

Youth-Adult Partnership



COOPERATIVE APPROACHES #1

“The only way that offers any hope of a better future for all humanity is through cooperation and partnership”. Kofi Annan

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EDITORIAL

THE COOPERATIVE APPROACH MAKES THE DIFFERENCE

By Dominique B  nard

France, like many countries, suffers from an evil that affects the school system on the one hand, and the business world on the other, which is the delay we have experienced in implementing cooperative education and action methods.

At school, the transmissive approach remains the norm, which is nevertheless completely outdated in the face of advances in the educational sciences. Knowledge is built by the student and not passively absorbed, and this construction is implemented through dialogue (exchanging reflections), experience (Freinet's experimental trial and error) and cooperation within a team that allows participants to review their mental models and build new concepts to solve problems together.

In the cooperative classroom, and in other out-of-school educational environments, such as Scouting, young people learn to learn and experience a cooperative dynamic where everyone engages in a role and participates in decision making.

This experience allows them to acquire not only knowledge but also civic skills such as developing collective rules to improve the life and work of the group. This is a far cry from the theoretical courses of morality or civic education that are not based on any real experience.

Unfortunately, many young people have learned, by the end of their schooling, to memorise information instead of learning to exercise their critical thinking skills; they have experienced individualism and competition instead of cooperation. They have very

rarely experienced a dynamic of collective decision making and service leadership. Too often, they have learned to situate themselves in a relationship of subjugation-dependence-revolt towards the authorities.

If they take on a leadership role in professional and social life, they often experience it as a title that is due to them, given their personal qualities. Leadership is conceived not as an activity in the service of the community but as a privileged status. The leader must know and control everything or risk losing it. They must therefore impose their views on others and not hesitate to oppose resistance.

Few have acquired the codes of collective engagement and representation. The unionisation rate in France does not exceed 11%. When social discontent reaches a critical level, the frustration often explodes outside weak and disparate representation structures. This is what happened in the "yellow jackets" crisis.

Significantly, in this crisis, it was not only social injustice that

mobilised the protesters but also the rejection of a type of top-down leadership imposed both in corporate and public affairs. But a revolt that cannot or refuses to take root in structures of representation and negotiation cannot go very far.

In the world of business, as in the world of schools, a cooperative dynamic is trying to find its way.

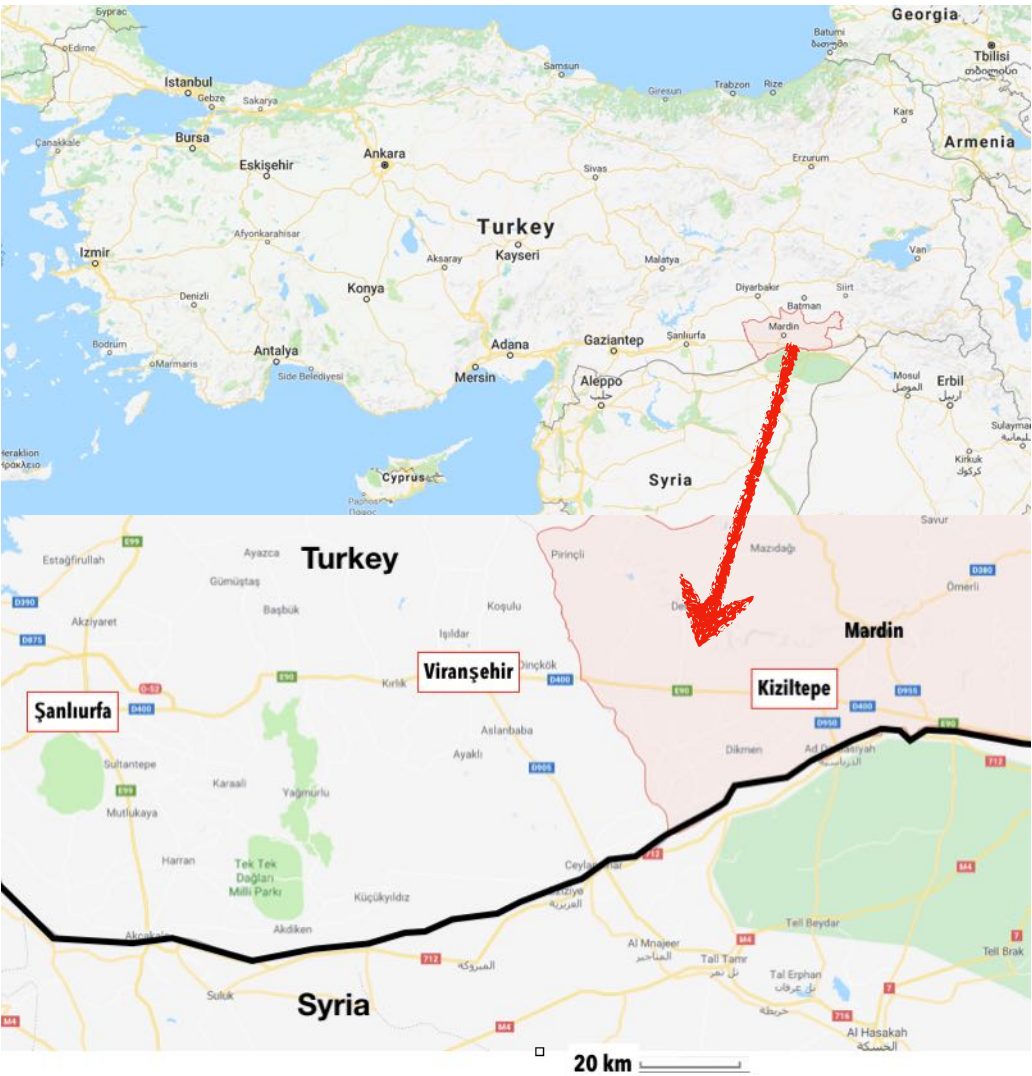
Many business leaders are interested in a new management approach called "conversational leadership". Bob Veazie, the inventor of the "World Café" technique that allows large groups to discuss common topics and reach consensus, defines "conversational leadership" as the intentional use of conversation by the leader as a key process to foster the collective intelligence necessary to create social value, i.e. to nurture a process of positive change.

Conversational leaders realise that they are unable, even with a few well-formed and well-equipped brains, to cope with the complex

challenges of our changing world. They conceive their organisation as dynamic networks of conversation and consider conversation, i.e. dialogue and cooperation, as a basic process for "connecting brains".

We are convinced that cooperative approaches really make a difference both in youth and in adult education, and in the management of organisations and public affairs.

This publication aims to contribute to promoting them and facilitating their implementation.



ŞANLIURFA IS, ACCORDING TO JEWISH AND MUSLIM TRADITIONS, UR KASDIM, THE BIRTHPLACE OF ABRAHAN

STORY

With young Syrian refugees in Turkey

By Dominique Bénard

From 2017 to 2018, I carried out two missions in Turkey at the request of a Geneva-based NGO with which I regularly work, the RET (Refugee Education Trust).

Nearly 3.3 million Syrian refugees benefit from temporary protection in Turkey, including more than 1.4 million children and young people. It should be noted how much these figures prove the generosity of the Turkish people towards their Syrian neighbours in contrast to all the European countries - with the exception of Germany - which have shown great reluctance to help, to say the least.

RET is developing an educational programme for young Syrian refugees in south-eastern Turkey, not far from the Syrian border.

It is about meeting the needs of the most vulnerable children and young people through appropriate education and protection services and interventions. The general objective of the programme is as follows:

"Improve life prospects and increase the resilience of refugee children and youth and the host community affected by the Syrian crisis in Turkey".

The programme

The programme is implemented in four educational centres located in the provinces of Şanlıurfa and Mardin, where the concentration of Syrian refugees is the highest in the country: 400,000 at Şanlıurfa (17.5% of the total local population) and 93,000 in



CHILDREN AND FACILITATORS AT THE KIZILTEPE CENTRE

Mardin (10.9% of the total local population).

