

"Training for a Better World"



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***A project examining the training needs of
Youth Workers in the E.C. Member States
in the area of Environmental Education***

**This project and report have been completed
by Karen Kiernan on behalf of ECO -
Ireland's National Youth-Environmental Organisation**

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of the E.C., under the Priority Actions in the Field of Youth.**

① **ECO, the Irish Environmental Conservation Organisation for Youth - UNESCO Clubs.**

June 1993.

ECO's aim is to promote the protection of the environment through practical projects and environmental education. ECO has a network of 60 Clubs throughout Ireland, with over 3,500 young people working for their environment. ECO is a member of the National Youth Council of Ireland (NYCI), the Tree Council of Ireland, Youth & Environment Europe (YEE), and the World Federation of UNESCO Clubs and Associations (WFUCA).

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- * All the staff and volunteers of ECO
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Acronyms:

C.E.E.	Council for Environmental Education (U.K.)
C.O.S.Q.U.E.C.	Council for Occupational Standards and Qualifications in Environmental Conservation (U.K.)
C.Y.C.	Catholic Youth Council
E.C.	European Community
E.C.B.	European Co-ordination Bureau of International Non-Governmental Youth Organisations
E.C.Y.C.	European Confederation of Youth Clubs
ENFO	Irish Government's Environmental Information Service
I.W.F.	Irish Wildlife Federation
N.Y.C.I.	National Youth Council of Ireland
N.Y.F.	National Youth Federation
PETRA	E.C. Action Programme for the transition from student to working life
S.A.I.	Scouting Association of Ireland
W.A.G.G.G.S.	World Association of Girl Guides and Girl Scouts
Y.E.B.	Youth Exchange Bureau
Y.E.E.	Youth and Environment Europe

"Training for a Better World"

Programme for a conference on the training needs of youth workers in the E.C. in the area of environmental education, in the Malton Suite, Heritage House, 23 St. Stephens Green, Dublin 2.

Saturday, 27th. March

8 p.m. Arrival and welcome of the participants

Sunday, 28th. March

10 a.m. Opening ceremony

10.30 a.m. Presentation by David Santa of Y.E.E.

11.45 a.m. Presentation on the training of youth workers in Ireland
by Pat Dowling from *Macra na Feirme*

1 p.m. Lunch in Avalon House

2.30 p.m. Presentation of survey results by Karen Kiernan, ECO

3 p.m. Workshops on the delegates' experience and opinions of
the survey

4 p.m. Plenary session

8 p.m. Dinner in the River Moon Cafe, 24 Wellington Quay

Monday, 29th. March

10 a.m. Visit to ENFO 17, St. Andrews Street, which is Dublin's
environmental resource centre

11.45 a.m. Presentation by Jo Polak from C.E.E.

1 p.m. Lunch in Avalon House

2.30 p.m. Workshops to develop recommendations from the
conference for the European Commission

3.30 p.m. Plenary session and close of conference

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CHAPTER ONE: INTRODUCTION

1.1: Background to Project

This project has been undertaken as part of an E.C. Priority Action in the Youth Field (Action IV). This deals with the "...cooperation in the training of youth workers, particularly with regard to the European dimension" (1). This particular study was commissioned under Section 2.3 *Seminars and Studies* by ECO - Ireland's national youth-environmental organisation.

The priority actions in the field of youth arose from two resolutions of the Council and Ministers of Education Meeting within the Council on Environmental Education. The first took place in May 1988 (2) and adopted a resolution to promote environmental education at both a member state and E.C. level. In 1991 the E.C. Council of Ministers adopted Petra II, which is an expansion of the original programme in the field of vocational education and training. This is achieved through the following actions:

- European Network of Training Partnerships (E.N.T.P.)
- Youth Initiative Programmes
- Training and Work Placements
- Vocational Information and Guidance (3).

A resolution from the Council of Ministers (4) detailed the four priority actions in the field of youth:

- "- intensification of cooperation between structures responsible for youth work;
- information for young people;
- stimulating the initiative and creativity of young people; and
- cooperation on the training of youth workers, particularly with regard to the European dimension". (4)

This fourth priority action calls on the European Commission "...to provide support for action by the Member States in their initiatives geared to:

- activities (including studies, seminars, study visits) which permit exchanges of experience and information between those responsible for training youth workers in different Member States and/or make it easier for youth workers to use their qualifications in other Member States;
- setting up and developing transnational and European links between

institutions and bodies involved in the initial or further training of youth workers". (4)

1.2: Aim of project

The aim of this study is to research and evaluate the status of youth workers and their training requirements in E.C. member states in the area of environmental youth work.

