources? Which opportunities for decision-making do exist for you? Which problems do exist?
- If you could change one thing about your community, what would that be?
- How would you change it?
- Would you be interested to become a change maker in your community?

The purpose of this part of the research (processing of all these data) is to obtain a textual description of the context the map describes.

If desired, based on the opinion / perception of the group of young people and of the people interviewed (which is explicitly requested), a scale of severity of the identified environmental aspects can be inserted. The scale can be built with various techniques:

-
- Describing the severity with a numerical value: write it on a post it.
 - Establishing a sociometric method: the young participants draw a line on the ground; at one end of the line the value 0 is indicated, at the other the value 10, in the middle 5, and the young people are asked to place themselves on the line according to how serious they think a problem is: the final value is established as a majority vote.

The different severity levels can be shown on the map with graphic elements.

2. APPROACHES TO COMMUNITY MAPPING

A community mapping is a thorough analysis of the situation in specific communities. It provides the basis on which future actions can be built and focuses on the following main questions:

- What are the most striking needs and challenges of the area?
- What are the resources?
- What do young people say about the area - and what do they think should be changed?

While the purpose of this toolkit is to provide an instrument to describe the community from a sustainability perspective, community mapping could serve many different purposes. It can be useful for many aspects of research as it covers a broad spectrum analysis of available resources and helps to establish new contacts with existing local organisations, projects and initiatives. It can also provide a first channel for the activation of the community toward an issue, and further, it provides an opportunity for the youth to actually work together on something concrete and tangible from the beginning of their first approach in activation toward sustainability or any other cause.

The analysis of the existing context helps to identify gaps and fragmentations in strategies towards sustainability: The results provided form a very helpful tool to attract the attention of top policy makers. Moreover, a systematic situation analysis is sometimes required to attract funding for a sustainability project (or for a project with any other purpose).

For these many reasons, let us dwell a little on the various methods of carrying out a situation analysis.

2.1 COMMUNITY ASSET MAPPING

- This method requires bringing together a diverse group of people from the community that lacks in sustainability or that can improve it: young and old, workers and professionals, women and men, teachers and principals, government officials and employees, people involved in services or entrepreneurship.
- It is important to encourage the participation of many representatives to gather different perspectives when determining sustainable development strategies. At this stage, the aim is to ask questions and survey community members in order to identify issues and problems in the community and their root causes. The youth can collect the data, evaluate it and decide on which issue or problem they want to focus on. While collecting the data, it is also important to assess all the activities that can have an impact on sustainability or are facing the sustainability issue somehow. This can include small businesses, retail stores, community groups, non-governmental organisations and public government services aiming to improve the community. At the end of the process, you can draw a physical map with all the organisations in the community, physical addresses, and the services they provide. The last step is to present a summary of the findings to the community and to develop a sustainability plan.

<p>Basic information Geographic / administrative area</p>	<ul style="list-style-type: none"> • Exact boundaries • Overlap with administrative divisions?
<p>Historical development and identity of the area</p>	<ul style="list-style-type: none"> • Events and developments that are considered relevant for the situation • An in-depth historical analysis is not required
<p>Demographic data</p>	<ul style="list-style-type: none"> • Number of inhabitants, population density • Demographic structure, compared to the region or the country • Socio-economic profile • Ethnic, religious, and cultural groups, minorities

<p>Young people Socio-economic situation/Youth services/Education, Training and Learning</p>	<ul style="list-style-type: none"> • Data referring to young people's socio-economic situation, health status and educational situation • Leisure time facilities for young people • Services for young people (service providers, target groups) • Specific services for young people at risk • Schools and other educational opportunities in the area (from pre-school to university) • Sustainability education for young people • Innovative programmes run at schools • Links between schools and the community ("open schools"); Problems associated with education, e.g. exclusion of certain groups from high quality education, school dropping out, etc. • Cooperation between youth services and schools • Support systems for the transition from school to adult and working life
<p>Public sector</p>	<ul style="list-style-type: none"> • Description of the structure of the public authorities • Responsibility for the area; power division between the local level and regional/national levels • Current priorities of the local government, in particular related to youth, education, urban/rural regeneration • Other public programmes benefiting the area, specifically in the area of youth, education, urban/rural regeneration • Participatory policies; opportunities to influence public policy-making
<p>Private sector</p>	<ul style="list-style-type: none"> • Economic structure of the area • Predominant businesses and workplaces • Role of smaller businesses • Economic development over the past years and future outlooks
<p>Independent sector</p>	<ul style="list-style-type: none"> • Activities of non-governmental organisations in the area • Specifically: youth associations • Churches, religious communities
<p>Conclusion</p>	<ul style="list-style-type: none"> • Key challenges and available resources

To further develop the research, you can get current maps of the territory (usually provided from city or tourism offices or to be print off the web), split the group into teams of 3-4 and work on a map: code and mark regions of small business activities, areas of decay/potential, activities that represent risks or opportunities for sustainability, areas where waste can be handled, etc. Discuss the potential realized or underutilized and imagine what businesses are needed in the community (but do not exist yet).

It is important that this exercise is done from a location that is familiar. If the group represents various localities, it can be split into smaller groups based on where they come from.

Alternatively, the youth group can draw a very rough map of the geography: roads, towns, hills, borders - whatever aspect is describing the area analysed. It is important to remember that the map doesn't have to be accurate or detailed. In the next step, the group can be split again into teams of 3-4. By using different colours for different types of organisation (e.g. green for factories, yellow for shops, red for housing, blue for government buildings etc.) each team can highlight different features of the community. Then, the whole group will identify some of the good things about the local community, the local assets and resources, answering the following questions:

- What services and facilities does the community have?
- What skills does the community have?
- Which sustainability issues (example: waste, urban sprawl, pollution) are concerned? Where?
- Which areas represent an environmental hazard?

For the last part, the participants have to write on sticky notes some of their emotions or feelings linked to different parts of the area, different buildings and facilities. These can be positive or negative. They should place these sticky notes on the map. Then, the group will identify some aspects they want to improve in their community, the issues or concerns, and eventually, also areas or topics where further research is needed.

At the end of the creation of the map, a participatory reflection is required. The group will be brought together and asked to share their feelings about the activity, to explore the assumptions and the issues underlying their attitudes and to discuss why different people might have different perceptions. Young people should ask themselves why some places on the map attract a lot of positive comments and other places attract a lot of negative comments. More importantly, they should focus on what are the key themes that have emerged. How does this help to start actions for sustainability and eco-friendliness with the help of the community itself?

This activity can lead directly into further analysis that can be developed as follows.

2.2 THE PROBLEM AND SOLUTION TREE

The problem and solution tree is a tool of Asset-Based Community Development. Asset-Based Community Development (abbreviated ABCD) is an approach to community building which focuses on community assets; it was developed by John P. Kretzmann and John McKnight, who believe that “every single person has capacities, abilities and gifts. Each time a person uses his or her capacity, the community is stronger and the person more powerful. That is why strong communities are basically places where the capacities of local residents are identified, valued and used. Weak communities are places that fail, for whatever reason, to mobilise the skills, capacities and talents of their residents or members.” (Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets, Evanston, IL: Institute for Policy Research 1993). Starting from this understanding, Kretzmann and McKnight developed a number of tools which can help to identify the residents’ skills and to use them for community development.

Problem tree analysis is central to many forms of project planning and is well developed among development agencies. Problem tree analysis helps to find solutions by mapping out the anatomy of cause and effect around an issue similarly to a Mind map, but with more structure. This brings several advantages:

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- The problem can be broken down into manageable and definable chunks. This enables a clearer prioritisation of factors and helps focus objectives.
 - There is more understanding of the problem and its often interconnected and even contradictory causes. This is often the first step in finding win-win solutions.
 - It identifies the constituent issues and arguments, and can help establish who and what the political actors and processes are at each stage.
 - It can help establish whether further information, evidence or resources are needed to make a strong case, or build a convincing solution.
 - Present issues- rather than apparent, future or past issues- are dealt with and identified. The process of analysis often helps build a shared sense of understanding, purpose and action.