The centres offer young people four main activities:

- Recreational and psychosocial activities;
- Lifeskills learning (communication, problem solving, assertiveness, critical thinking, cooperation, etc.);
- Awareness-raising and social cohesion activities to raise awareness of issues affecting the community;
- Social action projects.

It is important to note that the centres' facilitation teams are composed of Turkish and Syrian employees and volunteers, who work in the strongest spirit of mutual understanding and cooperation.

Syrian refugee families, with whom RET works, do not live in camps but in the disadvantaged neighbourhoods of cities. Their living conditions are very poor; young people have often had traumatic experiences: forced marriages for girls, early work, involvement in conflict and drug-taking for boys. The RET

programme is aimed at both Syrian and Turkish children living in the same neighbourhoods.

First mission

In November 2017, I carried out my first mission, whose objective was to analyse the implementation of the programme in the various centres and to identify the conditions for genuine youth-adult partnership.

Young people, who had participated in the centres' activities as beneficiaries, had been selected and trained to play the role of socio-educational facilitators for other young people. From this experience, the theme of youth-adult partnership had emerged and the RET asked me to identify the conditions for developing a model of youth empowerment that could be theorised and replicated elsewhere.

Visit of the centres

I spent a week on site, visiting each of the four centres to

interview the facilitators and analyse their practice.

Distributive functioning

I drew a first conclusion: the centres were operating in a distributive mode. The four elements of the programme – recreational activities, life skills, social cohesion activities, social action projects – were implemented independently from each other by separate facilitation teams. The young people chose the activities that interested them and had places available. There was no interaction between the various activities or coordination among the different teams.

Of course, recreational activities were the most successful, especially singing and music.

An orchestra of young Turks and Syrians had been formed and was performing with great success throughout the region.

The young people found in music, dance and song the opportunity to express themselves and rebuild a community that met their needs.



YOUNG MUSICIANS FROM RET CENTRES

No common educational objective

On the other hand, life skills and social cohesion activities were considered boring; young people did not want to enrol in them. There was a high level of absenteeism. As for social action projects, they were most often limited to small services to the community. Youth participation in the activities offered by the centres was, therefore, very uneven and episodic.

More seriously, there was no exchange of information among the teams in charge of the different activities, no collective reflection, and obviously no shared educational objectives.

Closing meeting

I had to share my observations and conclusions with all the facilitators. It was not easy, because everyone was doing their best and working hard. I did not want to discourage them.

The 3 lens model

Using a model proposed by UNICEF, I explained that they could consider young people from three different perspectives (see diagram below):

1. As a **target group**, or beneficiaries for whom we will work;

2. As **collaborators**, or partners with whom we are committed;
3. Finally, as **leaders**, capable of initiative, whom we will help and advise.

I helped them to analyse their practice and they readily agreed that they considered young people more as beneficiaries, seeking to assist them, but not really involving them in decision making.

Considering young people partners

I asked the question: *"And what would happen if you considered young people as partners and not just as beneficiaries?"*.

I wrote down the group's answers as they went along:

- *They should be involved in decision making...*
- *Yes, but they are not confident enough and do not express themselves...*
- *When asked to propose the activities they would like most, they say nothing...*

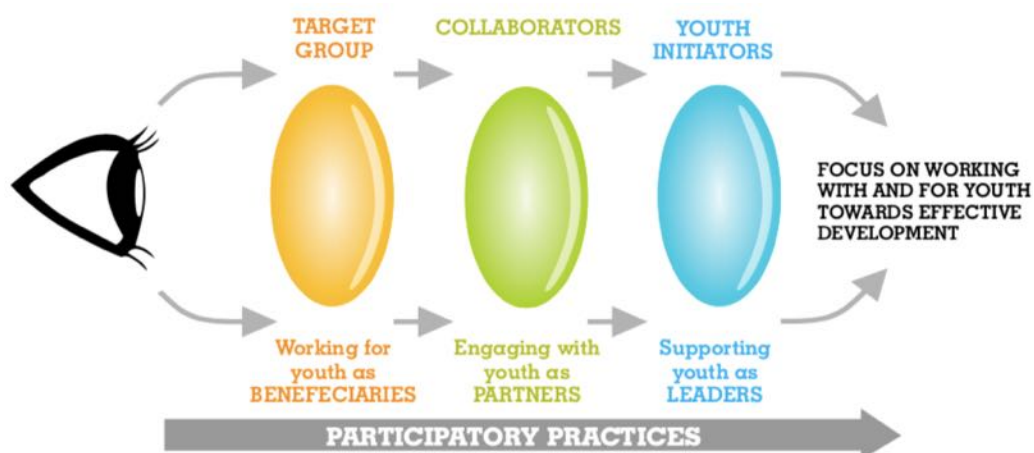
One of the leaders then pointed out that in the creative activities workshop, young people expressed themselves easily and that the facilitators actively involved them in decision making, particularly in preparing shows.

Positive contributions in various workshops

I asked the question: *"Why do young people participate more easily in the recreational activities workshop than in others?"*.

Several facilitators took the floor:

- *"Recreational activities play an essential role in creating a welcoming and safe environment. They also give young people the opportunity to acquire new skills and discover new abilities that they did not previously suspect."*
- *"Recreational activities are particularly popular with young people. They allow them to escape from the stress of work or school. They create a sense of belonging to the centre."*



THE 3 LENSES MODEL: YOUNG PEOPLE CAN BE SEEN AS BENEFICIARIES, PARTNERS OR LEADERS.

following question:

"We've noted that the recreational activities workshop has helped to create a supportive and safe environment, so what are the positive contributions of the other workshops?"

At first, there were few answers. The other workshops were less successful and their facilitators were a little defensive. But little by little they expressed what was close to their hearts:

- *In the **Lifeskills workshops**, young people learn to think in teams and solve problems together;*

interesting debates took place;

- *Young people have successfully analysed the difficulties faced by their families and the problems that exist in society;*
- *They also managed to talk about the cultural differences and prejudices that sometimes oppose Turks and Syrians...*

Finally, the facilitators of the workshop on **social action projects** told us about one of the recent, particularly successful projects. Spontaneously, they stressed the importance of youth participation in decision-making:



STAFF OF A CENTRE

- "To be successful, a social action project must be carried out through collective work, with the active participation of all. The project must have a positive impact on the community. Young people must be informed of the limits within which we work. For example, they need to know what budget has been allocated to the project, who are the partners with whom they can cooperate, etc. "*
- "The young people had the idea of carrying out a project on waste recycling: fruit juice boxes and plastic bottles. We sought support and advice on how to carry out such a project, from planning to implementation. The project was very successful and benefited from the support of the entire community. The young people were very proud because everyone congratulated them."*



THE FACILITATORS OF THE CENTRES

The refinement of the activity cycle

I then proposed to the group to think about a new question:

"If each workshop brings something positive, how could an interaction between the different workshops be created so that the positive effects of one can benefit the other?"