1.3: Introductory Remarks

The environment is becoming an increasingly important mainstream political issue and this is being recognised by member states and the E.C. A recent E.C. survey *Young Europeans in 1990* (5) indicates that young people are firstly focusing their attentions on specialised activities and youth organisations, and secondly, that the environment is the most popular area of interest with 51% of survey respondents prioritising the environment in their list of concerns (5). It is important that all youth workers in the E.C. member states (from the professional state employed worker to the volunteer in an autonomous specialised youth organisation), be trained to provide young people with information and practical activities which they are interested in. This also has the beneficial effect of promoting environmental issues and concerns to young people, hopefully politicising and empowering them to take action so both they and the environment benefits.

But it has been noted that the environment has varying levels of importance in domestic politics amongst the different member states. This is reflected by the composition of parliaments, the laws on environmental issues, the presence or absence of state sponsorship of environmental organisations, the school and university curricula and the general opinions and levels of interest existing on environmental concerns.

Differences also occur in the current methods of training youth workers in E.C. member states, this is outlined in *Youth Work Training in the Member States: An Overview* (6), and was reflected in the questionnaires returned as part of this study where respondents were asked about their educational qualifications. It would appear that most countries provide some sort of professional training although the level of this varies greatly. But it is also very common for youth workers to be

trained on the job over a period of time and to learn thorough experience, especially as many youth organisations are run by volunteers.

The term youth worker is also very broad in covering the types of work which the individual may carry out. To quote from *Youth Work Training in the Member States: An Overview* (6), ".....it seemed appropriate to use the term "youth worker" to describe all persons actively working with young people outside of formal education and professional training" (6). So throughout the questionnaire and seminar components of this project, very wide-ranging views of what a youth worker is and does were dealt with, set against the backdrop of wide-ranging cultural and political views of environmental issues. This is the restricting context in which this study must be placed.

The benefit of this broad definition of youth worker however means that many more young people are included in the study. It was noted by one of the seminar participants that although the numerous youth organisations in the Netherlands are autonomous - the participants are mainly middle class, whereas persons working with the youth service in Great Britain or Ireland are dealing with young people who are usually working class. A 1992 Irish report called *Participation in Youth Service Provision During the Transition from School to the Labour Market: Gaps in Provision and the Policy Issues Arising* (7) outlined the gender and class differences existing amongst young people participating in youth organisations. In general, there is a lower level of activity by females and working class young people.

CHAPTER TWO: SURVEY

2.1: Methodology

Following an initial meeting of advisors, a questionnaire was devised to fulfill the following two objectives of the project:

- (i) to examine the amount of involvement/activities of youth workers in practical environmental activities for young people;
- (ii) to examine whether youth workers working in environmental youth work have qualifications and training in environmental conservation or environmental education.

This questionnaire was refined by means of a pilot study which was completed by staff and volunteers of three Irish youth organisations. It was ultimately decided to develop two questionnaires. A more detailed questionnaire was to be completed by the Director/International Secretary/President in order to obtain a profile of each organisation. A shorter questionnaire was enclosed to be completed by a volunteer, staff member or worker in the organisation. A covering letter detailing background information on the project also requested that questionnaires be photocopied and circulated to as many people as possible. This was requested in order to generate a larger data set. The letter and questionnaires were also translated into French. See Appendix A for a complete copy.

The national youth councils in each E.C. member state were contacted and asked to supply a list of the names and addresses of their member organisations. Questionnaires were also sent to the relevant member organisations of Y.E.E. and other miscellaneous youth organisations known to the author. Appendix B details the numbers of questionnaires sent to each member state. In total, 686 youth organisations were sent the questionnaire. It was realised at an early stage that statistical comparisons between member states would not be feasible due to differences in country sizes, numbers of youth organisations etc. It was therefore decided to send out as many questionnaires as possible and produce general E.C. trends on issues.

To the time of writing (3/5/93) 140 completed usable questionnaires were returned from 83 different youth organisations. See Appendix B for a list of the numbers returned from each member state. Unfortunately, some organisations did mention that they had difficulties in understanding the

meaning of some of the questions, despite the translation. Some questions designed to provide background information were left unanswered on most of the questionnaires - but these were less relevant to the results as they required subjective replies.

2.2: Results

The data set (n) varied for some questions as not all questionnaires were fully completed, but it was felt to be necessary to use them because of the low response rate.

The percentages do not total 100% for questions as respondents could tick more than one answer in the multiple choice questions. All answers are given in percentages rounded to the nearest decimal place rather than in absolute numbers.

