



YOUTH-LED PARTICIPATORY ACTION RESEARCH TOOLKIT

[On Eco-Anxieties]



YouCare
Youth Creating Action
Research on Eco-anxiety



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Why this toolkit?

Youth-led Participatory Action Research (YPAR) empowers young people with different trajectories to explore and address issues affecting their lives.

As individuals or organisations working with/for youth it is crucial that we flip the script and ensure that **the ones concerned construct their own stories and knowledge** and inform community and academic conversations as well as policies.

Indeed, you will see in this toolkit that (participatory action) research is **an effective way not only of understanding complex realities, but also of taking concrete action to tackle them collectively.**

This is the case for growing issues such as **eco-anxieties***, which, far from being an individual problem, requires open spaces for exchange and societal responses if they are to be clarified.

However, if eco-anxiety is the subject we'll be focusing on here, **YPAR can be used for a whole host of other questions and contexts.** In fact, most of the methods proposed in this toolkit are drawn from diverse applications, and you can find them all in the bibliography at the end!

Until we make it the norm at higher decision making levels, it is our responsibility to care about, strengthen and multiply youth-led initiatives everywhere, and **especially where young people are systemically silenced.**



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What is (Y)PAR ?

Definition

YPAR (Youth-led Participatory Action Research) builds on the foundations of **Participatory Action Research (PAR)**, a **collaborative and transformative path to research where the people most affected by an issue take an active role in studying and addressing it.**



In this case, because the people most affected by eco-anxiety* are arguably young people aged between 14 and 25 years-old, we can speak of **Youth-led PAR.**

Unlike traditional research methods that put the 'researcher' in a power relation towards 'those being researched', PAR promotes a more democratic and just approach in which those experiencing the problem are the true experts : They lead and work alongside researchers in the process of co-creating and applying knowledge. In this sense, PAR is especially valuable for addressing socio-ecological issues tied to inequality and oppression.

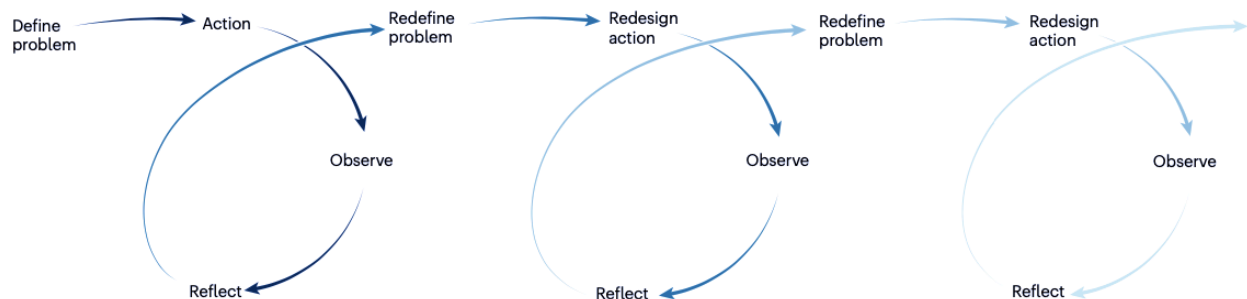
*PAR is **transformative** rather than simply informative.*

PAR is **action-oriented**, meaning the goal is not just to gather data but to drive meaningful change, while simultaneously building the relations and

* The term continues to raise questions about its capacity to reflect the different and unequal experiences in facing the ecological crisis, as well as its (mis)use in political and media discourse. Nevertheless, it remains the most widely adopted term to capture the most intense manifestations of climate preoccupation among individuals and communities. Here, we follow S. Clayton (2020) definition, namely the anxiety associated with the **current** and future consequences of climate change, the lack of action in response to it, and the uncertainty about the anticipated consequences.

capacities of the participants. In other words, PAR shifts the focus from creating knowledge for its own sake to using knowledge as **a tool for emancipation and (social, political, environmental) transformation**.

As such, it is important to bear in mind that all PAR research is **open to the unknown** : the problem and the actions chosen initially can also be transformed along the way, in a process known as **participatory action research cycles**.



(Cornish et al., 2023)