At first, the facilitators exchanged puzzled looks, then an 18-year-old girl, Nagihan, a volunteer facilitator, spoke:

- *"I myself have benefited from the centre's activities and have often wondered why young people were asked to register for each workshop separately..."*

- *"What else could we do? Each workshop has its own speciality!"*
- *"Yes, but we could organise a cycle of the different workshops. Young people would enrol in this cycle and follow it from start to finish, instead of choosing one or the other workshop. In this way, what they would have acquired in a workshop would benefit others..."*

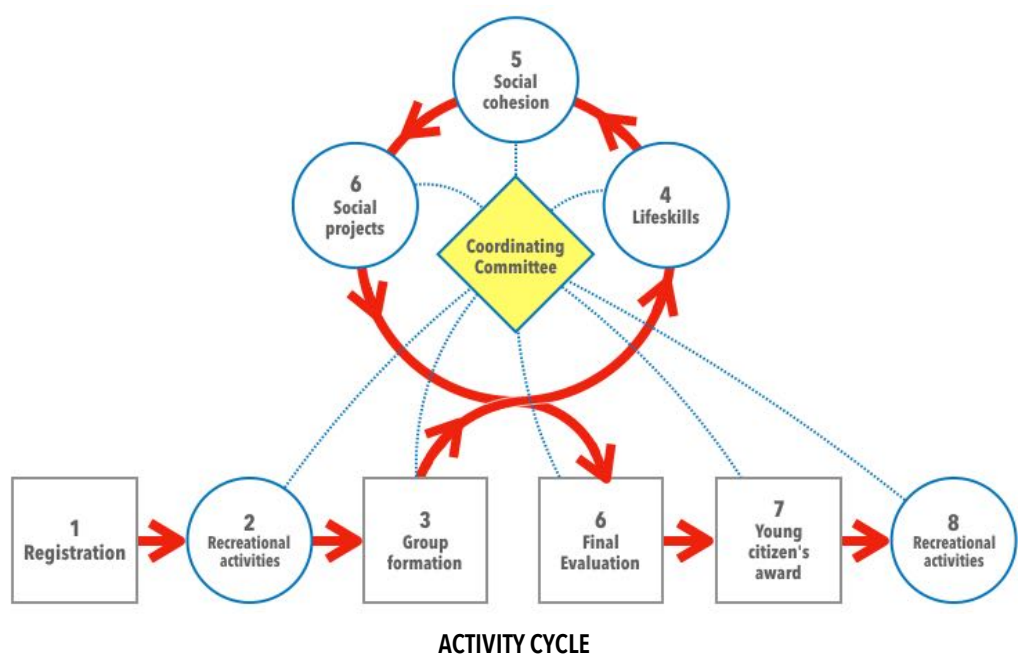
I suggested that Nagihan take a felt pen and draw a diagram on the board to explain her idea.

Gradually with the help of the whole group the idea of organizing the different

workshops in a cycle took shape (see diagram below):

1. Young people enrol and start by participating in recreational activities. A welcoming and safe educational environment is created. A group is formed and organised. Teams are formed and elect team coordinators. The team coordinators, together with the team leaders, form an organising committee that manages the various activities.

2. After a few weeks, the group members chose specialties in recreational activities: singing, dancing, music, painting, etc. They continue these activities to develop their skills. At the same time, however, the group is invited to participate in a lifeskills workshop in the form of games and exercises: communication, problem solving, emotion and stress management, decision-making, etc. The skills acquired in this workshop enhance their ability to



communicate with each other and participate.

3. The group is then invited to engage in "social cohesion" activities. These should no longer be boring courses or discussions but surveys and reports where young people are called upon to discover the social problems that exist in the community and to identify their causes: ethnic or sexist stereotypes and prejudices, environmental problems, housing problems, family misunderstandings, etc.
4. Based on these findings, the group is invited to design, plan and implement a social action project aimed at solving one of the problems identified.
5. A coordination committee for the various workshops is set up to allow facilitators to share their observations on young people and manage the transition from one workshop to another.
6. At the end of the cycle, an evaluation takes place and the skills acquired by the young people are

recognised through the awarding of a *Certificate of Young Active Citizen*.

7. The young people can then continue to practice recreational activities in order to further develop their skills in the various specialties: singing, music, dance, graphics, etc.

The empowerment cycle concept

I took the floor again to show the facilitators that together they had rediscovered the concept of critical youth empowerment proposed by an American researcher Louise B. Jennings in 2006.

It identifies five key elements for empowering young people:

1. A welcoming and safe environment;
2. Meaningful participation and commitment;
3. An equitable sharing of power between young people and adults (youth-adult partnership);

4. Engagement in critical reflection on interpersonal and social processes;
5. Participation in social processes to bring about change through the integration of individual and community empowerment processes.

I drew a diagram on the board summarizing these key points by showing the links between the proposed activity cycle in the TER centres and Louise B's Jennings' five key elements (see diagram on page 18).

Second mission

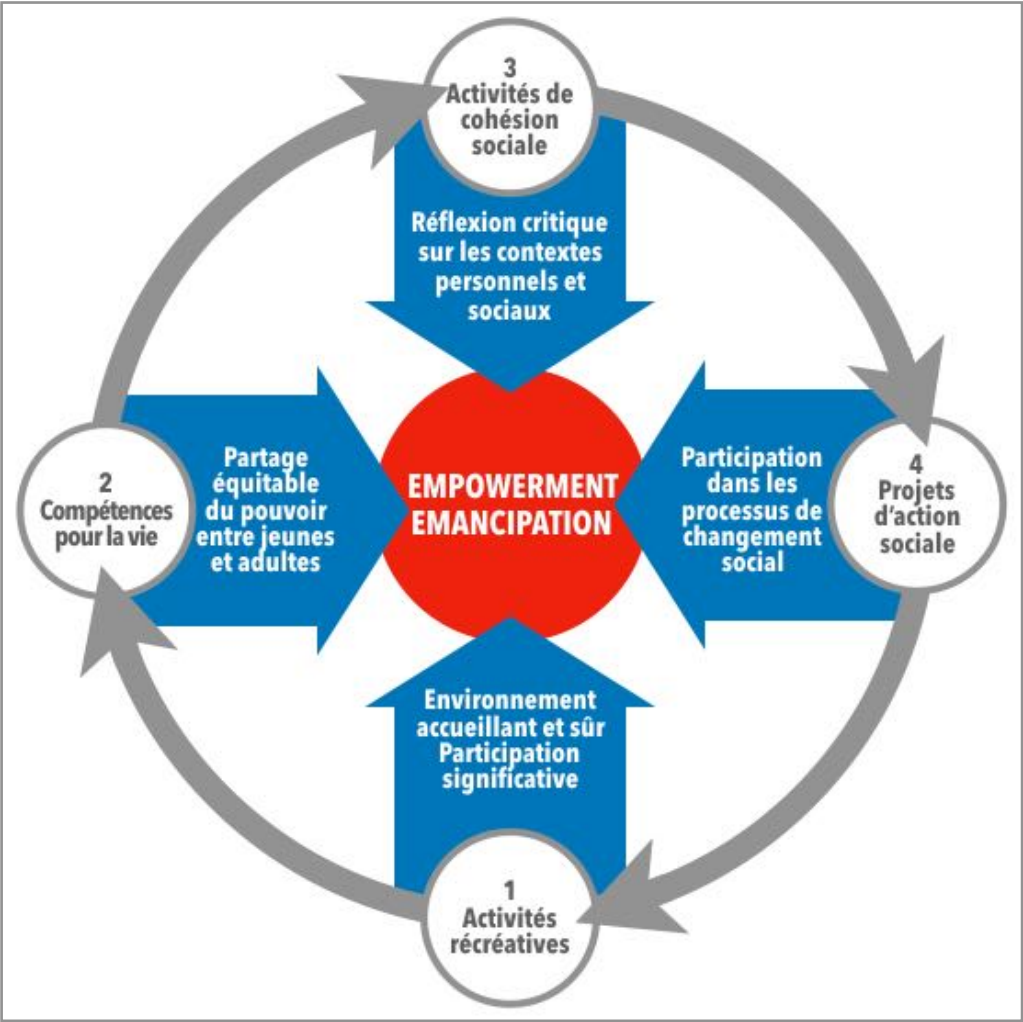
Following this mission, the RET asked me to design a method to implement the individual and community empowerment cycle and write two manuals to help teams of facilitators, one on lifeskills, the other on youth involvement in studying, planning and implementing a community development project.