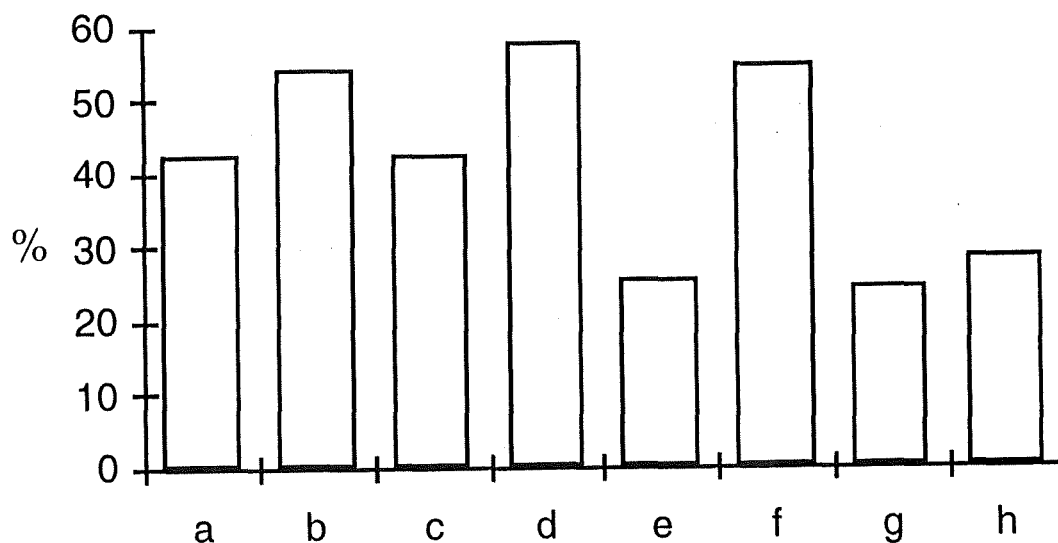
Q1. Is the organisation involved in environmental education or environment-related activities with young people?

Yes: 75% No: 25%. (n=143)

A higher response rate is to be expected from youth-environmental organisations as the rest probably considered the survey to be totally irrelevant to them.

Q2. If so, what types of environmental activities is the organisation involved in? (please tick) (n=102)

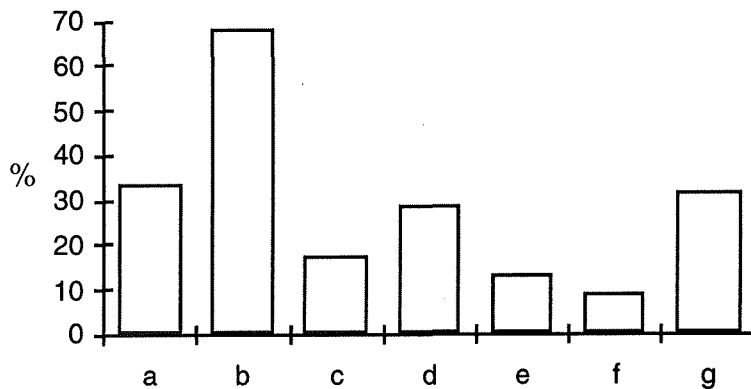
- a. Guided walks/nature study: **42%** b. Discussions/debates: **54%**
c. Seminars/lectures: **42%** d. Practical projects: **58%**
e. Lobbying/pressure groups: **25.5%** f. Training/education: **55%**
g. Visiting speakers: **24.5%** h. Visits to env. orgs: **28%**



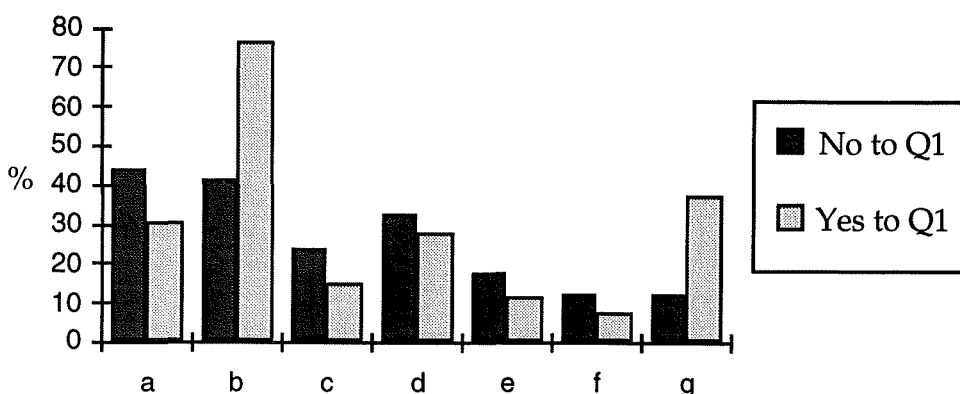
The data set (n) is much lower in this question because only those organisations which answered yes to question 1 replied to question 2. The most popular activities - practical projects, training/education and discussions are very relevant to this study as will be seen in the section dealing with the seminar.