To draw a problem tree, the youth group should split into teams of 3-4 people. Each team should identify one focal problem about the topic of sustainability in their community, its effects and the roots of existing problem. Then, each group writes the name of such a problem at the centre of the trunk of a drawing of a tree. From this trunk, branches will sprout: each of them will represent an effect, some consequences of the problem that the group ultimately want to change - indirectly & in the long run; a few words or a sentence to describe the issue should be written on the branch. Each root instead will be a cause: something that it's the origin of the problem or that should be tackled directly in order to address the focal problem. When the tree is drawn, it could be further developed into a solution tree, by adding around the main causes and consequences, possible solutions that could also provide the basis for an action plan to foster sustainability in the community.

2.3 SUSTAINABILITY STRATEGIES AS MARKET RESEARCH

The business world continually provides examples and tools to analyse and solve a community problem; while analysing respective contexts from an entrepreneurial standpoint, it's possible to focus on a market niche, which is a small but specific and well defined segment of the population or a market. By identifying “gaps” in the market or needs, wants, and requirements that are being served poorly or not at all by other firms or organisations, one can develop a product or service to satisfy those and “create” a niche market. In a similar way, a community map based on sustainability issues could focus on a small segment of the community that has needs that aren't dealt in a sustainable way (or aren't dealt with at all), like lack of public transportation, or an inefficient cycle of waste. To do so, the youth group can also borrow some instruments from market research.

Market research can provide crucial information about the habits, preferences, opinions and needs of current and potential customers and beneficiaries, helps to stay focused on what your community feels as an urgent need and what habits they would be willing to change to improve their quality of life (from the sustainability point of view).

Some of the most widely used methods of market research are the following:

- Surveys (using questionnaires doing one-to-one interviews, by phone, e-mail or via online surveys)
- Focus groups (among a group, a discussion guideline is used by a facilitator)
- Personal interviews (in order to gain more subjective data than through surveys, unstructured and more open-ended questions are asked)
- Observation (observing consumers/beneficiaries in action)

2.4 ENVIRONMENTAL MEDIA SCAN

Environmental scanning is a process typically used by businesses and other organisations for monitoring their internal and external environments for clues to change that could mean new threats and opportunities. Decision-makers often use environmental scans to collect, organise, and analyse data on their assets and shortcomings to guide strategic planning and decision-making. In business, environmental scans gather relevant and credible information that couldn't come up by internal sources, through various methods, including literature reviews, online database assessments, social media scanning, policy reviews, competitor appraisal, and solicitation of stakeholders' opinions, e.g. customers, board, staff, among other strategies.

Environmental scanning is a task of discovery. Good scanners do all kinds of things to look for clues about how the world is changing: read news, blogs, watch TV and YouTube, and so on. Their objective is to discover leads, ideas, thoughts and share it with their group and your community.

Environmental scanning by definition should be broader than the routine market research and monitoring done in an organisation. It should involve a broader-than-normal look at the forces and developments shaping the organisation's interests.

In scanning, it's mandatory to keep an open-minded view of what might be important, and collect ideas and information as broadly as possible. Equally important is not to allow bias, actual knowledge on the topic, or expectations to narrow your approach.

The most recent methodology in this field focuses on scanning media. Through this modern approach, research becomes more dynamic and engaging, fitting for a group of youngsters. However, since media scanning is typically part of a broader approach, the best fitting use of it in a community mapping process is to consider it as a perpetual instrument to update and monitor changes in their community to keep their community mapping always up to date.

The task is to appoint some young people in charge of monitoring the media. Each of the "media observers" should create a push notification tool (like a google alert) on a topic relevant for their community, using a query word, like the name of their city and the topic they care about. They can check the results with any frequency they consider necessary; daily, weekly, monthly. Then, the group should establish a moment of sharing the results; let's say, once a month. If the media observers have relevant updates, the group will receive them and incorporate accordingly in their community map.

2.5 SWOT ANALYSIS

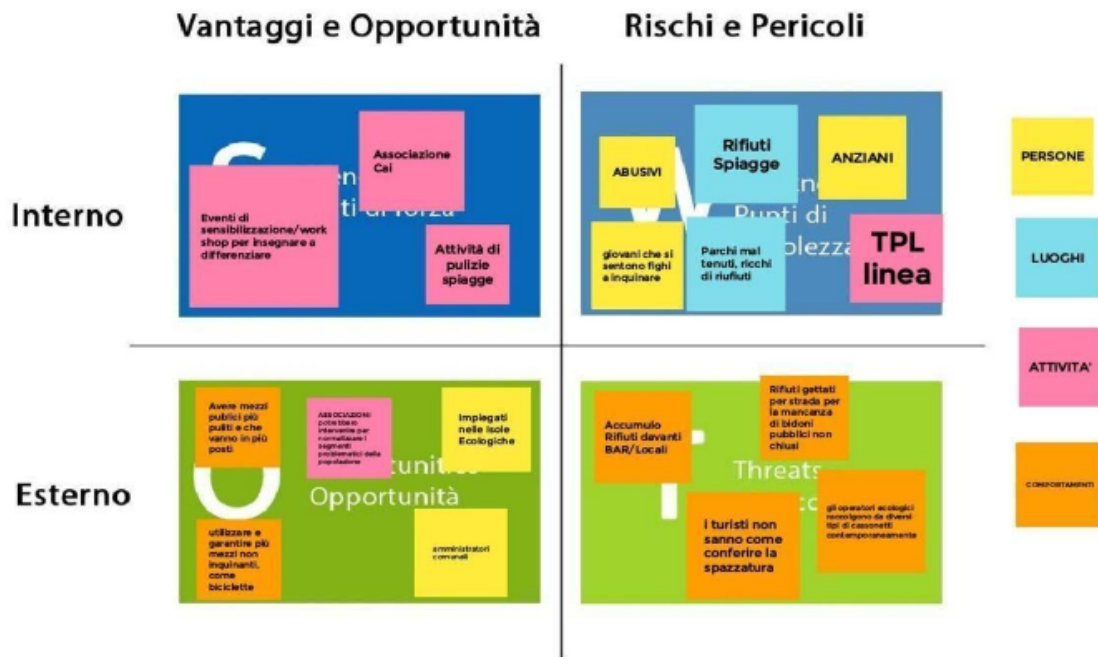
Once the community under exam is known, the youth group needs a research tool that goes into the detail of the problems and possible solutions. We've run an extended simulation with another tool that comes from entrepreneurial culture, the SWOT analysis. This model, born in the context of strategic planning for projects and companies, is very versatile and also adapts to a community mapping. Furthermore, it is easily visualised in a graph: on the left side of the table, there are the positive elements of the context: the strengths and opportunities. **'Strengths'** represent everything in the community that gives a good example of environmental sustainability or shows willingness to manage a problem. **'Opportunities'** represent forces of change that are not yet active within the community but could become so. On the right side are the negative elements: **'Weaknesses'** represent all existing and unresolved environmental sustainability issues, and **'threats'** are negative forces of change that can intervene to worsen the situation. The upper line represents the internal factors, the lower one the external ones.