In February 2008, I returned to Şanlıurfa to conduct a training course for the various facilitators, in order to provide them with the necessary skills to

implement the new concept they had discovered.

As a result of this experience, I wrote the two books "Skills for Life" and "Involving Youth in Community Development" which are available at:

www.approchescooperatives.com



CRITICAL EMPOWERMENT CYCLE

DECIPHERING

THE EMPOWERMENT CONCEPT

Source : "Le Grain, atelier de pédagogie sociale" - <https://www.legrainasbl.org>

Power, a common denominator

At the heart of the definition of the concept of empowerment is the notion of "power". Empowerment is the increase in power exercised individually or collectively.

This power is as much a state (having power) as a learning process (acquiring power) or a dynamic within power relations (exercising power).

Increasing power concerns both individuals and groups or "communities".

Power can be expressed in the field of economics, in human relations and in socio-political institutions.

Four forms of power can be distinguished:

- **"Power over"** refers to the control that an individual or

group has over areas of reality, moving from a state of subordination, dependence or submission, to a position of greater control over a context. This is the actual exercising of power.

- **"Power of"** refers to the ability of an individual and/or group to make decisions, get started, solve problems or take action. This is the ability to act in which the intellectual and motivational dimensions play an essential role.
- **"Inner power"** refers to self-image and self-esteem. This is the "capital" of self-confidence that allows an individual to dare to want changes for him/herself and others and to imagine being able to influence his/her own life.
- **"Power with"** refers to the implementation of the values of solidarity and



their translation into the life of a group. This is about the ability to create an "us" that sees itself as a fully fledged social actor.

These different dimensions of power are interconnected. They complement each other. However, not all actions carried out under the banner of empowerment necessarily involve all the dimensions of power mentioned above. The variety of empowerment practices reflects the social priorities and political philosophy of those who lead them.

The historical evolution of empowerment practices

Paulo Freire

Some point to empowerment as a result of the awareness-raising practices initiated by Paulo Freire in Brazil. In these practices, the oppressed collectively analyse their living conditions and become aware of the oppression they suffer. They also understand the need to organise themselves to change the structures that create this oppression. The oppressed, explains Paulo

Freire, have internalised domination and then consider their situation the order of things in which they feel totally powerless. Liberation therefore requires transforming the way we look at our condition and the progressive construction of another self-image, that of an individual who dares to think for him/herself.

Saul Alinsky

Saul Alinsky, an American social worker, developed an approach to community organising that was implemented in the 1930s in one of Chicago's poorest neighbourhoods. Saul Alinsky's work is also cited as one of the first forms of empowerment practice. His practices are characterised by fieldwork, patience, cunning and direct action, preferably non-violent and playful. Some principles summarise his method: integrate and observe; collectively bring out problems; start with an easy victory; organise and intensify struggles; make yourself useless and leave. Community organising is spreading to American social workers and is

also being echoed in the United Kingdom.

Feminist struggles

Feminist struggles, led in the United States in the 1970s under the banner of empowerment, promoted the concept more widely. These movements denounce the subordination of women. The challenge is to overcome the victimising attitude and give women "power of", "inner power" and "power with", to counter the "power over" men. Feminists in the Southern USA in turn relied on the concept, bringing it to an international audience. For them, empowerment is a process of power relations. *"Power relations can only be changed by acting on three fronts: by challenging the ideology that justifies inequalities (such as gender or caste), by changing the way economic, natural and intellectual resources are accessed and controlled, and by transforming institutions and structures that strengthen and maintain existing power relations (such as the family, the state, the market, education or the media)".*

Development policies

The concept then caught on with international development organisations and became a major focus of their policy in the 1990s. In 2002, the World Bank stated that *"in its most general sense, empowerment is the extension of freedom of choice and action. (...) Empowerment is the increase in the assets and capacities of the poor to participate, negotiate, influence, control and hold accountable the institutions that shape their lives"*. The concept is interpreted as the best way to fight poverty. This option for empowerment would, if not exclusively, at least massively, be reflected in microcredit policies.

Social policies

Gradually, the defenders of neoliberalism themselves took over the concept to renew social policies. They emphasised the empowerment of individuals in social and professional life. They promoted the involvement of people in difficulty in the schemes offered to them, which were intended to enable them

to integrate into society, by finding work and participating in consumption. This "activation" of groups in difficulty favours the State's financial disengagement.

Entrepreneurial management

Finally, more recently, in France and Belgium, company management has taken up the concept and made it a tool for personnel management. It is proposed that workers take charge of organising their work. They themselves define the tasks to be carried out, establish a hierarchy among them and decide on the actions to be implemented. The process requires mobilising each individual and also involves working as a team. The notion of empowerment is confused with that of autonomy. The worker would benefit greatly from this management mode, according to its promoters: *"[the worker moves] from a passive role to a position that increases his control over his life, increases his assertiveness and his involvement in the company"*.

DOSSIER

YOUTH-ADULT PARTNERSHIP

By Dominique Bénard



Youth-adult partnership has been little researched in Europe and has not really been conceptualised, although it is quite widely practiced, particularly in youth organisations.

This is a specific cooperative approach that would benefit

from being known and analysed.

The dossier addresses the following points:

- The definition of the youth-adult partnership
- The benefits it brings
- The obstacles it faces

- The basic elements that make it up
- Finally, evaluation tools.

The analysis of youth-adult partnerships can help youth organisations that use a cooperative and participatory approach to reflect on their practice in order to better define its objectives and components, as well as to refine the recruitment of adult leaders in order to select personalities who are willing to play the game of cooperation and partnership.

This analysis may also be of interest to teachers who practice cooperative pedagogy in the school setting. The analysis of the Youth-Adults Partnership (Y-A P) presented here is based on an article published in 2012 on the Society for Community Research and Action website by three American researchers: Shepherd Zeldin, Jane L. Powers and Brian D. Christens entitled *"The Psychology and Practice of Youth-Adult Partnership: Bridging Generations for Youth*

Development and Community Change".

Definition

Shepherd Zeldin, Jane L. Powers and Brian D. Christens propose the following definition of the youth-adult partnership (abbreviated as Y-A P.):

The Y-A P is a practice by which:

1. *many young people and adults deliberate and act together,*
2. *in a collective (democratic) way,*
3. *over an extended period of time,*
4. *through work sharing,*
5. *to promote social justice, strengthen an organisation or address a community issue.*

Thus, the Y-A P is an intergenerational process. It involves citizens of all generations working together to address common concerns.

Breaking with the segregation and marginalisation of young people since the Industrial Revolution due to the extension of schooling, Y-A P stipulates



that, in a given community, all individuals are necessary and deserve to have a role, regardless of their age.

Designed as both a development process and a community practice, Y-A P emphasises reciprocity and respect between youth and adults, with a focus on shared leadership and learning.

Youth and adults are challenged to bring their own perspectives, experiences and networks into the partnership. In doing so, they can potentially promote community change by stimulating critical discourse,

skills development, participatory research and collective action.

The benefits of Y-A P

The researchers highlighted the benefits of the Youth-Adults Partnership.

Benefits for the development of young people

Li and Jullian (2012) and Hamilton and Hamilton and Hamilton (2005) point out that, especially among adolescents, educational situations in which adults maintain a high degree of control – which they describe



as "normative" mentoring relationships - fail to engage youth and often lead to tension and discontent. On the contrary, educational situations characterised by a balance of power between adults and youth - what they call "*development relationships*" - are the most likely to foster youth development.

Benefits for the community

Under certain conditions, young people's contributions to

organisations and communities can also contribute to the development of adults and staff, as well as to the strengthening of local institutions, policies and programmes. In the United States, Y-A P is increasingly recommended as part of public programmes aimed at strengthening philanthropy, local governance, non-profit organisation management, social justice campaigns, and school reform efforts.