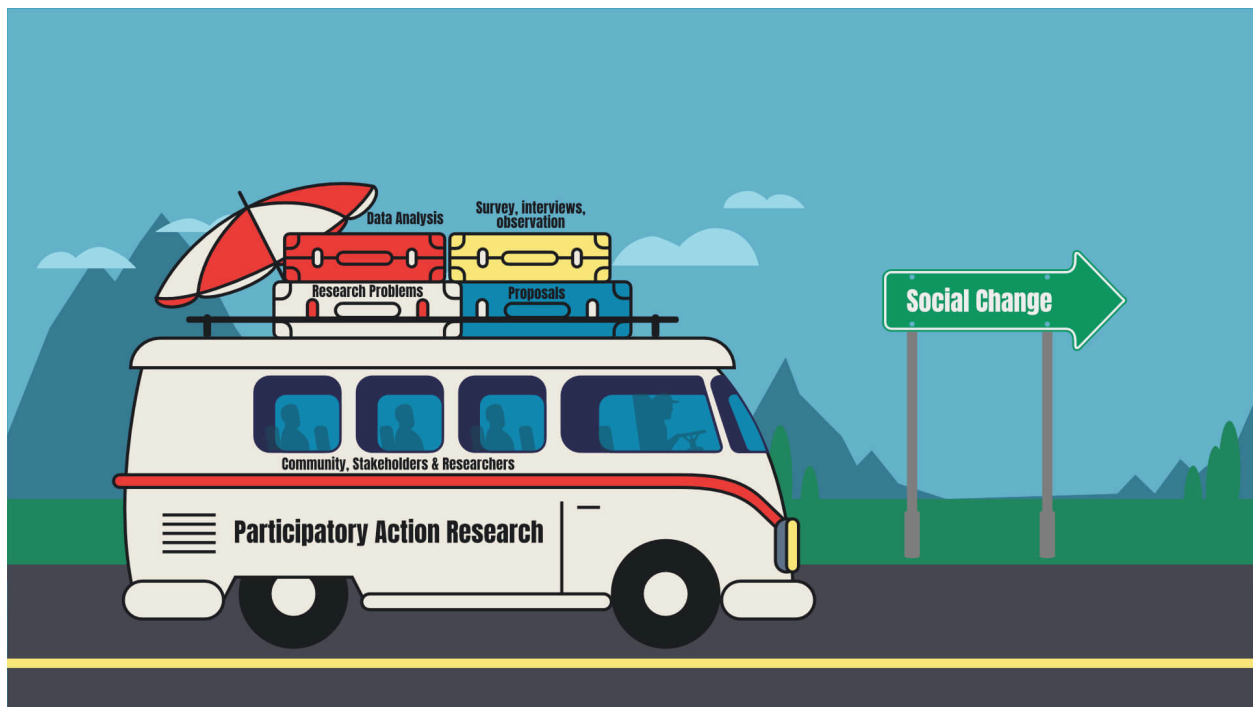
In resume, the following **4 core principles of PAR** are central to its practice:

- 1. Authority of direct experience** : The lived experiences of those impacted by the issue are considered essential for generating valid and useful knowledge.
- 2. Knowledge in action** : New knowledge is created through the process of making change ; it is not separate from action but intertwined with it.
- 3. Research as a transformative process** : The process itself is designed to be empowering, creating positive changes in the participants and their communities as they engage in the research.
- 4. Collaboration through dialogue** : PAR relies on critical dialogue and collaboration, harnessing the diverse skills and experiences of all participants to create solutions.

A bit of History...

PAR has deep roots in the intellectual and activist efforts to **bridge the gap between universities and communities**. Its development draws from diverse traditions, including Indigenous methodologies, Latin American liberation movements, Indian and African struggles, Black feminist thought, and Euro-American research practices. Emerging as an influential form of inquiry in the 1970s and 1980s, **PAR became central to anti-colonial movements**, challenging not only territorial and economic domination but also the authority of Western science to define knowledge. This gave rise to both radical, anti-colonial uses of PAR and more reformist approaches aimed at institutional change.

As for **Youth-led PAR**, it evolved from PAR in the late 20th century, **driven by movements in education, youth empowerment, and social justice**. Inspired by Paulo Freire's critical pedagogy, which emphasised education as a tool for liberation, YPAR emerged to position young people, especially from marginalised communities, as active researchers and decision-makers working to shift power structures.



YPAR in Practice

In YPAR, **the research process is participatory at all stages** — from identifying the problem to collecting and analysing data, to implementing solutions.

1) Identifying

Key initial questions to ask...

- ➔ **What role will youth play** in this project, and what unique experiences or insights do they bring that are crucial for its success?
- ➔ Who designs and manages the research process? How will you ensure **fair power sharing and equal voice** among adults, professionals, and youth in the project?
- ➔ Whose **purpose** does the research serve? Whose worldviews are reproduced?
- ➔ Are you focusing on a particular age group or community that has faced historical and ongoing marginalisation? What methods will you use to engage youth from this target group? Have adults on your team undergone training or have experiences that **equip them to support this group effectively**?
- ➔ Is the project suitable for the developmental stage of the youth involved? Does your team have experience working with this group, and **are your goals aligned with their needs**? How will you actively encourage their participation?