	Helpful (to achieving the objective)	Harmful (to achieving the objective)
Internal Origin	Strengths	Weaknesses
External Origin	Opportunities	Threats

Source: <https://freesvg.org/swot-en> [own display]

The next phase of the research involves clustering of data. The youngsters are asked to write the data they have collected and the information they have on environmental issues on post-its, distinguishing between: **people** (individuals or groups of stakeholders who deal with environmental issues, or segments of the population that are weak or particularly involved with a problem) **places** (spaces where a problem or potential solution is concentrated) **activities** (organisations or companies that have virtuous or harmful behaviour to environmental sustainability) **behaviours** (good or bad habits). Each post-it must contain only one element. It is useful to establish a colour code to distinguish each of these categories. The second part of this phase of the development of the map consists in asking the young people to apply the post-its on a blackboard that represents the graph of the SWOT analysis, so that every single post-it (i.e. every single element, be it a person, place, activity or behaviour) is interpreted as a strength, an opportunity, a weakness, or a threat. If young people have decided to classify problems by severity, they can place the most urgent ones higher up and the less serious ones below, or add an importance score to each post-it, or use different sized post-its to the elements that they consider more serious and evident.

Example. The young people of Loano used a virtual whiteboard. They highlighted the elderly and irregular foreign residents (people, in yellow) as weak categories, at risk of misbehaviour; ecological operators and municipal administrators (people, in yellow) as categories that can be educated to make their action in favour of the environment more widespread and decisive. Entities and their possible initiatives (pink) have been included in the strengths already present and in the opportunities: beach cleaning days or awareness raising events as possible constructive actions and at least one association that has already carried out similar activities; etc. The group didn't focus on a severity scale, but for the sake of the example, let's say the size of the boxes could have represented the "size" of the issue. In the end, their analysis looked like this:



SOURCE: YEPP ITALIA [OWN DISPLAY]

Online

The final step in translating the SWOT context analysis into a community map is to put it into an online format that is easily applicable, shareable and updateable over time, which uses a simple and recognisable visual element for each of the categories that make it up (e.g. Miro). Part 2 of this Guide is describing how to use Miro as a tool for Community Mapping.

3. COMMUNITY MOBILISATION EXERCISES

In the following section, there is a selection of different exercises that can be tested and implemented on local level, ordered from least resource intensive to most resource intensive.

To ensure fluid preparation for trainers and participants as potential multipliers, each exercise is formatted as a table and separated into the expected results, steps and methods to involve stakeholders. In this context, stakeholders could be individual citizens, representatives of NGOs, businesses, schools, policy makers or persons involved in decision-making processes. The question of their involvement implies an exchange and involvement for community mapping, present or follow-up discussion offline and online, like talking stick, active listening in small groups or online surveys. These methods can vary depending on respective settings, cultural components and outline of each workshop. Each exercise table also suggests methods for involving young people, outlining materials needed to conduct an exercise and is sharing tips for trainers. These tips contain useful information on how to start and end the activity, suggest debriefing questions or recommend intercultural/ social/ political community issues that could be considered.

3.1 LEAST RESOURCE INTENSIVE

UNITING GROUPS FOR JOINT ACTION	
Format	Discussion/gathering/neighbourhood meeting
Type	Blended
Expected result	Bringing together different community groups to call for joint action and reach a common goal, e.g. ban new reactor of Krško Nuclear Power Plant (Croatia). Develop a strategy and a plan for public group action bringing together different groups
Steps of the activity	Research, field work, collection of material, writing
Methods to involve the stakeholders	Publish interviews, videos and texts on podcast Use social network and web sites to sensitize the community on delicate issues. Organize gathering of active groups. Actions can be based on critical and humoristic interpretation of diverse problems
Methods to involve young people	Via public talk and panel discussion in high schools and universities. Via agitation on (electronic music) festivals.
What is needed?	Printer, papers, slides, tapes, speakers and microphone, beamer, classroom set up
Tips for trainers	Most important element is that trainers act on the same level with young people, without hierarchy. In that sense, it is important to include actions and use language and symbols of a young generation: active holiday in nature, cycling, electronic music, direct democracy, gender fluidity, social media as tools for communication and creativity.

DISCUSS AND NOTE

The main idea is to collect ideas and experiences about environmental issues and discuss them in groups and all together. The local schools science teacher will be invited to provide more information on the various environmental processes.

Format	Discussion/gathering/neighbourhood meeting
Type	Offline (2 hours)
Expected result	To discuss all the opinions and experiences to be able to look at the situation from a different perspective and understand possible solutions.
Steps of the activity	<p>Before the activity: Create a communication plan for the social media, to inform people about the upcoming public meeting (posters, video and invitations);</p> <p>During the activity day:</p> <ul style="list-style-type: none"> • Energizer/Introduction about the event – the purpose and tasks • Divide participants into the small groups • The groups discuss different parts of the community. They talk about necessary improvements, problems and good practices • Common discussion about the main problems that every group has recognised as the best and the worst • Create a common mood board about the main ideas/problems • Evaluation
Methods to involve the stakeholders	To involve stakeholders in mapping the local schools science and chemistry teachers will be invited to tell more about different processes in the nature.
Methods to involve young people	To involve young people in mapping they will be asked to join the discussion meeting where they will have an opportunity to speak out about things they want to change in their community.
What is needed?	Materials for mood board: paper, markers, glue, scissors, images, newspapers, magazines etc.
Tips for trainers	<ul style="list-style-type: none"> • The trainer must be encouraged to form discussions about environmental issues in their community • Trainer must encourage participants to look at the situations from a different point of view to start the discussion • If trainer notices that the participants are not active enough, it can be proposed to play energizer • At the end, trainers must suggest evaluating the work and talk about the benefits of this activity.

SEEING THE GOOD	
Format	Discussion/gathering/neighbourhood meeting, community assembly, open space, open air exhibition
Type	Blended
Expected result	Creating a local initiative aimed at raising awareness of a specific problem of the city, but in a positive manner. Example: In Zagreb (Croatia) it would be raising awareness of streams and the water richness of the city and its exploitation.
Steps of the activity	Research, field work, collection of material, constructing basic steps of the project, taking action (tender for best artwork regarding the theme, exhibition/ screening of the works, public talk).
Methods to involve the stakeholders	<ul style="list-style-type: none"> • Publish interviews, videos, and texts on social networks, signing petitions and sending them to the stakeholders, • Inviting them on public talks about related topics (e.g. the richness of Zagreb's streams)
Methods to involve young people	<ul style="list-style-type: none"> • Via public talk and panel discussion in high schools and universities. • Via agitation on (electronic music) festivals. • Via social networks (especially Instagram and TikTok). • Via creating a tender for an award for the best video/ short story/ comic/ book/ painting/ collage. The best ones get a symbolic award.
What is needed?	Laptop, printer, speakers and microphone, projector, projection screen, symbolic awards (zero waste soaps and cosmetics, water bottles, tote bags...)
Tips for trainers	<p>It is important for trainers to reclaim the issue and make it appealing to the community and young participants. They should emphasize something positive that the community should be proud of and what makes them stronger.</p> <p>Example: For Zagreb's streams, they should emphasize the richness of Zagreb waters and our ability to protect them, instead of emphasizing the anger and negativity towards the stakeholders and the ones exploiting the streams - this is only the second step, after strengthening the community regarding the positive aspects of their common goods</p>