The obstacles to the development of the Y-A P

Despite the potential of the Y-A P to promote positive youth development, increase civic engagement and strengthen community development, its expansion still faces many challenges.

The Y-A P is still poorly known

- Despite its relatively rich history, Y-AP remains poorly known.
- The concept is still insufficiently mastered.
- There is insufficient understanding of the basic elements that underlie the effectiveness of the Y-A P.

The Y-A P is victims of confusion

- Y-A P should not be confused with the traditional model of mentoring or learning, in which a single adult interacts with a single youth. In essence, Y-A P establishes a group interaction dynamic in which young people develop multiple, sometimes deep and sometimes difficult

relationships with a variety of adults.

- Unlike learning, where adults retain responsibility for their position and professional skills, in Y-A P, role assignment and division of labour are not determined by age, but rather by the motivation, skills and network that each individual brings to the joint venture. Work sharing, collective and democratic deliberation, planning, action and reflection are key and constitutive elements of the Y-A P.
- The practice of Y-A P is often confused with service-learning, the main characteristic of which is the acquisition of individual skills. The Y-A P goes further because it aims to "*promote social justice, strengthen an organisation and/or address a community problem*". Y-A P is designed to support young people (and adults) as agents of their own development. In this context, participants collaborate, choose objectives and engage in issues that are of crucial

importance to them. This is in line with Dewey's vision and the learning-by-doing movement, which believes that young people should get the best possible education through democratic action on issues that matter to them.

- Finally, last point: Y-A P occurs over an extended period of time. Youth-Adult Partnership activities are not limited to a few months or even a project. Their duration is often unlimited. Of course, in the process of organisational and community change, one activity begins, another becomes a priority, a third is put on the slow path. Young people commit to certain achievements, but over time, some participants move away, depending on the time available and their interest. However, others will take on new roles, with increasing challenges and responsibilities, as the organisational and community initiative continues.

The basic elements of the youth-adult partnership

Researchers ask two key questions:

- What are the basic elements of Y-A P?
- What allows Y-A P to have a positive impact on young people?

To answer these two questions, it is necessary to take into account the four fundamental elements through which youth-adult partnerships work:

- authentic decision making,
- natural mentors,
- the reciprocal activity, and
- connectivity with the community.

Authentic decision-making

It is not just about consulting young people, giving them a voice, making their voices heard, it is about recognising young people among the people who matter and giving them access to deliberations. This implies that young people



must participate fully in the heart of collective decision making.

For example, the youth of an American organisation, ICUC, deliberate alone, with adult allies, residents and local leaders to choose community issues on which to focus their efforts. Emphasis is placed on reducing community violence and increasing educational opportunities for youth. When addressing a new issue, young people usually undertake a series of research actions with decision-makers and local elected officials to develop an understanding of the problem

from the perspective of the adults in power, to create their own analysis of the problem and to identify possible solutions. Youth and adults then lead public meetings to catalyse action.

The researchers found that opportunities to participate in decision-making and leadership roles attract and retain low-income and minority youth in community programmes.

When young people begin to exercise their role as agents of change in collective enterprises, they strengthen their socio-political awareness and gain

experience in accessing power, thus strengthening their motivation and capacity for civic and political participation. In addition, it has been found that youth participation in group decision making facilitates personal control, skills development, self-confidence, exploration of personal identity, initiative and emotional well-being.

Natural mentors

Unlike formal or structured mentoring in which adult mentors take the initiative to create the parameters of the youth-adult relationship, natural mentoring, which characterises the Y-A P, takes place without a defined programme and with the mutual consent of those involved in more equal power conditions.

Decision-making by young people takes place in contexts that are not only goal-oriented, but also relational and emotional. The Y-A P implies that young people interact with multiple adults, including community leaders, youth leaders, local elected officials, civil servants and neighbours.

The researchers observe that young people can clearly distinguish between adults. They are looking for relationships that have the potential to be both constructive and respectful. Adults who are willing to work collaboratively are called "*adult partners*" or "*allies*". The term "*Adults in Power*" is used in some contexts to refer to adults who have an influence or a capital that young people hope to have access to. Adults who, in the eyes of young people, "*do not understand them*" should be avoided.

Young people have clear ideas about the ideal characteristics of adult partners. In a New York State study, young participants expressed a desire to work with non-judgmental, passionate and well-organised adults.

In a similar study in California, youth defined adult partners as those who are positive communicators, active listeners and act according to their age. They are looking for adults who can help them look to the future and connect them to social and employment networks.

A study by the National League of Cities (2010, p. 32) found that adult partners must be able to:

- share power with young people without abdicating, support them without taking power and encourage them without preaching;
- provide unconditional support and professional and social networking to young people;
- Help young people focus on their future in the face of adversity and serve as professional and educational role models. This is particularly important for young people living in low-income environments and in difficult conditions.

The presence of adults capable of acting as natural mentors is essential to the creation of successful programmes within the community or in organisations.

Reciprocal activity

Co-learning is often identified by practitioners as a central element of Y-A P. Co-learning is

based on the principle of reciprocity and the belief that young people and adults often bring different perspectives and experiences to joint programmes. The focus is therefore on creating structures and norms for collective reflection and critical thinking within intergenerational groups.

Studies of community practice have identified the effectiveness of free and deliberative spaces where individuals are encouraged to share information, challenge assumptions, solve problems and create social networks. The National League of Cities (2010) describes co-learning as follows:

"The key to the youth-adult relationship is to understand the partnership. In many of these relationships, the adult either dictates the agenda and controls what happens, or leaves the young people alone and abdicates responsibility for what happens. In partnership, the adult ally and young people work 'shoulder to shoulder' by sharing ideas and expertise, translating information about their respective worlds, creating a common agenda and jointly

taking responsibility for the outcome."

Connectivity with the community

Networks within the community provide multiple opportunities for learning and support. They encourage new friendships among peers, the sharing of intercultural and ecumenical perspectives and a sense of common cause.

But more importantly, they provide valuable assistance to those who do not have access to social capital in their daily lives. The links established under the Y-A P. can result in scholarships, awards, internships and employment opportunities for low-income and minority youth.

Access to social capital through the development of relationships with adults and public institutions strengthens young people's sense of belonging, develops their confidence in society, promotes their civic engagement and is a good predictor of their health and academic performance.

The key moment is when young people feel that they are

playing meaningful roles that allow them to have some power and have influence. They then acquire a stronger sense of community.