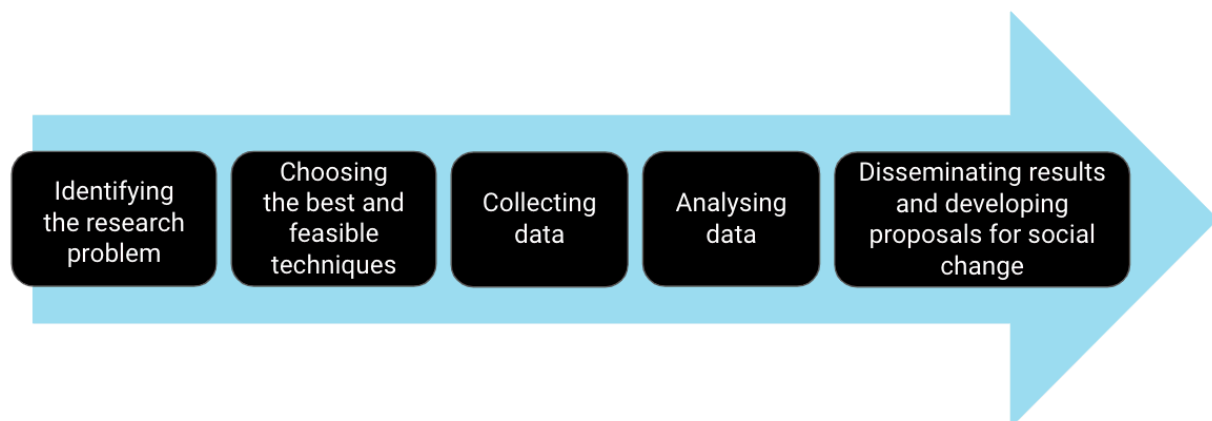
➡ **Why is this knowledge produced?** Who benefits from this knowledge? Who determines which aspects of the research will be written up, disseminated and used, and how?

THINGS TO KEEP IN MIND WHEN RECRUITING AND INVOLVING PARTICIPANTS

- Avoid over-promising and **be clear about your intentions and objectives.**
- Focus on **building strong relationships**, rather than just on achieving outcomes.
- Be aware of your **positionality** — factors like age, gender, ethnicity, class, politics, and assumptions about the issue can influence the research process.
- When considering diversity, **avoid tokenism** by carefully reflecting on whose perspectives are included initially and why, and recognizing any privileged access owing to race, class, gender, able-bodiedness, and their intersections.
- Consider whether parental consent is required, especially when involving minors in the research.
- You can brainstorm and agree on **ground rules** before the research workshops begin (eg. There are no stupid questions...)

THE ACTION RESEARCH PROCESS

From CVC Academy



Research Question and Goals

It is important that participants get involved in the **definition of the research question(s) and goals** in order to make sure that the research is directly relevant to their experiences and concerns.

1.1. DEVELOPING RESEARCH GOALS AND QUESTIONS

After making sure participants are familiar with PAR and agree that it is suitable for their project, you can guide them in discussing the objectives and purpose of the research (clarifying that these will form the foundation for the research design and implementation). For this, **the following questions can be used for participants to brainstorm :**

For determining the research goals (the **WHY**) :

- On a sheet labelled "*Why?*", discuss the importance of the research, whether it will be used internally for needs assessment or externally for community mobilisation.
- Collect and record these goals, and then guide participants in framing these goals into specific research questions.

For determining the research grounding questions (the **WHAT**) :

- Display a sheet titled "*Research Questions: What big questions do you want to answer?*" Provide an example, and then ask participants to identify significant research questions based on their goals.

2) Collecting

The data collection methodologies that can be mobilised in a YPAR framework are as diverse as the contexts and communities that put them into practice. What counts is that the investigative methods chosen are agreed upon among facilitators and participants, and that materials are collectively generated and recorded. Below you will find some commonly used qualitative methods.

*YPAR is not a prescribed set of research methods.
Creativity is the watchword here!*

(Paired) Interviews

In paired interviews, **two participants are interviewed together and interview one-another**. A third person can facilitate the discussion but it is the dialogue between the two participants that guides the conversation.

The interplay between the two participants, including agreements, disagreements, and shared stories, is analysed to understand how they co-construct meaning around the topic.

GOOD QUESTIONS...

Are open-ended (encouraging respondents to describe feelings and tell stories : *Eg. Can you describe a moment when you felt unsupported at school?*)

Sound conversational

Are easy to say

Are clear, short and to the point

QUESTIONS TO AVOID...

Are leading (*Eg. "Do you think teachers don't care about your feelings?"*)

Have multiple elements (making them excessively long, confusing, and hard to respond to)

2.1. CREATING EFFECTIVE INTERVIEW / FOCUS GROUPS QUESTIONS

To prepare participants to conduct interviews and focus groups, one useful thing to do is to **brainstorm discussion questions**.

- Display the research question(s) on a sheet of paper, also writing around it the key categories of information

Eg.



- After explaining the difference between open- and closed-ended questions, the group splits into smaller teams, each assigned a category. Teams then brainstorm questions for 5-7 minutes, with one person acting as a note-taker.
- The groups share their questions, and closed-ended or leading questions are flagged.
- The group discusses which questions are effective, identifies similar themes, and selects those suitable for the **interview and focus group guides**.

→ **BONUS ACTIVITY** to practise **interview skills** : **Interview Role Play**

- Give each participant a copy of the interview guide
- Teach them how to use whatever technology you plan to use to record interviews (tape recorders, etc.)
- Split the group up into pairs and instruct them to interview each other by turns of 10-15 minutes, writing down any questions that come up during the interview process.
- Bring the group back together and ask about issues that came up during the role play. Are there any questions that were troublesome? Do any questions need to be changed? Are there any other issues that came up?