TOGETHER AGAINST PLASTICS	
Format	Discussion/gathering/neighbourhood meeting, open space
Type	Offline
Expected result	<ul style="list-style-type: none"> • Detecting different community groups to ban single use of plastics. • Strategies for public action of different groups are collected. • A common plan for group action is created, networking between interested groups. • Creating a pool of knowledge that is open to everyone.
Steps of the activity	Research, collection of material, writing questions for single use plastics quiz, researching for movies, sending applications for quiz, implementing the quiz, screening of the movies, public talk about theme.
Methods to involve the stakeholders	<ul style="list-style-type: none"> • Publish interviews, videos and texts on podcasts • Social network and web sites to sensitize communities on the issue of single use of plastics. • Organizing public talks on this problem that affects the human population, • Inviting the stakeholders on public talks, • Signing the petitions
Methods to involve young people	<ul style="list-style-type: none"> • Inviting young people to participate in a quiz, movie screening and public talk. • Via agitation on festivals (preferably these actions would be based on several festivals).
What is needed?	Printer, papers, tapes, speakers and microphone, beamer, screening projection, awards for winners of the quiz
Tips for trainers	<p>It is important to choose/produce a movie showing young people taking action and that they can truly make a difference. Choosing the right movie which emphasizes the role and the strength of a community is needed to inspire young people, so they are not left with negative thoughts and the feeling of hopelessness. It is really important to inform young people, but to show them positive aspects of how small communities really do make a difference.</p> <p>Example: "Blue heart" tells a story about small communities saving the rivers in Balkans that were in a threat of exploitation and ultimately disappearing.</p>

BUILD ALLIANCES!	
Format	Discussion/gathering/neighbourhood meeting, open space
Type	Offline
Expected result	<ul style="list-style-type: none"> • A Community of stakeholders is built around the initiative. • Key environmental issues in the municipality are mapped from the perspective of these stakeholders.
Steps of the activity	<p>A) The action group designs an online and paper questionnaire (similar), which should ask for:</p> <ul style="list-style-type: none"> • the key environmental issues in the municipality • the specific areas that might require intervention (location) • the proposed actions to improve the situation in the municipality <p>B) The action group designs a special badge (sticker), following an example of TripAdvisor and other similar services, that disseminate their stickers among their partners.</p> <p>1. A badge shall indicate a correlation with local environment protection, a year and a QR code, that sends the participant to the website of the initiative which explains the initiative in detail and presents the partners.</p> <p>C) Based on the previously performed stakeholder mapping exercise, members of the initiative reach out to different stakeholders rooted in the local municipality, such as local:</p> <ul style="list-style-type: none"> • NGOs • Offices • tourist agencies/service providers (surfing schools etc.) • restaurants <p>They start from the stakeholders that are closer to them, connected to the initiative (organisations supporting young people, sport clubs where these young people are active, businesses of their parents, public offices etc.).</p> <p>D) Each stakeholder is asked to fill in the questionnaire.</p> <p>E) After filling-in the questionnaire, the stakeholder should receive an opportunity to join this initiative for a particular year. Joining the initiative means obligations and profits. Obligations:</p> <ul style="list-style-type: none"> • join the newsletter of the initiative • agree to be informed about the upcoming activities and events, as well as environmental interventions in the municipality • receive a sticker of the initiative and place it in a visible space • if possible, follow the social media of the initiative

<p>Steps of the activity</p>	<p>Profits (for example):</p> <ul style="list-style-type: none"> • receive a possibility to be added as a partner to the website of the initiative • receives a positive evaluation in Google Maps (which states the participation in the project) • is added to the Google Map of the project as a partner • receive recognition from the citizens for the participation in the initiative – for example from young people, who also become part of the initiative in the #3 step “Recruit your troops!” <p>F) The results of the questionnaire are analysed and processed:</p> <ul style="list-style-type: none"> • specific areas that require intervention are placed on the Environmental Map of the Municipality (prepared in Google Maps, GeoCitizen, local e-participation tool or similar services) • key environmental problems are summed up and described on the website of the project • actions proposed in the questionnaires are analysed. <p>G) Based on these proposed actions and after the analysis of the key environmental problems in the community, the action group proposes a set of actions to be taken in this particular year.</p> <p>Partners of the initiative are being informed about the results and actions that will take place through the newsletter.</p>
<p>Methods to involve the stakeholders</p>	<ul style="list-style-type: none"> • online survey • paper survey • “subscription” to the initiative • newsletter to the subscribers • set of profits for the subscribers
<p>Methods to involve young people</p>	<p>Young people will be involved as the initiators and coordinators of the initiative, at every step of this process.</p>
<p>What is needed?</p>	<ul style="list-style-type: none"> • stickers for the partners of the initiative (printed, well designed) • website of the project • database to gather data of the partners • phones/computers to write down and gather the data
<p>Tips for trainers</p>	<p>The process described above is indicative – shows the direction, but should be adapted based on the ideas of young people with the support of the adults (if this support is required). The activity requires a previous stakeholder mapping exercise.</p>

3.2 MEDIUM RESOURCE INTENSIVE

RECRUIT YOUR TROOPS!	
Format	Open space, open air exhibition
Type	Offline (1 day in each school)
Expected result	<ul style="list-style-type: none"> • Young people from different schools contribute to the environmental map of the municipality and outline the key environmental issues. • They join the initiative/start to recognise the initiative.
Steps of the activity	<ol style="list-style-type: none"> 1. The action group designs an online survey which should: <ul style="list-style-type: none"> • ask young people about the environmental issues in the municipality. • ask for the specific areas that might require intervention (location). • ask for proposed actions to improve the situation in the municipality. 2. The action group designs a special badge (a pin and a sticker) of a young Community Challenger. 3. Young people from the action group, who come from the same school, join forces to implement a school mapping exercise. 4. Together, they design a Community Challengers poster (with a QR code sending to the questionnaire) and a stand, which will be presented in the school. 5. During school breaks, the stand is presented on the school corridors/in front of the school. Members of the action group disseminate knowledge about the initiative among young people and ask young people to join the initiative, which means: <ul style="list-style-type: none"> • Fill-in the survey by scanning the QR code on the poster with their phones. • Learn about the future initiatives of the project (can join the action group, can participate in the training about the environmental issues etc.). • Follow the social media of the project (at least one). • Share the post about the initiative in their social media, inviting other young people to participate. The posts include a link to the questionnaire (optional). • Sign in to the mailing list (optional). 6. Young people who join the initiative receive a pin (to pin on their backpacks) and a sticker that confirms their participation in the initiative.

<p>Steps of the activity</p>	<p>7. The results of the questionnaire are analysed and processed:</p> <ul style="list-style-type: none"> • specific areas that require intervention are placed on the Environmental Map of the Municipality (prepared in Google Maps, GeoCitizen, local e-participation tool or similar services) • key environmental problems are summed up and described on the website of the project • actions proposed in the questionnaires are analysed. <p>8. Based on these proposed actions and after the analysis of the key environmental problems in the community, the action group proposes a set of actions to be taken in this particular year.</p> <p>Young people who support the initiative are informed about the action through social media channels and direct mailing. They also receive the analysed results of the survey.</p>
<p>Methods to involve the stakeholders</p>	<p>Young people from the action group should directly approach their teachers/school officials to receive permission to organise the activity on the school corridor or in front of the school.</p>
<p>Methods to involve young people</p>	<ul style="list-style-type: none"> • Online questionnaire • Information provided directly in their school • Attractive pins to make them feel a part of the initiative
<p>What is needed?</p>	<p>Paper and markers to make a poster, printed QR code, online questionnaire, cartons and a desk to prepare a stand.</p>
<p>Tips for trainers</p>	<p>Let the action group decide about the content of the survey and the process to involve other young people in the community mapping. They might have better, more adjusted ideas. A social media channel might have to be created for the young people supporting the initiative - for example on Discord or in the city's e-participation tool, where young people will be able to react and exchange about the initiative.</p>

COMMUNITY ACTIVATION DURING PUBLIC EVENTS

Format	Festival
Type	Offline
Expected result	Facts and figures are collected from the community.
Steps of the activity	<p>The local youth group organises a festival or participates in an existing one. If the event has an eco-social relevant theme, more cooperation from the participants can be expected; if a famous guest is expected, such as an entertainer or a speaker who is very knowledgeable about the topic, there will be a bigger turnout.</p> <p>Young people carry out the interviews on the topic of environmental sustainability during the event, at a dedicated space, or by moving among the participants. In order to be identified as a group carrying out a specific task, it would be better if those carrying out the questions had an identifying element of appearance, such as all wearing the same T-shirt with the logo of their organisation.</p> <p>The questions could be:</p> <ul style="list-style-type: none"> • Are you interested in the topic of environmental sustainability? • Do you think your community is doing enough for this issue? • What is an environmental sustainability issue that is always on your mind and you think is not being addressed enough? • What do you think is a good example of environmental sustainability policies?
Methods to involve the stakeholders	Luckily, at such an event it is easy to meet stakeholders, in particular local policy makers and other associations dealing with the issue. A first involvement can be achieved by having them participate in the data collection like everyone else. A deeper involvement can be achieved by including in the event programme a moment to give back the data collected.
Methods to involve young people	Young people are easily involved if they see a peer requesting their activation; moreover, in a small community like mine, it is easy for the young people conducting the interviews to meet other young people at the event whom they already know from school, and this familiarity facilitates cooperation.
What is needed?	Pen, Paper or a tablet for every person who asks the questions, "Uniforms"
Tips for trainers	If it's possible, it is easier to collect data via a tablet and a connection, by using an online form.