Q3. What were/are the most important factor(s) in helping the organisation get involved in environmental education or activities? (please tick) (n=140)

a. Funding: 34% b. Interest/demand: 68% c. Resources: 17%
 d. Training: 28.5% e. Policy changes: 13% f. Personnel change: 8.5%
 g. Specific projects: 31.5%

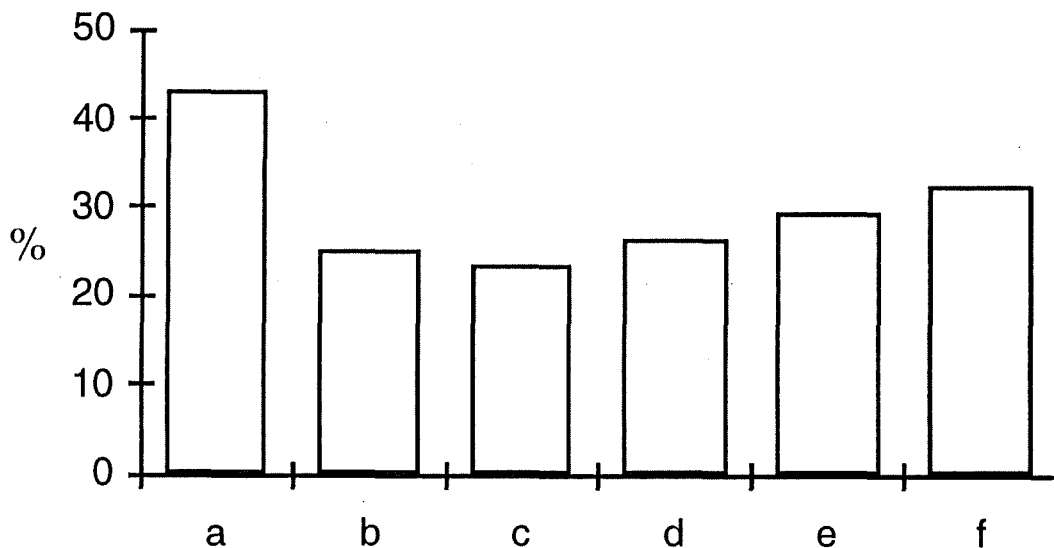


This question was asked in order to elucidate which factors an organisation had found necessary in the past, and which factors may be helpful to those organisations not yet involved in environmental education. It is interesting to note the relevant importance attached to training as interest/demand is perceived to be a much more significant factor. The second graph shows the breakdown between organisations already and not previously involved in environmental activities. Interest/demand is perceived to be hugely important to organisations already dealing with the environment, and funding was seen as more important by organisations not yet involved. Specific projects also received more attention by organisations dealing with the environment illustrating another important area to be covered. Training was perceived to be more or less of equal importance by both types of organisations.



Q4. What are the most important factors in helping the organisation get training in environmental issues? (please tick)
(n=140)

a. Funding: **43%** b. Professional trainers: **25%** c. Courses: **24%**
d. Resources: **26.5%** e. Incentive: **29%** f. Time: **32%**



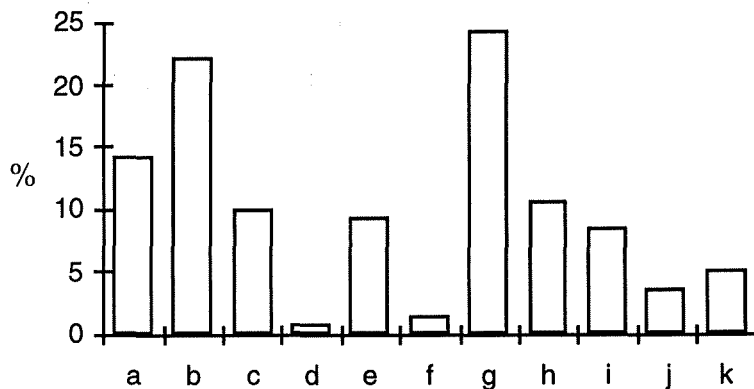
This question follows on from the previous one to concentrate specifically on the issue of training. It is examining the ways in which training may be best facilitated and what exact needs youth workers may have. It provides indications of some of the more basic factors determining whether an organisation would be able to avail of training if it were available, and what type.

Q8. Have you received any training in environmental issues?**Yes: 41.5% No: 58.5% (n=140)**

This is quite a high positive response as although 75% of the respondents indicated that their organisation was involved in environmental activities (see question1), only 48% described themselves as being environmental organisations although they had multiple options. This information came from the background information requested on page three of the Director's questionnaire to form a profile of the organisation.

Q9. Was your training in environmental issues:**(please tick all relevant categories) (n=140)**

- a. formal education: 14% b. informal education: 22%
 c. in-service training: 10% d. pre-service training: 0.5%
 e. diploma/degree level: 9% f. career break: 1.5%
 g. self-taught: 24% h. on the job training: 11%
 i. part-time course: 8.5% j. under a broad qualification: 3.5%
 k. a specific qualification: 5%