Focus Groups

Focus groups are guided discussions bringing a group of participants together to gather qualitative data. They serve as tools for collecting in depth perspectives, such as personal stories, fostering dialogue and collaboratively generating ideas or solutions around a set of discussion questions.

However, focus groups can present challenges : participants may feel less inclined to be honest in a group setting, and discussions can devolve into debates, limiting the opportunity for individual expression.

Focus groups are usually led by a well-prepared **facilitator**, and often require the support of a **note-taker** (or tape-recorder) and a **translator** (who should be somewhat familiar with the issue of focus).

2.2. TELLING STORIES AROUND THE "CAMPFIRE"



An innovative way to organise a focus group could be to set up a real or imaginary campfire. If a real fire isn't possible, use flashlights or lamps to create a "lampfire" atmosphere, bringing camp snacks.

Introduce an object to pass around, signalling that only the person holding it should speak, while others listen.

Ask the open-ended questions you will have identified, and record participants' answers with a digital recorder or by taking notes.



When researching eco-anxiety in youth, it might be important to choose **discussion questions that balance emotional reflection** (*How does ... make you feel?*), **practical coping strategies, and actionable solutions** (*How does ... make you act?*). Examples may include :

➡ How do you feel when you come across news or conversations about climate change?

- ➡ Can you describe a moment when you felt particularly affected by the state of the world/the environment?
- ➡ How do feelings about the environment impact your relationships, like with friends or family?
- ➡ What are some ways you handle any strong feelings—positive or negative—that come up when thinking about environmental issues?
- ➡ Is there anyone or anything that helps you stay hopeful about the future (of the environment)?
- ➡ What changes would you like to see in your school or community to help support young people dealing with these concerns?
- ➡ How do you think young people like yourselves can or cannot make a difference when it comes to the environmental challenges we face?

Remember that PAR is about **power sharing** : Always encourage the youth to help ask questions and/or record responses.

(Climate) Emotions Wheel

The goal of emotion wheels is to help young participants identify and engage with their emotions. The one below is from Panu Pihkala's [*Guide to Climate Emotions*](#) (2024), in which each emotion is accompanied by a definition and a guiding question.

If you use this guide and wheel to help name emotions, remember to keep an open mind, as **emotions are fluctuating and interact with each other** in many different ways.



Climate Emotions Wheel © 2024



ClimateMentalHealth.Net

Arts-based Methods

Photo-Voice

Probably the most common participatory visual arts method, photo-voice allows people to express their experiences, ideas, or concerns through photographs. Participants take photos that represent their personal views on a topic, then share and discuss these images in a group. Commonly used in community settings, this method gives individuals — especially those who

may not feel comfortable expressing themselves through words — a visual way to communicate their perspectives.

Visioning (by Drawing or Collage)

The idea behind visioning is **to invite youth to think beyond what exists** ; to express their aspirations in creative visual ways. Indeed, through drawing or collage we can bypass the limitations of verbal communication, materialising stories of future possibilities that might feel difficult to articulate otherwise.

*To work on **stories**
is to work on **meaning**.*

*It is not just about dreaming,
but about collectively envisioning
other possible worlds.*

2.3. TWO VISIONING ACTIVITIES

1. By **collage** : Using images and text from magazines and newspapers, ask participants individually to either choose one that reflects their visions for the future, or to make a collage with various elements. Then arrange participants in pairs to describe what each component represents for them and talk about what they would ultimately like to have happen.
2. **By drawing** (but it can also be by music, song, poetry...) : In small groups – on a long white sheet or one pre-filled with the outline of a town with different buildings and its surroundings – ask people to draw in two stages (1) first the world they hate, and (2) second the world they want.

In a research context, the drawing process and descriptions enable us to identify **recurring themes, symbols, or ideas**, and to look for **patterns that reflect common aspirations, concerns, or values** across participants.



Participatory theatre

Drawing from the traditions of **Forum Theater** and **Theater of the Oppressed** developed by Brazilian playwright Augusto Boal in the 1970s, this method aims at empowering marginalised communities by transforming the audience from passive spectators into active participants, or "spect-actors". In Forum Theater, participants act out scenes of oppression, then pause to invite audience members to step into roles and suggest alternative actions or solutions.

When used in YPAR, these techniques allow youth to dramatise real experiences, critically examine systems of power and oppression, experiment with different responses, and collectively develop strategies for change. This process of "**rehearsal for reality**" turns the theatre into a powerful tool for research.



A Forum Theater session may be organised where young participants depict scenes of frustration over climate inaction (eg. feeling overwhelmed by environmental destruction, or a conversation with adults who dismiss their concerns). After performing, the facilitator pauses the play and invites the audience to step in and suggest different responses or ways to deal with these scenarios. Discussions afterward can focus on how these strategies might work in real life.