COMMUNITY ACTIVATION DURING PUBLIC EVENTS II

Format	Open air exhibition
Type	Offline
Expected result	<ul style="list-style-type: none"> • Facts and figures are collected from the community. • Key environmental issues are identified in the community. • Best practices are collected.
Steps of the activity	<p><i>Local example: During the summer of 2021, the Loano Municipal Police is successfully experimenting with a community activation technique on the issue of safety and fighting alcohol and drug abuse among young people, through the presence of a gazebo in areas where young people gather. Through the presidium, they offer information and collect testimonies through anonymous questionnaires.</i></p> <p>The same technique, with a few modifications, can be used to activate the community on the issue of environmental sustainability. To realise this activity, it is necessary:</p> <ul style="list-style-type: none"> • Place a gazebo in a high traffic area, preferably frequented by young people: near a school, or a park, a busy bus stop or the typical afternoon or evening walking area. • Decorate your space with information material explaining the theme of your activation and perhaps also providing citizens with information on the topic of environmental sustainability. • Prepare a questionnaire to be submitted to interested people who spontaneously approach your gazebo. <p>The questionnaire can ask what environmental sustainability issues are close to their hearts, where in the community action is needed in terms of environmental sustainability, whether they know of any good examples and whether they would like to stay in touch with the initiative.</p>
Methods to involve the stakeholders	<p>You cannot set up a gazebo without the permission of the municipality or school where you are going to set up: by asking for permission, you will already have established contact with the authority, which will help you raise their awareness of the issue. Use this open channel to submit the results of your investigation to the authority.</p>
Methods to involve young people	<p>This practice focuses on engaging young people through presence in the areas of the city they experience most. It is likely, however, that for it to work 100 % it requires some prior interest of the public in the topic and also some ability on the part of the gazebo operator to attract their attention, perhaps by approaching them and starting the conversation first.</p>
What is needed?	<p>Gazebo, information posters, flyers, pen, paper or a tablet for every person who asks the questions. "Uniforms", i.e. something for the people who run the activity to wear to be identified as a group.</p>

Tips for trainers

- Repeat the initiative several times over a set period of time, e.g. once a month during the summer.
- Non-profit organisations often do not pay for the occupation of public land, so this initiative should not have any costs other than material costs.
- advertise your activity via social channels and press release to create some attention before and after you start.

COMMUNITY ACTIVATION DURING PUBLIC EVENTS III

Format	Youth club/association meeting
Type	Offline
Expected result	Environmental map is presented and discussed
Steps of the activity	<p>The activity is an effective way to present a work such as community mapping to the community and especially to young people is a social dinner. The activity consists of opening the youth centre or your meeting space to the community for one evening and offering a dinner at the same time.</p> <ul style="list-style-type: none"> • Decorate your community space with posters describing the community mapping process and its results; • Display your physical map, or if it is multimedia, prepare a projector or large screen to show it; • Offer a light buffet dinner that can be eaten standing up; • Invite your audience to wander freely around the space and learn about the theme by reading the posters; • Establish a moment during the dinner, such as an interlude, where you illustrate the community map by telling participants about it. • After your presentation, restart the convivial moment by offering a toast or dessert, so that the audience is encouraged to stay and chat some more after the presentation of your community map.
Methods to involve the stakeholders	A formal invitation to attend the dinner should be sent to representatives of the authorities, to the funders of the initiative and also to entrepreneurs or other organisations sensitive to the issue. The formal invitation should be followed up with an informal contact such as a phone call.
Methods to involve young people	We have a way of saying where I come from: food always attracts. On top of that, if you invite young people to attend an event such as a climate change conference, they might be discouraged from attending by the excessive formality of the event, having to sit and listen like in school for too long, etc. The idea of a standing dinner, on the other hand, is free of this formality and allows for more relaxed participation.
What is needed?	A big, open venue, food, buffet table, tableware, information posters, your community map or some media tools to show it.
Tips for trainers	For such an event you need to calculate a maximum capacity for the venue and prepare a commensurate amount of food. To manage attendance, a reservation can be useful, but in my experience, there are always people who turn up at the last minute without prior notice. If you are afraid that some of what you have prepared will be wasted, alert an association that distributes food to the poor to come and pick up the leftovers. If you can, organise the event as free. If you have to charge an entrance fee, keep it as low as possible so as not to discourage young people. Alternatively, you can always ask for a free offer

NOTICE AND NOTE

The main idea of the event is to collect information about environmental issues that they have noticed in their community. The event will take place in two stages. First stage – environmental object, where everyone will have an opportunity to write down their ideas and experiences on the white board. The second stage will take place on social media, where each and every person will have an opportunity to write down their ideas and experience in JamBoard link that will be published on different social media platforms.

Format	Open air exhibition, internet link
Type	Blended (1 week)
Expected result	To collect facts from a wide audience (different groups of age and location) to receive information about the situation in all the community areas. It is an opportunity to let local people speak out about the situation anonymously.
Steps of the activity	<ul style="list-style-type: none"> • Create a whiteboard and reference material for the people so they can this activity. • Place it in the urban environment that is visited by a lot of local people, for example city center, mall, IDEA HOUSE terrace etc. • Invite people to express their opinion and tell their experience of what they have noticed in their community. • Environmental objects will be available 1 day. From the next day until the end of the week, people will have access to an internet link to express their thoughts and experiences at any time. • After this week, all the information will be collected and analysed.
Methods to involve the stakeholders	There are no specific methods to involve stakeholders and young people in this mapping activity, because this is going to be an environmental object which will be available for everyone. As this activity will have two parts, there will be a need to encourage people to share information about this opportunity.
What is needed?	White board, markers, pens, print – reference material, paper
Tips for trainers	As this activity has no need for trainers, but an active and strategic communication in social media to inform as many local people as possible. The trainers have to take into account that there will always be a part of society that will refuse or express an illogical opinion that is not related to the subject.