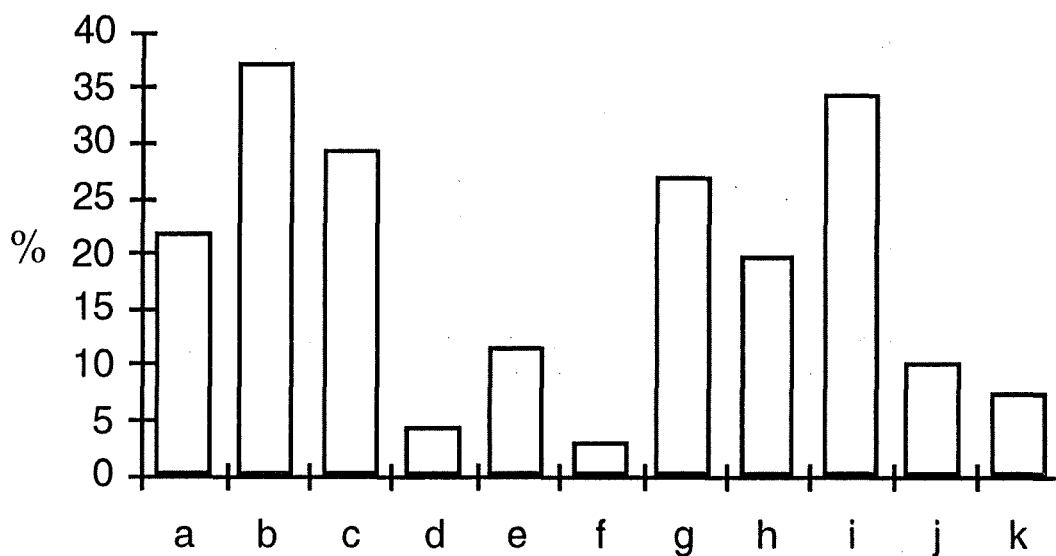
This question was asked in order to know the most popular methods of education in environmental issues already employed, to help in formulating recommendations on the types of training which should be undertaken in the future.

Q11. Would you be willing to undertake initial or further training in environmental issues?

Yes: 84% No: 16% (n=137)

What type of training:(please tick all relevant categories) (n=137)

a. formal education: 22%	b. informal education: 37%
c. in-service training: 29%	d. pre-service training: 4%
e. diploma/degree level: 11.5%	f. career break: 3%
g. self-taught: 27%	h. on the job training: 20%
i. part-time course: 34%	j. under a broad qualification: 10%
k. a specific qualification: 8%	

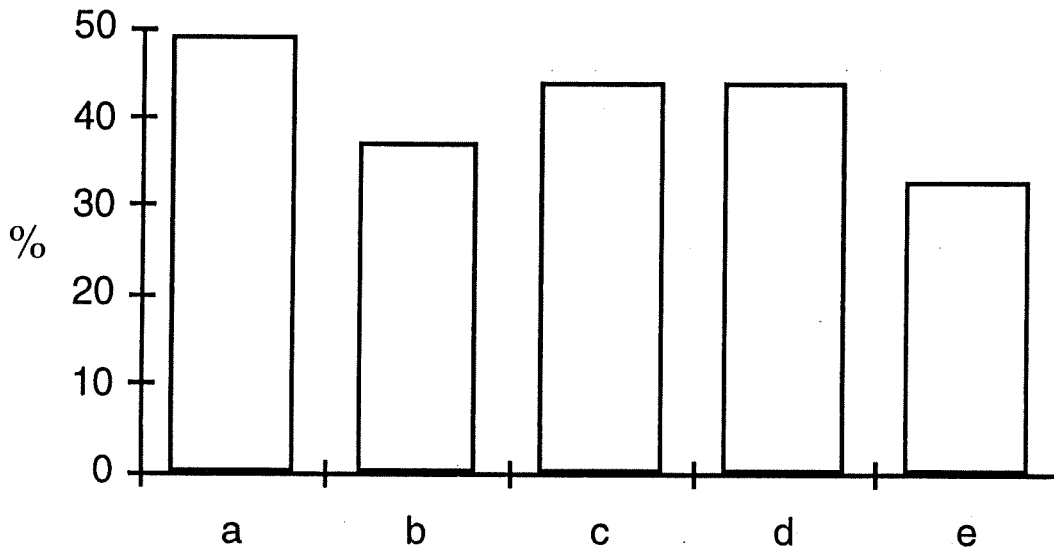


This question is crucial in determining the exact nature of training youth workers would find most suitable for their needs. Also unsurprisingly, a very large proportion of respondents indicated their willingness to undertake future training in the area of environmental education.

Q14. Are there particular areas of environmental education which would be useful for you to receive training in?

(please tick) (n=137)

- | | | | |
|---|-----|------------------|-----|
| a. Conservation/Nature study: | 49% | b. Law/politics: | 37% |
| c. Ecology with practical applications: | 44% | | |
| d. Teaching methods/communication skills: | 44% | | |
| e. Current environmental issues: | 33% | | |



This question is useful for indicating the specific areas which youth workers may be interested in, although a good course in environmental education would presumably cover all of the above. There is no great preference for any of the mentioned areas and any differences which exist may well be the result of the layout of the question.

Q16. Are there particular problems for youth workers in your country wishing to receive training in environmental issues, and if so, what are they?

There was a very low response rate for this question and it was asked in order to put in context the quantitative results from the remainder of the questionnaire.