Surveys

Surveys ask specific questions, often using short answer, multiple-choice, or scaled formats. They can be conducted online (using softwares like *Survey Monkey*), by mail, or completed in person (“interview-style”). The latter is particularly effective as it allows the surveyor to build personal connections with respondents.

Surveys are useful for gathering data from a large group and are **particularly effective for collecting quantitative information**, such as statistics, rather than qualitative insights like personal stories. **They are especially helpful in making policy demands**, as officials, policymakers, and the media tend to respond to hard data.



The Hogg Eco-Anxiety Scale ([Hogg et al., 2024](#)) is an updated 13-item questionnaire for assessing climate anxiety as a psychological response to climate change. It can be used in broad surveys to collect quantitative data.

Journal Entries

The last method we will present here is that of journaling. It involves participants regularly recording their thoughts, experiences, and reflections over a set period. Researchers can therefore capture in-depth, personal insights into participants' everyday lives, emotions, and perspectives as they evolve.

Journals can be structured with prompts (= a guiding question) or left open-ended, giving participants flexibility in how they express themselves. As a qualitative method, journal entries are valuable for exploring complex issues, tracking changes over time.



3) Analysing

In YPAR, **data analysis is collaborative.**

After gathering to produce material in response to a prompt, participants come together to **critically discuss the meaning of their production** and create **research findings** (\neq research data, see Glossary).

Different qualitative data analysis methods exist in traditional research that can be adapted to a more participatory context :

– **Thematic or Discourse analysis** is the study of written or spoken language to understand how it constructs meaning, power relations, and social norms. Researchers analyse texts, conversations (during interviews or focus groups), or media, to explore how language shapes and reflects social realities, ideologies, or cultural practices.

↪ In YPAR, participants are actively involved in identifying and interpreting how discourse shape their realities.

– **Visual analysis** involves examining images, films, artwork, or other visual media to understand how they communicate meaning, represent social issues, or influence perceptions.

↪ In YPAR, participants are actively involved in examining images or visual productions that relate to their own experiences or communities. Instead of just interpreting meaning, they reflect on how these visuals challenge stereotypes or represent their realities.

3.1. Discovering Patterns by Coding Qualitative Data

Data Collection Review : The young facilitators arrange a selection of qualitative data (quotes, observations, images) in a visible format, such as printed papers or sticky notes on a wall. Ensure that all participants can see and interact with these data points.

Emerging Themes Identification : Then, they encourage each participant to group related data into **themes**, asking “which words or ideas seem to fit together?”. For instance, they might group statements that convey “stereotypes” or “empowerment”.

Once the main themes are identified, the facilitators can ask the following

questions to deepen understanding and confirm whether the themes resonate :

- ➡ Do these themes reflect your experiences? Why or why not?
- ➡ What might be missing?
- ➡ Is there something we should have asked but didn't?
- ➡ Are there any new patterns or themes you see that we haven't identified yet?
- ➡ What do you believe are the key takeaways from this information?

Claim Formulation : From the themes, participants formulate broader claims. For example, if one theme includes phrases like "hopeless," "fear for the future," and "overwhelmed," the group might create a claim such as, "Young people feel a sense of helplessness regarding climate change." Another cluster containing phrases like "want to make a difference" or "activism is empowering" could lead to a claim such as, "Many youth view environmental action as a way to combat eco-anxieties."

Quantitative Data Analysis

Data Collection Review : The exercise above can be reproduced with quantitative research data. One possibility is to break down complex data into more accessible summaries, **graphs**, or visualizations.

Trends Identification : In small groups, participants examine the visuals to identify patterns, disparities, or trends. The facilitators can ask guiding questions like, "What trends stand out?" or "What could these figures imply for our community?"

Claim Formulation : Encourage groups to draft initial claims based on the trends identified.

4) Acting

As mentioned, YPAR aims at moving **from research results into action**. During this phase, the facilitators and participants review their results and agree on :

- Which insights can lead to real world impact.
- What project results can be shared with diverse audiences to help bring about change.
- What allies can help support and/or engage in the action(s).

The action phase of YPAR can take many forms, since **what counts as action and change is different for each project**.

Here's a list of possible intended outcomes :

- ◆ Writing **policy recommendations** (see Annexe B), **presentations** or **reports** to be shared with diverse audiences (political decision makers, academic institutions, grassroots NGOs...).
- ◆ Organise **meetings** and **conferences** to share the results.
- ◆ **Building coalitions** or partnerships with organisations or activists to build community momentum around a specific problem / solution.
- ◆ Using the emotional impact of **artistic works** to influence policymakers and journalists (zines, video campaigns, collages...)

Theories of Change as Roadmaps to Action

A **Theory of Change (ToC)** is a framework that explains how and why a desired change will happen as a result of specific actions. It outlines the logical steps that connect activities to the outcomes you aim to achieve.

In **YPAR**, a ToC can help young researchers identify the goals of their project and clarify the pathways through which their results will lead to meaningful change.

To build a ToC, the **IF - THEN - BECAUSE** framework is a simple and effective tool. Here's how it works :

IF: Start by identifying the action or intervention you plan to take (*Eg.*

"If we organise youth-led climate action workshops...")