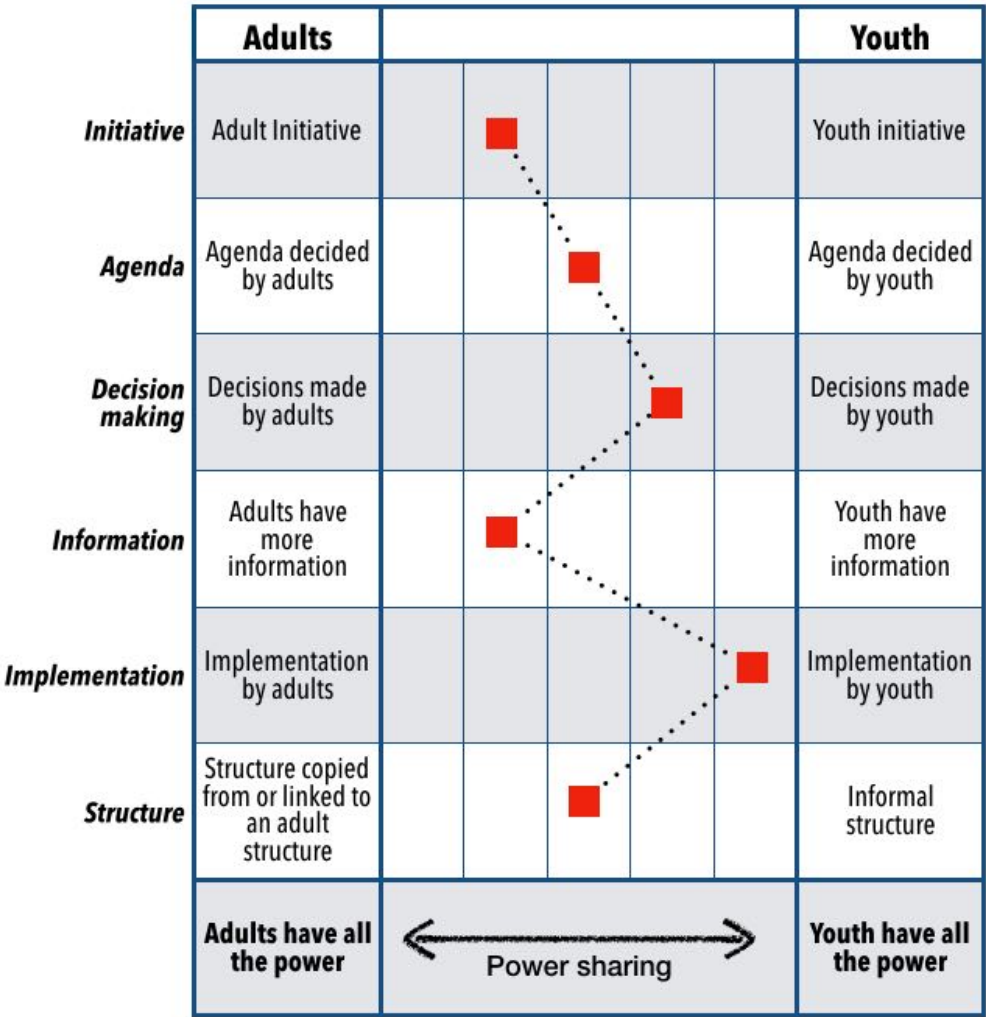
Peer relationships, work done and a sense of belonging to something bigger translate into a strong sense of solidarity and group membership.

Conversely, the Y-A P changes in a very positive way the perception that adults have of young people. Sharing successes with youth exalts adult partners and strengthens collective goals, which contributes to the sense of belonging and engagement of minority members within the organisation.

How to evaluate a Y-A P?

Clare Lardner's participation grid

An American researcher, Clare Lardner (2001), has developed a grid that can be used to analyse and evaluate the degree of youth empowerment offered by different approaches and methods of participation. Lardner's grid proposes six



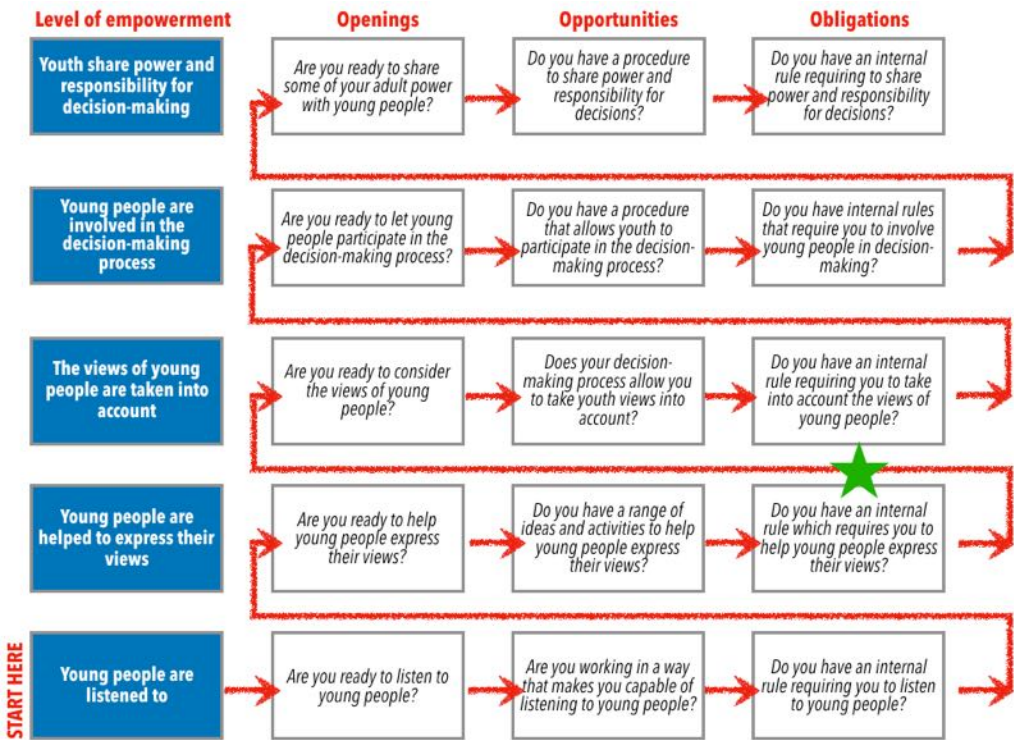
CLARE LARDNER'S PARTICIPATION GRID

dimensions of participation and extends across a continuum of power (see figure page 23):

- 1. the launch of an idea for a project, programme or method;
- 2. the establishment of the programme;
- 3. decision making,

- 4. access to information;
- 5. the implementing rules;
- 6. and participation structures.

Clare Lardner's grid is very interesting because it allows educators to evaluate, with good precision, how they share power with young people in the development of a project; that is,



The green star indicates the minimum point you must reach if you want to comply with the International Convention on the Rights of the Child

PATHWAYS TO PARTICIPATION MODEL, HARRY SHIER, 2001.

what level of youth-adult partnership they propose. From there, they can identify specific areas where they can act to change power sharing and increase the degree of youth empowerment.

Harry Shier's participation paths

Another researcher, Harry Shier, identifies five levels of participation, from "1 - Youth are listened to", to "5 - Youth share power and responsibility". At

each level, the model establishes three progressive stages of engagement: openings, opportunities and obligations (see page 24).

Harry Shier asks a question at each level and step to identify and improve the level of youth participation. For example, for level (3) *"The views of young people are taken into account"*, we can situate ourselves:

- 1. at the level of openings, if one answers "yes" to the

question "Are you ready to take young people's point of view into account?";

2. at the opportunity level, if one answers "yes" to the question "*Does your decision-making process allow you to take young people's point of view into account?*";
3. and finally, at the level of obligations, if one answers "yes" to the question "Do you have an internal rule obliging you to *take young people's point of view into account?*".

In this way, the educator can accurately verify the level of participation he or she allows young people by assessing whether young people's participation is just an intention, an opportunity or really an institutional obligation.

Like Clare Lardner's, Harry Shier's model provides teachers, educators and youth leaders with the opportunity to accurately assess the level of participation and accountability they offer to youth.

In conclusion....

What conclusions can be drawn from this brief analysis of the Youth-Adult Partnership? First of all, it must be clear that Y-A P is a form of youth empowerment. Empowerment aims to make people in marginalised situations discover that they have - in themselves - the power and capacity to influence the different spheres of their lives such as family, work or the socio-political context.

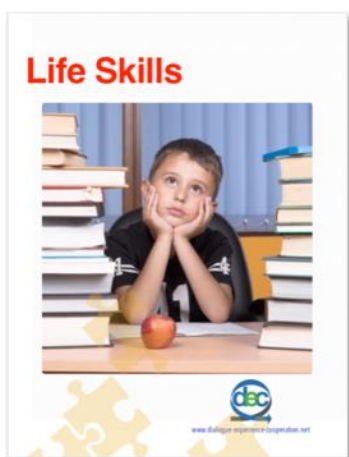
This is very important for many young people - especially those from disadvantaged social classes - who often feel that they have no control over their living conditions and their future.