A respondent from Italy replied that there was no training at all available in environmental issues in their country, and others commented that very limited opportunities exist. For example, a Spanish respondent said that it is necessary to go to a university or private institution to learn about the environment which can obviously be expensive and inaccessible to many youth workers. It was noted that although environmental organisations in Portugal, for example, have the required knowledge, the resources do not exist to enable them to pass on the information.

Lack of time to allow youth workers to undertake training was perceived to be a common problem. This is linked to funding as many youth organisations are understaffed or run on a voluntary basis. One Irish volunteer noted that the timing of courses is important in order to allow people attend. Lack of funding to attend and travel to seminars and courses was described as being a major problem, as well as a lack of information about courses. This may be due to the fact that training courses in environmental issues may not exist in some countries at all. These factors were reflected in Q4 of the survey where funding and time were perceived to be the most important factors in helping an organisation get training in environmental education.

Several respondents from Denmark and Portugal perceived motivation and interest in the environment to be a big hurdle. This was also clearly demonstrated in Q3 of the questionnaire where interest/demand was returned as the most important factor in helping an organisation get involved in environmental education or activities.

Other problems mentioned by respondents included the non-availability of such training, the lack of training institutions and the lack of an environmental information service in Belgium. The environment was seen to be an unimportant issue politically in Britain, thus not receiving much attention in the form of funding. A respondent from the former G.D.R. described how the country has become economically impoverished

resulting in the diminishment of the youth services. It was correctly noted by an Irish youth worker that the environment has very limited priority in general youth work and that youth organisations are too stretched already without attempting to include the environment in their work. A respondent from the Netherlands was concerned with E.C. funding, saying that if money is available for youth-environmental programmes, strict deadlines and conditions may apply, thus reducing the potential benefits of such training courses, and that the Ministries of the E.C. are unreachable.

CHAPTER THREE: SEMINAR

3.1: Introduction

The seminar took place in Dublin on March 28th and 29th, 1993. The national youth council of each country was contacted to select a suitable delegate to attend. The background and purposes of the seminar were outlined and a person specialising in youth worker training was requested. In addition, representatives of the European bodies such as Y.E.E., E.C.Y.C., E.C.B. the Youth Forum, PETRA; the British based organisations C.O.S.Q.U.E.C. and W.A.G.G.G.S., as well as Irish delegates from the N.Y.C.I., I.W.F., An Taisce, PETRA, ECO, ENFO, the Department of Education, the Department of the Environment, Y.E.B., S.A.I., N.Y.F., C.Y.C. and the E.C. Commission office were all invited to attend the conference. See Appendix C for a full list of seminar participants.

Unfortunately, due to a clash with the General Assembly of the Youth Forum of the European Communities in Copenhagen and a Foroige conference in Ireland many people were unable to attend.

The delegates to the seminar were mainly from youth-environmental groups apart from a woman from the *Greek National Council of Hellenic Youth Organisations*; another from *Ecolojovem* which is the youth section of the Portugese Green Party and two women from *Friends of the Earth* Great Britain and Spain. Apart from one, all the delegates were aged between nineteen and twenty six years old.

Although the delegates did not specialise in youth worker training as requested, they all worked in the area of environmental education in a very practical way and several of the organisations provide training for external youth workers. For example, the Danish group *Natur og Ungdom* (Nature and Youth) provide courses for leaders of youth clubs and other youth workers. Many of the delegates organisations' members are self taught or trained within the organisation over a period of time as they gain experience and expertise, for example the Dutch groups *Nederlandse Jeugdbond voor Natuurstudie* (Dutch Youth Federation for Nature Friends) and *NIVON Jeugd and Jongeren* (International Young Nature Friends). The German delegate from *Naturschutzjugend* provided us with books and materials written by members of his organisation to provide information and training for teachers, youth group leaders and other youth workers.

Most of the delegates had practical experience of working with young

people in the area of environmental education, either by providing them with information such as *Friends of the Earth G.B.*, or by working with them on specific projects or in the countryside such as *Friends of the Earth Spain*, and *AFSAI*, Italy.

The delegates' expertise provided original, practical ideas and suggestions as to how the European Community could help in the training of youth workers in environmental education, and they had much to offer the seminar and workshop proceedings.

3.2: SEMINAR PROGRAMME

The programme was designed to provide the delegates with background information and stimulate discussions and ideas. The days were divided with guest speakers and question and answer sessions each morning, and workshops in the afternoons.

3.3: OPENING

The conference was officially opened by Frank Mc Carney, the Vice-Chairperson of ECO, who welcomed the participants and thanked them for coming. Karen Kiernan, Project-Coordinator, spoke about the background to the project and the aims of the seminar. She pointed out that what was needed was a dialogue between environmentalists and youth workers. Funding may be a large issue, but it was noted that it is also important to get environmental groups interested in youth and training, and youth workers interested in using the environment as a tool in their work. It was outlined how ECO achieves this in very practical ways, as it deals with clubs of young people. The work includes providing information to them, teaching them in a hands-on manner how to build, for example, bird and bat boxes and then learning about suitable locations for the boxes in the outdoors. ECO also produces a quarterly magazine and runs a summer camp and several open days for members during the year. ECO embodies a marriage of youth work and environmental skills in its activities.