THEN: Next, specify the expected outcome of that action (*Eg.* "...then more young people will feel empowered to advocate for environmental policy changes...")

BECAUSE: Finally, explain the reasoning behind your expectation (*Eg.* "...because by brainstorming with their peers they will strengthen their knowledge and tools to engage in climate activism.")

5) Evaluating

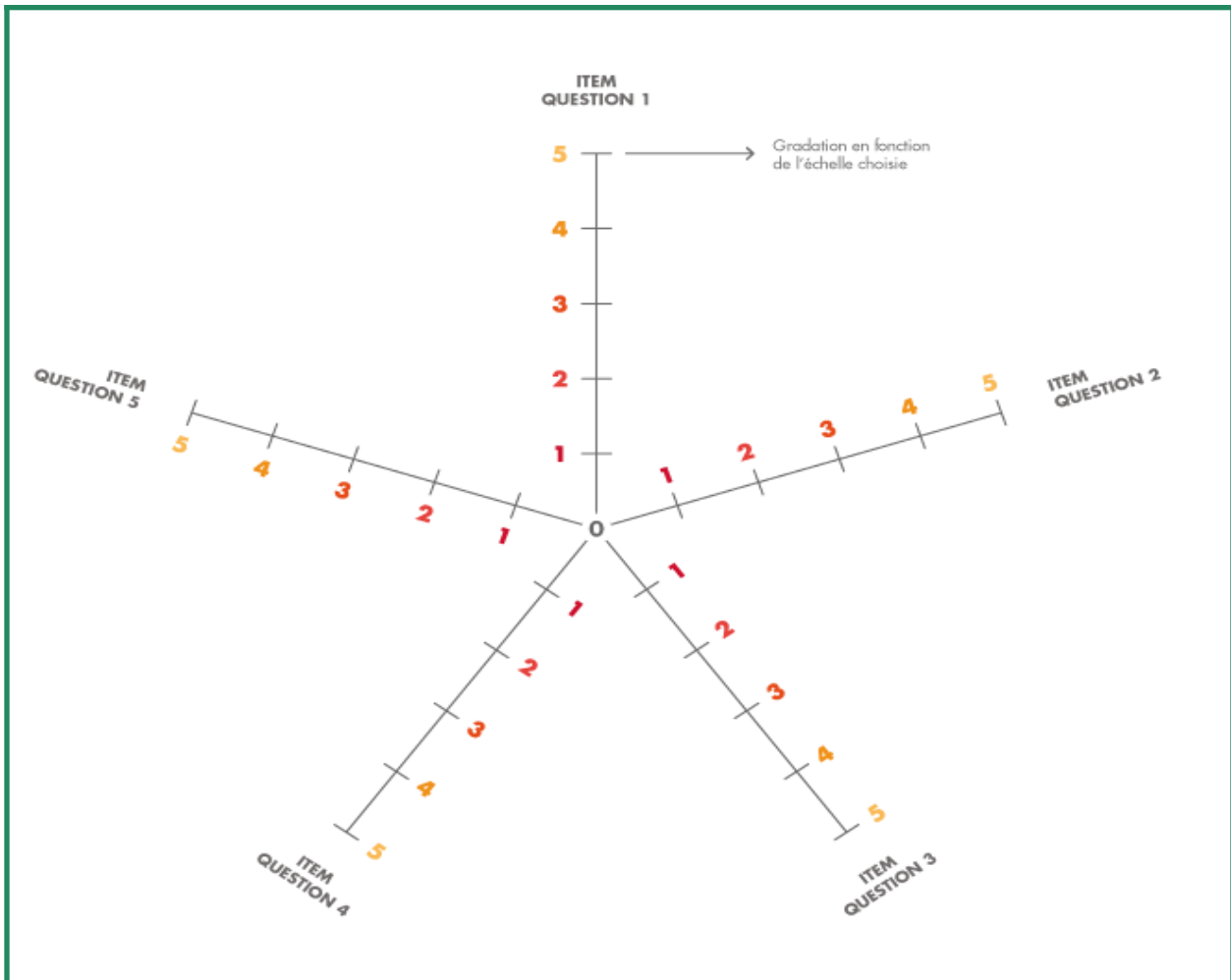
It is fundamental to include an evaluation and feedback stage at the end of a YPAR project because it allows both the youth researchers and facilitators to reflect on what worked and what didn't, and identify lessons that can inform future projects.

This stage also gives youth the opportunity to see the tangible outcomes of their work, reinforcing their sense of agency and the importance of their contributions to creating change.

5.1. TWO EVALUATION TOOLS

1. The "Socratic Wheel" (or "Spider Web")

It is a visual tool used to evaluate various elements or aspects of a project on multiple criteria ([this website provides more information](#)). You can provide a copy of the wheel to each participant individually, or draw/project a big wheel on the board or the floor.