The Y-A P recognises that young people have a place in society and proposes that they act shoulder to shoulder with adults who respect and trust them to take charge of their destiny and become agents of change today.

ONLINE BOOKSTORE

Two recent releases

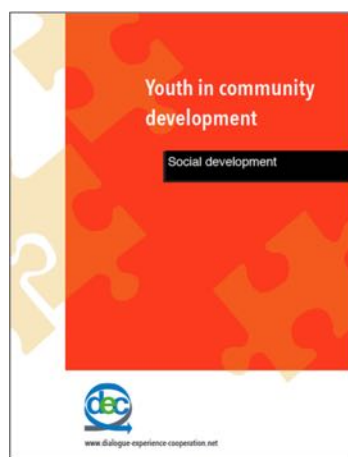
For sale on : <https://approchescooperatives.com/fr>



Lifeskills

Lifeskills are not generally taught in school, but they are essential for a balanced and satisfying social life. This 132-page publication, illustrated with original drawings, offers a series of fun exercises for children and adolescents to learn skills in the following areas: interpersonal communication, cooperation and teamwork, advocacy skills, negotiation and refusal skills, problem solving and decision making, critical thinking and creativity, self-awareness and goal-setting skills, emotion management.

EUR 5



Youth in Community Development

This 90-page publication, illustrated with original drawings, explains how adults can consider young people partners and help them design, plan and implement a project to meet the needs of the community by mobilizing local resources.

It can be useful to all educators and youth workers who really want to contribute to the social participation of young people and their education as active, useful and responsible citizens.

EUR 5

GUEST OF THE MONTH

ALAIN DEWERDT



Alain Dewerd is a psychologist in a multidisciplinary health centre and a consultant in the management of health and social organisations. He has had a rich professional career: philosophy teacher and voluntary Scout leader in Arras, he took up a professional position on the Scouts de France's national team as leader of the senior section (Companions, boys and girls from 18 to 22 years old). After completing his studies in psychology, he then became

involved in social work as a psychologist and director of institutions and associations: social and professional integration of young people, counselling for children and adolescents with behavioural disorders, day hospitals, educational assistance in an open environment, counselling services, foster care, etc.

We met him in his house nestled in the heart of the Landes forest to talk to him about his personal and professional career.

Alain, thank you for receiving us. At the beginning of your professional career, you had a rather special experience as leader of the senior section of the Scouts de France. Can you tell us what you learned from this experience about the relationship with young people?

After having started my career as a philosophy teacher a year before, I was asked to join the national team of the Compagnons, the senior section of the Scouts de France, which is aimed at young people - boys and girls - from 18 to 22 years old.

As a senior teacher, I often had the feeling that the school system was helping to format young people. Many of them understood that it was better to put their personal ideas aside before entering the classroom and look for those they could appropriately slip into their copy to get a good grade in high school. I tried to make things a little different, for example by organising, with my students, a big trial of the family or by taking them to see the film "One Flew over a Cuckoo's Nest" and then discussing madness and confinement.

But I was quickly criticised for moving too far away from the programme and for poorly preparing my students for the Baccalaureate exam. I have a high regard for the teachers - especially my former colleagues in philosophy - who try to help

young people develop their critical-thinking skills and engage in debates about ideas, but the school environment seemed too normative to me.

The experience of the Companions was quite different. Each meeting, in any part of France, was based on a shared action: setting up a canvas village, preparing a celebration, a solidarity action, a camp in the snow...

I have definitely kept the taste for a relationship where we meet on an equal footing to analyse a problem to be solved and cooperate in searching for solutions, without hiding behind age differences. I have often been amazed to see young people reveal themselves and bring something unexpected to the group. With the Companions, we were no longer in a situation where adults claiming to know everything were addressing passive young people. Young people and adults cooperated in action and learned together by sharing their analyses and skills.



After your experience in Scouting, you turned to a career as a psychologist. How do you judge, with hindsight, the journey you have undertaken?

Not wishing to pursue a career in the teaching profession, I chose social work because I was aware of the problems of young people facing the greatest difficulties. Scouting recruits more easily from the middle and wealthy classes and my parents were activists in the working class, so I felt that I had a debt to pay towards my origins.

I chose to study psychology, quite close to philosophy, but I didn't see myself locked in an office carrying out a series of individual consultations. After an experience at the DIDRO Centre, a drug-prevention organisation created by Scouting, I tried to get back to managing an establishment to regain the dynamics of group and project management. Bertrand Schwartz had just submitted his famous report on the social and professional integration of young people and an association suggested that I develop an action in

favour of young people without employment or training: the "NEET" as we say today (Not in Education, Employment or Training).

It was necessary to create a reception centre, organise the first work-based induction courses, then the qualification courses in partnership with social enterprises. Unlike the G R E T A (G r o u p e m e n t s d'établissements de l'Education Nationale), we did not want to adopt a school pedagogy rejected by these young people facing failure. We chose to implement a very interactive approach inspired by the "lucky clover" method developed in Canada by Jacques Limoges, based on young people's interests and their experiences in enterprises.

I then took over the management of an ITEP, an institution that welcomes intelligent children and adolescents with behavioural disorders. There, I was able to develop, with my team, a truly cooperative approach: co-management of educational activities through a House Council and Group Councils,

the Freinet method for school learning, etc.

After seven years, I took over the general management of the Renovation Association, which includes 15 establishments. At first, I felt a little out of the way, away from the daily action. But very quickly, it was necessary to reorganise the five ITEPs, to make adults and the various services cooperate with each other, to break out of divisions and corporatism, and to encourage new modes of cooperation.

I got along very well with the founding President, Jean Hassler. He had created "Renovation" to allow young people to take charge of their lives despite psychological difficulties. Jean Hassler was a member of "La Vie Nouvelle", an adult education movement that emerged from Scouting, inspired by Emmanuel Mounier's philosophy, community personalism, an alternative to individualism and permanent competition. I felt like I was coming back to the family.

Looking back, I think that the common thread of my entire professional career has been a real passion for educating and accompanying teenagers, a pronounced taste for everything that can mobilise people, help them grow and even heal themselves, in the event of greater suffering, through relationships and cooperation with others in the context of a shared project, however small it may be.

In your opinion, what are the obstacles that hinder the generalisation of cooperative pedagogies in the school system?

What strikes me is that the system is very selective, gradually directing those who have the most difficulty towards short circuits. Young people with attention or behavioural disorders are quickly excluded because they disrupt the class group. To be a good student and succeed, you have to fit in the system.

In other countries, such as Finland, all children and adolescents are welcomed at school. There are no specialised

institutions that exclude those who have difficulties. The evaluation highlights not the weaknesses but the progress made. It is done in cooperation with children and parents. It is certainly not idyllic, but it works and in international learning assessment programmes, such as PISA, Finnish students achieve better results than French students.

The success of cooperative educational approaches requires teachers to position themselves as facilitators of learning and not as the only channel of information and knowledge. The class is then transformed into a workshop, everyone contributes to the search for knowledge, documentary materials are diversified and personalised, competition gives way to mutual aid and cooperation.

Nevertheless, I am optimistic for the future. Progress is being made in education in France. The "inclusive shift" seems to be underway.

Do you think that the youth-adult partnership as defined in this issue of the review is capable of bringing a new dynamism to today's society?

I found the model of the three lenses in the article on young Syrian refugees in Turkey very enlightening.

Even between adults, as soon as we practice a profession of personal service (care, education, social assistance, etc.) we tend to reduce the other to the role of beneficiary, while overvaluing our own expertise, thus creating an unequal relationship.