3.3 MOST RESOURCE INTENSIVE

COMMUNITY CHALLENGERS ASSEMBLY!	
Format	Process of forming structures
Type	Blended
Expected result	<ul style="list-style-type: none"> • A structure of mobilised young people balanced with a structure of adults, who support the initiative of environmental change and can influence various environments. • Adults should become mentors, advisors and promoters of the initiative among other adults in their initiatives.
Steps of the activity	<p>First step is to mobilise young people and choose a group of 5-10 young people, who would like to take the leadership of the project. In order to reach this objective, the facilitator:</p> <ol style="list-style-type: none"> 1. Drafts the concept note of the action with key milestones to be achieved (for example: building structures, creating strategy, building partnerships, performing community mapping, implementing and sustaining change). Young people shall be presented as game-changers, local super heroes who lead the change in their local community. 1. Disseminates the idea of the Community Challengers action group in the places, where young people are active (local young environmentalists and climate protesters, NGOs involved in environmental actions, in the online e-participation platform of the community (incl. young people), at schools, at the university, among local youth clubs). <p>Organises a 2-day meeting of young people interested in participation and/or leading the initiatives (for example 2 Saturdays in a row). The first meeting shall be at least one day long, to explain the concept of the initiative, present and discuss possible roles, draft the goals to achieve, and brainstorm on initiatives to be taken. An online channel of cooperation and communication should be created (like basecamp, discord, online e-participation platform). The second meeting shall be dedicated to choosing the initiative group (5-10 young people who lead the initiative and become a part of a decisive body), mapping stakeholders, identifying potential adults who might want to join the initiative, as well as creating the rules and drafting an action plan.</p>
Methods to involve the stakeholders	<ul style="list-style-type: none"> • Different stakeholders will be mapped by young people with a stakeholder mapping exercise. • The stakeholders will be reached by invitation to the body as mentors/advisors.

Methods to involve the stakeholders	<p>These adults should be representatives of a diverse group of stakeholders, for example from school/university, local council, municipality, local businesses, tourist agencies, local youth workers or environmentalist.</p>
Methods to involve young people	<p>The initiative of the Community Challengers action group shall be disseminated in places, where young people are active, among:</p> <ul style="list-style-type: none"> • local young leaders • local young environmentalists and climate protesters • local NGOs involved in environmental actions • in the online e-participation platform of the community (incl. young people) • at schools, at the university, among local youth clubs
What is needed?	<p>Laptop with the connection to the internet, paper, a space to perform the 2 days of activity (a room for ~20 persons, with a TV or a projector, a blackboard, flipcharts, pens).</p>
Tips for trainers	<p>It might be relevant to create online dissemination channels even before building the structure. TikTok, Instagram, Facebook – depending on where young people are active, with an initial dissemination strategy to inform young people about the initiative and to allow sharing it under a common hashtag.</p> <p>If possible, from the very beginning the use of paper and disposable equipment shall be limited.</p>

ENVIRONMENT STUDY PROGRAMME IN SCHOOL

The main idea of the activity is to create an activity programme that could be integrated in schools. In this programme, there will be different activities related to the environmental situation in the community where every participant will have an opportunity to study different environmental issues and the connection with the community. The participant groups will be completed from classes.

Format	Studying Programme
Type	Offline (40 minutes)
Expected result	To encourage youngsters to take a look at the situation in their community and speak out about those things that matters to them the most.
Steps of the activity	<p>Before the activity:</p> <ul style="list-style-type: none"> • Create a programme that will be integrated into the school programme - compile all the activities, materials, energizer etc. • Activity will be organised in 2 stages, 40min each • Identify groups (young people aged 13-19 from local school) and create a lesson plan • Groups are completed from the class <p>1st stage activities:</p> <ul style="list-style-type: none"> • Introduction about the event—the purpose and tasks • Discussion about the situation in community • Map creating activity where participants can mark the opportunities and challenges <p>2nd stage activities:</p> <ul style="list-style-type: none"> • All the involved groups meet all together and create one common map • Evaluation
Methods to involve the stakeholders	Teachers will be involved in the activity, which will provide students with a more unusual way of teaching.
Methods to involve young people	To involve young people in the mapping, there are opportunities to study in a creative way and get new information about their community.
What is needed?	Paper, pins, printed city map for each group (A4 size), printed city map for common work (A3 size)

Tips for trainers

- The trainer will be a teacher
- He must encourage students to think critically and look at the things from different point of view
- Trainer must involve all of the participants, give them specific tasks
- Trainer can evaluate students, give them marks
- Vision exercise: enrich with pictures, graphics, videos, interactive features and new methods linked to environment

SUPERNATURAL FESTIVAL

Supernatural festival is an event that celebrates International Earth Day.

Supernatural festivals can gather various environmental NGOs, academic institutions, business companies, celebrities and media. The programme of the festival is made up of music, green market, environmental workshops and debates. The concept of the festival is **edutainment: education and fun.**

A Supernatural festival can become a main activism platform around which people gather for a certain cause. Every year, the festival follows a specific topic, and that topic is explored through campaigns and workshops.

Example: In Belgrade, Serbia, since 2007 the festival has touched on topics such as green architecture, recycling, organic farming, biodiversity. In 2022, the festival will focus on bees and bee friendly plants. It will be an activism platform to promote the wellbeing of the bees and biodiversity of the cities. This community mapping document will be an example of how to mobilise the community around the topic of bees and biodiversity of the city.

Format	Festival
Type	Blended
Expected result	<ul style="list-style-type: none"> • Motivate citizens of the area to take part in activism for the bees. • Using citizen science methods, facts and figures are collected from the community about biodiversity of the area. • Environmental map is presented and discussed at the festival.
Steps of the activity	<ul style="list-style-type: none"> • Design and launch a campaign inviting citizens to take part in citizens' science project. • Collect data and pictures. • Present them at the festival.
Methods to involve the stakeholders	<p>Supernatural festival is a gathering playground for individual citizens, representatives of NGOs, businesses, schools, and policy makers. NGOs will be invited directly, and lots of them gain interest to join, as the hype for the festival starts. Local schools are selected and invited to take part in workshops. At the festival they all take part in the programme.</p> <p>An example: NGO: a local NGO active for the bees will organize workshops at the event about bees. Lectures and debates will be organized as well. Prior to the event, through social networks a local NGO will promote the festival through sharing information about the wellbeing of the bees, and thus create hype and interest for citizens.</p>

<p>Methods to involve the stakeholders</p>	<p>Business: business companies that are part of the festival are partners and sponsors of the event. They will promote their product or service through corporate social responsibility projects.</p> <p>Local policy makers: as the festival is focused on biodiversity of the cities, we will invite municipalities of the area to take part and to discuss future activities of the city in terms of increasing the green areas of the city. Additionally, we have created an initiative for planting bee friendly plants in future projects of the city. A festival will be an activism platform for the causes.</p> <p>Schools: we would map schools around the district and invite them to map the biodiversity of the area, and present the work at the festival</p> <p>Citizens: through a campaign of the festival, we will invite citizens onto a citizen science project: they will be invited to map the biodiversity of the area of the town, collect the data and present it at the festival.</p> <p>Citizen science method explanation in more detail: Through a campaign for a festival, via social networks we will invite citizens to be part of the scientific project of mapping the biodiversity in the local area (Municipality of Old Town). A special social network page for the festival will be set up and people will be invited to take pictures of bees, insects and plants around the area they live. This will be an interactive group where people will discuss what they have encountered, ask questions, post photos, comment, etc.</p> <p>The idea is to engage the local community to be more aware of the biodiversity in the area, to learn about its values, and to raise the awareness and a need to protect it. Collected photos that have been uploaded to the page, will be exhibited at the festival.</p> <p>A team of biologists will be part of the social network group, and they will be in charge of running the page, and communicating with citizens.</p> <p><i>Example: A citizen takes a picture of a bee and a flower, shares it onto a page and people discuss what they see. The biologist will give more detailed info of the photo.</i></p> <p><i>Before the festival, we plan to create a photo exhibition of the pictures taken, and people can further learn about the biodiversity of the area at the festival.</i></p>
<p>Methods to involve young people</p>	<p>Supernatural festival is youth-oriented. The music attracts them to the event, and once there, they are involved in various edutainment programmes.</p> <p>The overall target group of the festival are young people between the ages 16-25, but also families with children. The campaign for the festival will attract them to the event and motivate them to take action in citizen science projects.</p>

What is needed?