In the context of an YPAR project on eco-anxiety in youth, it can help assess key factors like **emotional well-being, climate knowledge, activism skills,** or **community engagement.**



By doing this, they can visualise progress, highlight areas needing improvement, and discuss steps required to reach their goals, making it a collaborative and reflective evaluation tool.

2. “Plus, Minus, Delta”

To use this method, ask participants to identify the **“Pluses”** — what went well and should be continued in future projects. Then, discuss the **“Minuses”** — what didn’t work or was challenging. Finally, explore the **“Delta”**, which highlights changes or adjustments needed to improve the project moving forward.

| | | |
|----------|----------|----------|
| + | - | Δ |
|----------|----------|----------|

Possible Risks and Limitations

Despite the many advantages stated above, pursuing YPAR has limitations and can bring specific risks to the research. Here below are some of them :

- ❖ **Co-option and Tokenism** : Powerful entities, like politicians, may co-opt YPAR projects for their own interests, leading to a scenario where the project serves their agenda. This can result in tokenizing marginalised voices, where the participation of youth is merely for show, without genuine commitment to action.
- ❖ **Romanticization of Participation** : There's a tendency to idealise participatory action research as an egalitarian process. The term "participation" can become a buzzword, used superficially by organisations to claim engagement without challenging existing power dynamics. This can lead to "empty blah," as words lose meaning without corresponding actions.
- ❖ **Power Inequalities** : Significant disparities in life experience and privilege can create challenges in YPAR. Not everyone has equal access to resources or the ability to participate, which can exacerbate existing inequalities. It's essential to critically examine the positionality of participants and actively work to include those who may be marginalised.
- ❖ **Access and Inclusivity Issues** : Efforts must be made to maximise accessibility, such as compensating participants for their time and providing accommodations for health conditions or disabilities. Designing participatory activities that resonate with the community's communication styles is vital to ensure full engagement.
- ❖ **Lack of Control and Unpredictability** : YPAR inherently involves a level of unpredictability, akin to "driving the bus from the rear passenger seat." While surprises can indicate learning, they may also disrupt established plans. Balancing the desire for control with openness to unexpected outcomes is essential.
- ❖ **Criticism of Rigour** : YPAR projects may face scepticism regarding their methodological rigour compared to traditional research. Critics

argue that they lack quantitative control and statistical sophistication, although such criticisms have been challenged over time.

- ❖ **Attrition of Participants:** Even in a stable group, some participants may leave due to changing circumstances, interests, or health issues. This attrition can impact the continuity and richness of the research.
- ❖ **Conflict and Risk for Participants:** Engaging in YPAR, especially on sensitive topics like [eco-anxieties](#), can lead to conflicts that may pose risks for participants, particularly those from marginalised backgrounds. It is crucial to incorporate trauma-informed practices to support youth organisers and researchers throughout the process.

Glossary

Several of these definitions are from « Participatory action research » (Cornish et al., 2023), and « Research for Organizing : A Toolkit for Participatory Action Research » (TakeRoot Justice, 2024).

Collaborative analysis

Involving multiple project members in the analysis and interpretation of materials generated, typically in interactive cycles of individual or pair work and group discussion.

Community

Both a structure and a process, community refers to a network of often diverse and unequal persons engaged in common tasks or actions, stakes or interests that lead them to form social ties or commune with one another.

Discourse Analysis

The study of written or spoken language to understand how it constructs meaning, power relations, and social norms.

Extractive Research

Research that extracts information and exploits relationships, places and peoples, producing benefit for scholars or institutions elsewhere, and

depleting resources at the sites of the research.

Literature Review

A review of existing articles, academic studies and reports in order to find out what information already exists about the topic you are exploring.

Policy Recommendations

The suggestions you make to elected officials, or people in power to fix the problems that you uncover with your research.

Qualitative (methods)

A research approach focused on exploring and understanding people's experiences, beliefs, and behaviours through non-numerical data like interviews, observations, and texts.

Qualitative (data)

Data that can be observed but not measured and is presented as stories or descriptions, usually collected through interviews or focus groups.

Quantitative (methods)

A research approach that collects and analyses numerical data to identify patterns, relationships, and trends, often through surveys, experiments, or statistical analysis.

Reflexivity

A methodological practice through which scholars critically reflect on their own positionality and how it impacts on participants and co-researchers, understanding of the topic and the knowledge produced.

Research Finding

A conclusion made based on the data collected during the research process. A finding is short and to the point and allows you to tell a story with your data.

Research Questions

A set of broad, overarching, questions that you seek to answer through your research.

Sample

The set of people that you will talk to in order to answer your research questions.

Scholar-activist

A dual role in which scholars use their knowledge (scholarship) to tackle injustices and instigate changes (activism) in collaboration with marginalised communities and/or organisations.

Transformation

A systemic change in which relationships and structures are fundamentally altered, often contrasted with smaller-scale changes such as varying or refining existing relations.

Tokenism

Doing something or appointing a person for reasons other than in the interest of enabling meaningful change.

Youth

Refers to young people typically in the transition from childhood to adulthood. Age ranges vary by institution : the United Nations defines youth as those between 15-24 years.