All delegates briefly introduced themselves at this point and were presented with the seminar papers. See Appendix D.

3.4: MARCH 28th - MORNING SESSION

David Santa from Y.E.E. (*Youth and Environment Europe*)

The first speaker of the seminar was David Santa who is European Co-ordinator of Y.E.E. He outlined the role of Y.E.E. in environmental education, showed slides and took questions.

He gave a brief history of Y.E.E. and then explained how it is an umbrella organisation for youth-environmental organisations in Europe which facilitates them networking and sharing information. An important concept in Y.E.E. is that of "youth training youth", but sometimes this must be departed from in order to allow for specialist training. There is now an emphasis on the quality of training provided and a new position was created to monitor this issue.

Y.E.E. runs three training courses per year whose themes are suggested by the 52 member organisations of the network. There is currently an environmental education working group which will be publishing a newsletter.

Another important function of Y.E.E. is the dissemination of information and networking through its magazine, database, newsletter and meetings of their international secretaries. It provides the opportunity to raise local work to a national and international level.

Pat Dowling - *Macra na Feirme*

Pat Dowling was invited to speak on the provision for training youth workers in Ireland, in order to provide the delegates with some of the typical methods employed throughout the E.C.

He firstly explained that he was employed as training manager in a large youth organisation which works with mainly rural young people - of whose members one-third are farmers.

Through a discussion and video Pat outlined the phases of development of youth organisations; the types of member organisations which the N.Y.C.I. has; the characteristics of youth workers in Ireland; and the three types of youth worker training which exist in Ireland.

He identified training as being extremely important because of the voluntary nature of youth work in Ireland and he commented that training

is generally ".....organisation-based, underdeveloped, underfunded and undersupported...".

However, the first type of youth worker training is through university - specifically St. Patricks College Maynooth, County Kildare. This offers a one-year full-time postgraduate diploma in community work; a two-year full-time nongraduate diploma in youth and community work; and a three-year part-time inservice diploma. These courses are being developed as youth work is becoming increasingly professionalised as with most careers.

The second type is of an informal nature occurring within organisations themselves. This is very common and can take the form of internal training through courses and experience, or courses provided by external training consultants. The features of this type of training is that it is usually only recognised within the organisation and does not yield a professional qualification.

The third category of youth worker training is *ad hoc* / joint initiatives which take place between different youth organisations. An example of this is the Common Training Programme developed between the N.Y.C.I. and the Uniformed Organisations.

Pat concluded by saying that he felt a variety of modes of entry to the youth service should remain.

* * * * *

Before lunch each delegate gave a short presentation on their organisation, the work it undertakes and their role within it. This is discussed in the introduction (see pp. 14-15).

3.5: MARCH 28th - AFTERNOON SESSION

Survey Results

The afternoon session began with a presentation of the survey findings by Karen Kiernan accompanied by overhead projections. All the delegates had copies of the summary findings and relevant points in the seminar papers (see Appendix D). Questions about the results were answered and the delegates were invited to divide into two workshops to discuss:

- a. the findings of the survey as they related to their own experience and country;
- b. to focus on the particular types of environmental training which would specifically help youth workers.

The workshops were facilitated by Jennifer Gray and Sinead Begley, both ECO volunteers.

Difficulties were encountered in one of the workshops as delegates from different countries had radically different experiences of youth organisations, the youth service and youth workers. In general, it was found that in countries such as Denmark, the Netherlands and Germany, youth organisations are run totally by young people themselves usually on a voluntary basis. Whereas in Great Britain and Ireland youth organisations and clubs are frequently run by adults and are often state sponsored. A more institutionalised youth service exists here in western Europe, in comparison to northern continental Europe. Also perceptions of what a youth worker is caused problems, because in the course of the questionnaire and conference it was assumed to mean any person (usually adult) working in a voluntary or professional capacity with young people, including people state employed in the caring services.

The two workshop groups then merged to present their ideas which were collated as follows.

a. Survey findings

In summary, comments about the survey included the fact that one of the main problems which groups face is fundraising and obtaining a large enough budget if any, from state sources. Delegates felt that a high level of interest existed in environmental education in their organisations and in wider society, but it must be remembered that all of them, except one, were from environmental organisations. It was felt that training is urgently required for youth workers and members of their own

organisations, especially volunteers, but the characteristically large turnover of staff and personnel prevents this.