- Local site for the festival (event permission of the municipality), event and organisation team, equipment for stages, entrances etc., sanitary buildings, food and beverage courts, cooperation with local activists, food providers etc.
- An exhibition of photos taken by citizens, will be printed and exhibited at the festival.

4. FURTHER RESOURCES & USEFUL LINKS

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PART TWO: DIGITAL. ONLINE COMMUNITY MAPS

In this second part of the toolkit, we will be looking at a simple way of creating a digital community map featuring the key environmental and climate issues in a local community as well as key players, potential partners, resources and solutions to these issues. These digital community maps are created by local groups of young people who collaborate in creating these maps and illustrating how they see their community, what the issues are and what changes they would like to see and actively work on in collaboration with peers, partners, policy makers and other stakeholders in the community.

This part of the toolkit takes you through the different steps of creating a digital community map through a short step-by-step guide and a video tutorial.

5. THE CHOSEN SOFTWARE: MIRO

Miro is an online digital whiteboard which has an infinite amount of canvas and allows you to do anything a whiteboard can do from writing on it, adding pictures, sticky notes and a wide range of other functionalities. It is a real-time tool, so it allows you to look at what others are doing on the whiteboard and they can see what you are doing. Miro is used for many different purposes and helps visualise ideas, discussions, notes or even mapping exercises.

Some of the core features as text boxes, sticky notes, shapes and frames are explained within MIRO through tutorials and a learn & inspire guide.

The main reason we chose MIRO for our digital, interactive Community Maps is that it is very intuitive and easy to use while at the same time offering a lot of tools to create and personalise the community maps and the sharable and collaborative aspect of the tool where several people can work on the map at the same time.

While you can upgrade your MIRO account to a payable service in order to have more features or to be able to share with more people, the free version of MIRO is sufficient for our use.

Just get started by signing up for the free version: www.miro.com.

The offline Community Map and Situation Analysis as a base

While you can start creating your digital community map from scratch directly in MIRO, it is advisable to start with the offline exercises and activities described in the first part of this toolkit. In this first part, the following methods are described in detail: establish your community, describe your community, surveys, photo safari, gathering facts & figures, community interviews, focus groups, sociometric method, Community Asset Mapping, the problem and solution tree, market research, environmental media scan and SWOT Analysis. For the digital community maps in MIRO, these methods and their findings can represent a very good base of data, discussion points, identified environmental issues, potential resources and partners, and many other aspects which have been previously discussed in your local group.

Bear in mind that community mapping (offline as well as online) has a strong focus on the process and the collaborative aspect of it; on the different point of views which community members might have about certain issues or resources and players in your community as well as on the possibility of updating and adding new elements to the map.

So, it is a process oriented and collaborative tool. While facts and figures about your community and its environmental issues as well as the end result of having a detailed and illustrative map are key, it also has subjective elements showing what is important to its community members and young people taking into account their different point of views. For example, for some people certain companies in the community are the cause of key environmental issues in the communities and others see them as potential partners or essential players to tackle environmental issues. Some see them as a problem, and others see them as a potential resource for a solution; and both are probably right.

6. KEY FEATURES OF THE COMMUNITY CHALLENGERS DIGITAL COMMUNITY MAPS

A. Free, intuitive and easy to use

The fact that MIRO has a free version is key for the dissemination and multiplier effect of the digital mapping tool and allows future users to simply and freely use this tool for their own community mapping. Unfortunately, MIRO does only exist in English, but its features which are very easy to use make it very customer friendly and very intuitive to use.

B. Web-based, updatable, sharable and interactive

MIRO is web-based and the created community maps can be created by several users at the time. The maps can easily be shared online and updated. Throughout the Community Challengers project, new elements will be added to the map which makes it a living tool as opposed to a static map. Environmental issues and the data around them as well as possible solutions, new ideas to tackle them and new initiatives will arise during and after the Community Challengers project. This is why these interactive features are so important.

C. Limitless for creative expression

Each community is different and within each community, individuals have different views on (environmental) issues, resources, key players, etc. in their community. Therefore, the tool for the digital community map requires a wide range of options and possibilities for creative expression. MIRO has many features which allows at the one hand a similar style for all the community maps of the Community Challengers project to have; and on the other hand, for individual designs through the wide range of colours, shapes, icons, emojis, inserted visuals, photos, videos, text- and comment boxes, and many more features. Each digital community map will thus be created in many different ways and reflects the creative expression of each local group.

D. Focus on environmental issues and solutions

A community map can reflect many different aspects of a community from social and economic aspects to infrastructural aspects, health, the environment and so many more. In the Community Challengers project, we focus on environmental and climate issues and try to feature what the key issues but also resources and potential partners or key players in the community are, when it comes to these issues. Many environmental challenges might be local but are ultimately linked to regional, national or worldwide environmental challenges. Therefore, the digital community map will feature local issues which are urgent or important to the local community, but they also connect them with global issues or initiatives through inserted text boxes, links to organisations and initiatives, videos, etc.

E. Geographical and thematic approach

Many environmental or climate change issues such as air pollution, over consumption, plastic waste, acid rain, etc. are difficult to locate in precise geographical places on a map, because they might exist all over the community. Nevertheless, through the digital community maps we try to identify these key issues in the community and try to place them on the map through visual tools such as icons, photos, text boxes, sticky-notes, etc. Given the nature of most environmental issues as described above, the important thing is not to place them on an exact and precise location on the map but rather to place them somewhere and give the necessary explanations and visual hints.

7. TECHNICAL ASPECTS OF MIRO

MIRO is free and accessible for everyone. To use it simultaneously, every participant needs a digital device or share one with 2-3 other people. The tool is easily accessible on mobile devices and laptops with stable internet connection.

There are huge varieties of technical aspects. For collaborative working, all participants need access to the board. This can either be done by sharing the same log-in with all participants, or sharing the board link and everyone setting up their own accounts. The board owner should ensure that everyone has the editing access, not only 'read'. This can be adjusted right before copying the invitation link. One can use Mind Maps in various styles, tables that can be adjusted according to the needs. While people work simultaneously, one person should be the 'eye-keeper' or curator: arrange post-its, emojis, notes and to keeping an overview of the collected posts. There are no limits and Miro provides a lot of templates.

With 'frames' that can be set, certain fields, mind maps or collaborative space can be saved under a specific topic (e.g. "Ideas for Change"). The Miro Board as whole cannot be saved, while frames can be saved as pdf documents in a one-pager and be easily shared with the participants.

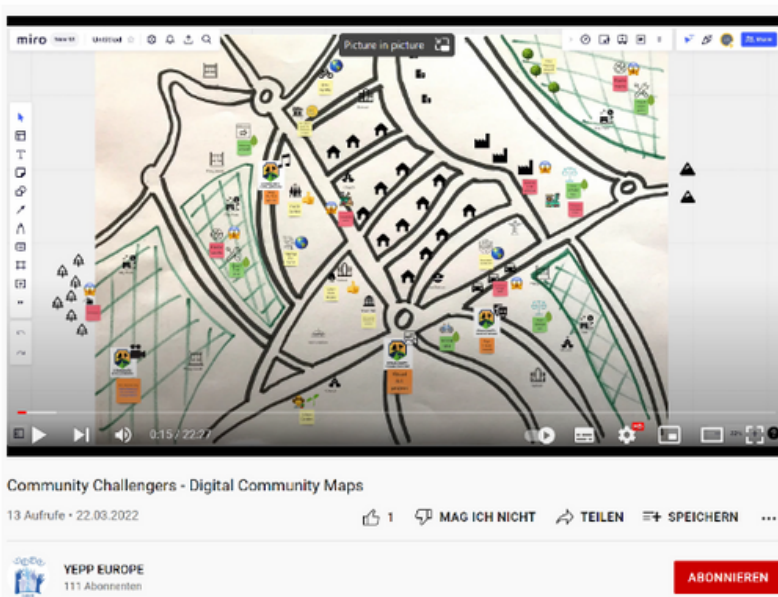
The technical aspects listed here are just some - most prominent - examples of opportunities for collaborative working with Miro. The platform provides many more features that can be discovered intuitively.