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Youth-Led Research - Practice

Berkeley YPAR Hub (UC-Berkeley and SF Peer Resources)
<https://yparhub.berkeley.edu/getting-started>

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Annexes

A. Informed Consent Form Template

(From TakeRoot Justice (2024) « Research for Organizing : A Toolkit for Participatory Action Research »)

Please consider this information carefully before deciding whether or not to participate in this research.

Purpose of the research :

[Insert a few sentences about the purpose of conducting the research.]

What you will do in this research:

[Insert a few sentences to explain to the participant how they will be participating in the research. For example: You will participate in a personal one on one interview where you will be asked to answer various questions about your experience as someone that works in a fine dining restaurant].

Time required :

[Insert how long the interview will take.]

Risks :

Insert any anticipated risks associated with the research. If there are none, write: there are no anticipated risks associated with participating in this study. Your name and any other identifying information will NOT be shared with anyone.

Benefits :

Write any benefits that will be gained through this research. For example, at the end of the study we will write a report, which will document your experiences as well the experiences of all of the other restaurant workers who participate in the study. The report will provide important information on the restaurant industry and what can be improved to make the industry work better for you and other members of your organisation.

Compensation :

If you are providing compensation for participation, include the amount here.

Confidentiality :

Your participation in this study will remain confidential, and your identity will not be stored with your data. Your responses will be assigned a code number, and the list

connecting your name with this number will be kept in a locked room and will be destroyed once all the data have been collected and analysed. Additionally, when quoting interviews, we will simply refer to the quoted individual as “participant #1 (with a random numerical assignment to each participant) so that the person will not be identifiable as working for a particular vendor and the person themselves will not be identified either.

Participation and withdrawal :

Your participation in this study is completely voluntary, and you may withdraw at any time without penalty. You may withdraw by informing the researcher that you no longer wish to participate (no questions will be asked).

Contact :

If you have questions about this research, please contact _____ at _____.

Agreement :

The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Signature: _____

Date: _____

Name: _____

B. Creating Effective Policy

Recommendations (From TakeRoot Justice (2024) « Research for Organizing : A Toolkit for Participatory Action Research »)

Facilitator Instructions

1. Introduce that this activity will enable the group to brainstorm policy recommendations for your (Y)PAR project.
2. Post the research findings you created on the wall. Review your research findings with the group. Remind the group that **policy recommendations provide solutions to the problems you’ve found and documented through your research.**

3. Post your diagram of policy targets on the wall and remind participants that each of the policy recommendations that they come up with needs to have a specific target that has the power to create or change the policy they are calling for.
4. Split participants in small groups.
6. Give each group 5-10 minutes to brainstorm 2-3 policy recommendations (and if relevant divide them by categories : legislative, budgetary, enforcement, oversight, and democratic participation). Remind the groups to connect the recommendations to the findings. If some of the categories do not seem relevant to your project, just ask the participants to make a note of that in their small group discussions. Tell the small groups to be prepared to present the following to the larger group:
 - a. The policy recommendation
 - b. Explain which category they placed it in and why
 - c. Explain who the target is and why
 - d. Explain what information is still needed to make it a strong policy recommendation
7. Come back together as a big group and have each small group present what they came up with.
8. After all the groups have presented ask the group to consider the following questions :
 - a. Which recommendations seem most in line with (the priorities of the project)?
 - b. Which recommendations will have the biggest impact (given the priority)?
 - c. Which recommendations seem the most winnable in the short term?
 - d. Which recommendations seem like more long term fights?
 - e. Which recommendations are going to be the most difficult to win?
9. Mark the butcher paper to record which recommendations that seem to be high priority (have the biggest impact, are most in line with the priority) and those that are short term, which are long term and which seem most difficult to pursue.
10. Ask the group if they feel good about what they've come up with? Is there anything that is missing? Is there anything you haven't considered, or need to work on further?
11. Explain that these can be used as a starting point to develop recommendations that can be included in the research report.



YouCare

Youth Creating Action
Research on Eco-anxiety

About YOU CARE

YOU CARE (YOUth Creating Action Research on Eco-anxiety) is a project under the Erasmus+ KA220-YOU call (n° 2023-2-BG01-KA220-YOU-000171222), coordinated by Association FOR YOU.

With a priority to strengthen connections between research, policy, and practice, YOU CARE's main goal is to enable young people (aged 14-25) living in Europe to collectively explore the range of emotions linked to the ecological crisis, shifting from individual concern to active participation.

This is achieved by establishing a YPAR framework, along with peer-to-peer learning exchanges, empowering youth to better understand, reclaim, and act on these emotions at decision-making levels.

To support this overarching goal, YOU CARE has the following specific objectives :

SO1 - Equip youth workers and educators with the knowledge and tools to help young people navigate eco-anxiety.

SO2 - Empower young people from diverse socio-economic realities to connect and share their experiences with ecological issues.

SO3 - Collect valuable data to assess the prevalence and intensity of eco-anxiety among youth across different European countries.



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YouCare
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