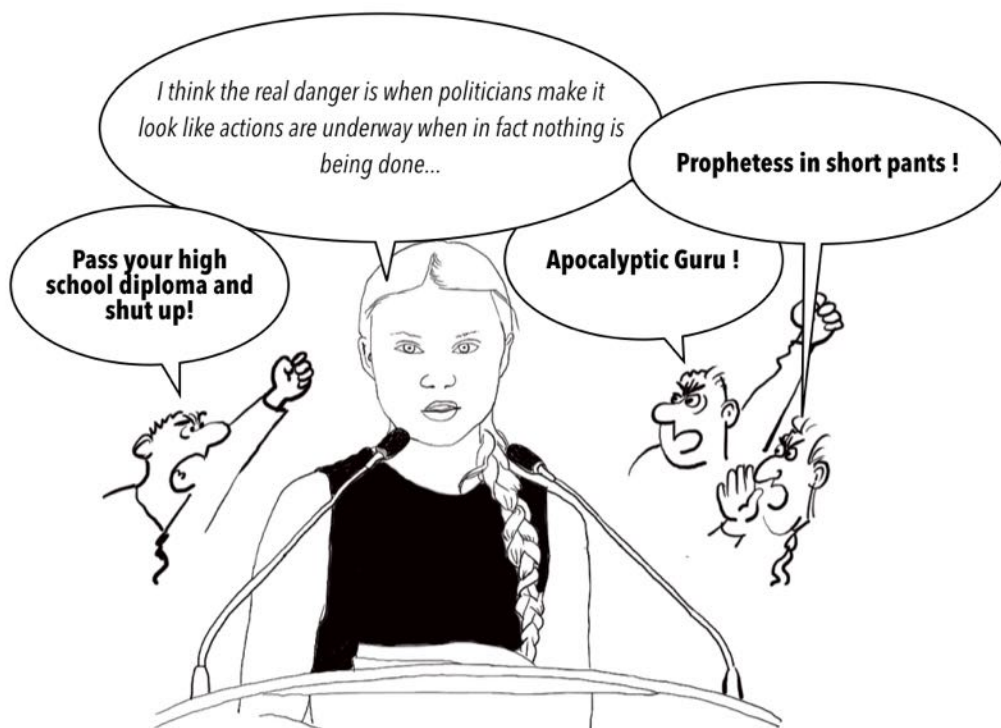
In the health and social sector, since the 2002 laws, the relationship has been considered contractual. The young person and his or her family must be seen as partners. Recently, the concept of "development of the power to act" has been reinforced, which makes the young person and his family the game leaders and the health and social professional an accompanying person, a facilitator. This concept marks definite progress but risks promoting an inter-individual

relationship, in the form of "mentoring" at the expense of truly cooperative group interactions, where all parties are on an equal footing and engaged in joint action.

Thank you Alain for opening this review. We hope that you will actively collaborate in the future, for example in a future issue on cooperative approaches in the health and social sector.

WITH PENCIL STROKES

GRETA THUNBERG



The young Swedish environmental activist Greta Thunberg, icon of the youth fight against climate inaction, was invited to speak on Tuesday 23 July at the French National Assembly. Her arrival triggered virulent opposition from some members of parliament. Guillaume Larrivée and Julien Aubert, two MPs from the Republican Party, called on parliamentarians to boycott Greta Thunberg. The first called Greta an "apocalyptic Guru", the second called her "Prophetess in shorts". The virulence of these words is surprising. Shouldn't the representatives of the French Republic rejoice in seeing young people engage in a great civic movement, even if they don't share all their analyses... But for some people, youth have to stay in their place, be content to study and not interfere in adult affairs. They cannot accept that the younger generation worries about the future of the planet and blame them for their inaction on global warming. They are widening the "generation gap" to keep young people out of public affairs.

THROUGH THE WEB



European Youth Forum

The **European Youth Forum** is the platform of the national **youth** councils and international non-governmental **youth** organisations in **Europe**.

Its website offers a lot of interesting information and resources on the theme of young people's participation in society. Among others:

- Policy paper: Youth employment
- Resolution: an integrated approach to combat homophobia
- Africa - EU Summit: Strengthening the voice of young people in Africa
- Study on the social value of youth organisations
- Position paper: The future of Europe, unlocking the potential of young people.

And many other things...

<https://www.youthforum.org>

Despite threats, young Burmese activists are making their voices heard

RFI 30 june 2019

In a country where freedom of expression is regularly threatened, the younger generation of human rights activists in Myanmar has been



campaigning on sensitive issues in recent months. Conflicts between the army and the Kachin rebellion have intensified in the north of the country, forcing thousands of civilians to flee. "End the war immediately" chant the demonstrators before the situation escalates. About twenty participants were arrested by the police: Khin Sandar was among them and now faces up to a month in prison. *"I'm not afraid to go to prison, because now I have many friends who are there,"* says the young woman, met in a café in central Rangoon.

<https://fr.news.yahoo.com/malgré-menaces-jeunes-militants-birmans-152004115.html>

The Guide to Cooperative Learning: Principles and Strategies for Each Type

Cooperative learning is delivering instruction through small groups, empowering students to work together to build their understanding of topics and concepts.

There are five aspects of cooperative learning that drive its success:

- **Positive Interdependence:** Students must see that each group member's efforts are important to both individual and team success;
- **Promotive Interaction:** Students must empower each other by offering help, praise, feedback and resources;
- **Accountability:** Each student must accept responsibility for fulfilling his or her role, helping the team reach its learning goals;
- **Soft Skills Instruction:** Because students need to develop interpersonal skills to effectively work together,



you should give lessons and activities about teamwork;

- **Group Processing:** As a group, students should strategise how to meet their learning goals. Finding a resource that explores cooperative learning is easy, but many ignore strategies for delivering the teaching approach.

Despite this, the pedagogy is popular in classrooms across districts and grade levels, creating a need for tips and information that teachers can act upon.

This website offers a guide that covers general principles and specific strategies to use for each of the three types of cooperative learning:

1. Formal Cooperative Learning Strategies
2. Informal Cooperative Learning Strategies
3. Cooperative Base Group Strategies

<https://www.prodigygame.com/blog/cooperative-learning-principles-strategies/>

Climate: a German female centenarian enters politics

Kirchheimbollen (Germany) (AFP) - Lisel Heise's decision to enter politics crystallised when her microphone was cut off at a public meeting. This centenarian, who has become a local elected official, is now



LISEL HEISE

fighting alongside young people for the climate.

The woman who retired from teaching 40 years ago was defending the reopening of an outdoor swimming pool. "When I started (talking), some really didn't want to listen to me and went so far as to unplug the microphone," she told AFP. Today, people from all over the world come to talk to me. Who's laughing now?", she argues.

What has since changed is her unexpected election to Kirchheimbolanden City Council in Kirchheimbolanden, Rhineland-Palatinate (West), just

a few weeks after she celebrated her 100th birthday.

It is no coincidence that the pool mobilised Mrs. Heise. She embodies two themes that are close to her heart: youth and public health. From there came her commitment to the climate, inspired by the mobilisation of young people from the "Fridays for Future" movement, launched by the Swede Greta Thunberg and closely followed by German youth. "Young people really give me hope," enthuses the woman who is raging against the German car industry and still walks every day in the picturesque old town

of Kirchheimbolanden, with its 8,000 inhabitants.

Ms. Heise is part of a rising wave of older people who refuse to stay out of public life, such as the movement "Oma gegen Rechts" ("Grandmothers against the Right"). Launched in 2017 in Austria and imported into Germany, it regularly brings together older women who want to learn from history and oppose racism.

Heise likes to welcome visitors to her lounge filled with books, including a prominent volume of photos of Barack Obama. "A political leader must have a vision and logical but also humanistic thought," she says.

She cannot stand Donald Trump, whose ancestors came from the nearby village of Kallstadt. "I'm ashamed that his grandfather is from here," asserts the centenarian. **here," asserts the centenary.**

Deborah Cole, AFP. July 25, 2019

<https://fr.news.yahoo.com/climat-centenaire-allemande-lance-politique-053701515.html>