8. HOW TO CREATE YOUR DIGITAL COMMUNITY MAP IN MIRO

Each digital community map is created in a group process, and decisions on how to visually represent the elements within the map are entirely up to the members of the group. The following recommendations and examples given in this toolkit on how to present certain aspects, merely serve as guidelines. It is up to each group to choose their own style, visual elements, and tools to build their own digital community maps.

Digital Community Maps: The Tutorial

A Screencast Video providing a step-by-step guide how to create a Community Map in MIRO was created by YEPP EUROPE, shared and freely available on Youtube.



Link to the Video on Youtube:
<https://www.youtube.com/watch?v=z6yK-MhJShA>

STEP 1: Sign-in

Sign-in for free on www.miro.com and create a blank white board.

STEP 2: Geographical area as background

1. Find a geographical map: As discussed in the first part of the toolkit, it is important to establish the geographical area of your community. You can find a geographical map from your community, city district, city or village and scan it or find a digital map online. Here are some website where you can get free digital maps: www.mapcarta.com.

Alternatively, you can also draw a map of your community with the main roads, a river or other important landmarks. If the drawing was done manually, the picture can be scanned or photographed and uploaded on Miro.

1. Insert your map: just drag the map into the whiteboard. This map will be the main background of your digital community map.

Tips for inserting icons & emojis:

In MIRO there are a wide range of icons and emojis you can find in the Icon and Emoji Finders and by just using the research bar. You can use the icons and emojis you wish; black & white or coloured ones. We recommend however to use the same type/style of icons within the same category (monuments & landmarks, key players, key assets, environmental issues, etc.) to have more consistency within your digital community map and make it more visually appealing. If there is no icon or emoji available for the word you are looking for, try to search for a similar word.

Example: There is no icon for the word “overconsumption”, but when looking for the word “pollution”, there were many different ones and one which could fit to the word “overconsumption”:

Further, if you do not like the proposed icons or emojis, you can also create your own ones and insert/drag them into your map.

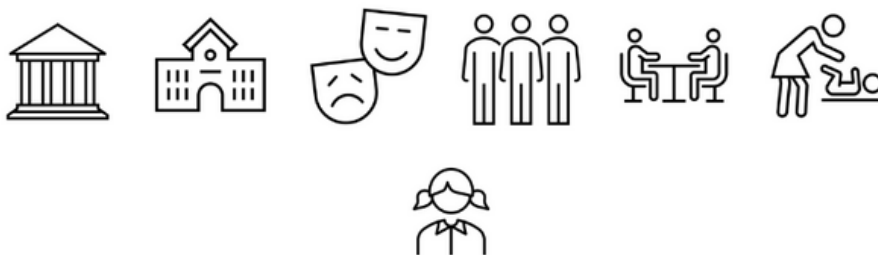
STEP 3: Key monuments and landmarks

By using the icon Finder in the menu of your MIRO whiteboard, insert the main monuments and landmarks into the map such as key buildings (church, townhall, court, police, etc.) and other landmarks like parks, playgrounds, mountains, the beach, etc. It helps to give a geographical orientation and key references. If the icon is self-explanatory, you can put just the icon, or you can write an explanation through a text bar. Also, there are some interesting emojis which can be used.



STEP 4: Key players

As mentioned in the Community Asset Mapping it is also important to identify key players and important institutions for young people and within the context of the Community Challengers project and the topic environmental and climate change issues. These are schools, the municipality, organisations active in the field, public authorities (public sector), companies and businesses (private sector) and NGOs or associations (independent sector). If the icon is self-explanatory, you can put just the icon, or you can write an explanation through a text bar. Also, there are some interesting emojis which can be used.



STEP 5: Key assets, resources potential partners

Some of these inserted institutions, organisations and players can be earmarked as positive assets or resources in the community and in particular in the context of the Community Challengers project. You can add symbols, icons or emojis like thumbs-up or any other symbol to signalise the positive or potential role of these assets or resources.



STEP 6: Environmental & Climate Issues

The key environmental issues in the local community which were identified by the group during the off-line community mapping exercises in the part 1 of this toolkit, can be put on the digital community map by using icons and text and/or sticky notes. The below key environmental issues were described in The Sustainability & Climate Action Handbook (IO1). You can use the same categories and colour codes from the Handbook (tbc) add a textbox and/or sticky note or comment to describe the local issue in detail.

Deforestation
Overpopulation
Overconsumption
Depletion of the ozone layer
Acid rain
Climate change & global warming
Urban sprawl
Pollution
Industrial and household waste
Loss of biodiversity

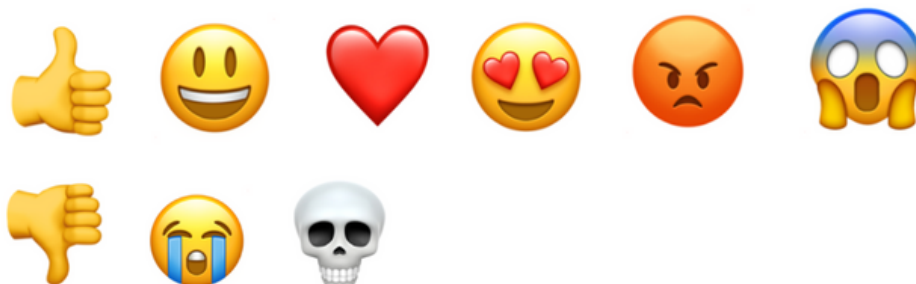
STEP 7: Climate Actions

Now that the environmental and climate issues are identified and illustrated on the map, it is time to insert possible solutions, initiatives or players who could solve or mitigate these problems. These could be possible actions from key players of Step 4, existing actions of key assets, resources or potential partners from Step 5, or NEW project ideas, campaigns or any other Climate Actions the group comes up with. The Climate Actions can be earmarked with the logo of the Goal 13 “Climate Action” of the Sustainable Development Goals or a similar symbol. Through inserted comment boxes to this existing or proposed Climate Action, an exchange can be triggered and people can give comments and exchange ideas about it.



STEP 8: Emotions or feelings

Now that a wide range of elements have been added to the digital community map; from key monuments, landmarks and players to environmental issues, some of them can be earmarked with emojis in order to show if they are problems or possible solutions or resources to solve these problems. A perfect tool for this is emojis which can be found in the Emoji Finder, but also other visual tools can be used.



STEP 9: Community Challenges

As the project continues, young Community Challengers in different parts of Europe will be learning on how to use the Arts and Entrepreneurship to create awareness and solve certain environmental and climate challenges. Within the Community Challengers project and as the next step after the creation of the digital community maps, young people will be producing videos, songs, visual artworks and theatre plays addressing environmental and climate issues of their local communities. These produced artworks should be uploaded and added to the digital community maps in the form of photos, videos, sounds and other forms with an explanation about the artworks and their purpose in a text- or comment box. They also can be visually earmarked with the logo of the Community Challengers logo.



STEP 10: Additional possible Elements

SWOT Analysis

In the part 1 of this toolkit, we describe the SWOT analysis. This analysis can be easily added (by inserting a table) and can be an additional element to the community map. Again, comments can be added in order to get feed-back or for members in the group and/or externals to engage in an exchange.

Community Visions

An interesting exercise could be proposed to the groups of the project through which young people, after having analysed their community and the environmental and climate issues in their community through off-line and digital community mapping activities, to define a vision for their community. This vision-exercise could be in the form of a written text, or an art form (music, video, visual art, etc.) and could also be featured and added on the digital community map.



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