Some problems with the training which already exists includes the costs of travel and attending seminars; a lack of available time to attend; the priorities of the organisations; some courses were felt to be too highly focused on one area so the needs of non-expert youth workers are not met. A lack of practical training and the dissemination of information was perceived to be inadequate. Homestudy courses were said to be helpful and it was noted that most youth workers use informal educational methods, especially self-learning to develop their knowledge of the environment and related issues.

b. Environmental training

In this larger discussion group, problematic meanings were smoothed out somewhat and all the delegates were asked to present three ways each in which youth workers could be helped obtain training in environmental education, especially those who may previously have not been interested in using the environment in their work. Responses may be divided under the following headings:

Training Courses:

- * Delegates from N.G.O.s and environmental organisations suggested that they could offer experience and expert knowledge in the theory and practice of working with young people, and provide other youth workers with relevant information.

- * It was suggested that the most suitable type of training courses would be cheap, part-time courses for non-experts.

- * The structure of training was perceived to be important and organising seminars for groups of youth workers from a very basic level on a systematic regional basis was suggested. This would require a national coordinating body which could potentially be funded by the E.C. This type of approach would provide youth workers with the opportunity to understand and learn about environmental issues and appreciate the value of involving the environment in their work.

Material:

- * Again, the delegates from environmental organisations suggested

that they would be qualified to produce literature on the environment as indeed some of them already had.

- * Games with an environmental theme, activity and teaching packs about conservation theory and small scale practical projects were seen to be the most useful, as well as leaflets on specific campaigns.

- * Packs and booklets are being produced in countries such as the Netherlands or Germany where the environment is a big political issue, unlike Greece, Portugal and Ireland where generally money for such endeavours comes from the E.C.

Information dissemination:

- * It was seen as crucial to have a constant information flow in the form of magazines, newsletters, databases and networks.

- * The television could also be encouraged to show more environmental programmes to stimulate general interest and if money was available then good quality, informative videos on environmental issues could be produced.

- * Resource and ecological information centres were suggested to be a good mechanism for the dissemination of information and as a focus for information pooling.

3.6: MARCH 28th - EVENING EVENT

Seminar Dinner:

That evening the official conference dinner took place providing the delegates with an opportunity to meet some of ECO's staff and volunteers, such as the current Chairperson, John Mc Loughlin, and other National Council members, and the outgoing Director of ECO - Peter Byrne.

3.7: MONDAY 29th MARCH - MORNING SESSION

Visit to ENFO:

The day began with a visit to Ireland's environmental resource centre situated in Dublin city. The delegates saw an introductory video on the history of ENFO and the services it offers. They then received a library tour and an opportunity to collect some of the free literature on offer, and to try out the various computer information systems and games.

Jo Polak - C.E.E. (*Council for Environmental Education*)

The next presentation was by Jo Polak who is the youth environmental education officer in C.E.E. The purpose of Jo's talk was to provide the delegates with a model of how an agency is making environmental education relevant to youth workers, developing training courses and implementing them.

The Council is a national umbrella organisation which works with environmentalists and educationalists in promoting environmental education, lobbying and providing an information service. It provides the National Environmental Youth Work Training Project which is a three-year programme whose aim is to stimulate environmental youth work training, thus leading on to environmental youth work practice.

C.E.E. produces an action pack for youth workers called *Earth Works* and it provides broadbased training for young people with no environmental experience. They provide youth workers with ideas such as games and how to undertake an environmental audit of a youth club. She works with the youth service rather than teachers in the formal education system, and tries to make the material as interesting and as empowering as possible.

Jo outlined four learning points from her training courses -

1. Good models already exist for setting up training courses. It is a good idea to work in partnership with other organisations and to consult local groups and youth workers before training begins to ensure it is relevant to their needs.
2. The environment should be made relevant to youth workers and the other issues they are dealing with. An example of this is an environmental

audit of a youth club which can include the issue of equal opportunities. The atmosphere of the building can be examined to see if it feels safe, do sexist or racist images exist, is it accessible to all young people etc, and in this way youth and environmental issues are integrated.

3. Support after training is very important so youth workers do not feel abandoned. C.E.E. has been attempting to develop networks for youth workers and environmentalists. It also produces a newsletter called Earthlines which is an opportunity to share information, advice, support and provide examples of ongoing projects.

4. C.E.E. tries to influence full time professional training courses for youth workers. They completed a survey of all colleges offering youth work training to see if environmental education was included in the curriculum.

Jo then answered questions on issues arising from her presentation and a discussion followed. An issue which arose was that the definition of the environment is broadening to include health education, equal opportunities and arts.

In response to a question, Jo commented that approximately 20% of people who complete the C.E.E. courses go on to engage in specific projects, usually in conjunction with environmentalists. This was thought to be quite a high rate as presumably quite a large proportion of the remainder were using what they learnt also but not in such a formal manner.

A discussion developed on the differences in the youth service between Britain and Ireland in comparison to northern continental Europe. There is no formal youth service in Denmark and it is also not as class orientated as Britain and Ireland. There is a dichotomy existing between youth and adults in Britain and Ireland which is not apparent in countries such as the Netherlands where youth organisations are run by young people themselves, however it was noted that these people are usually middle class. This ties in with comments made about the perceptions of young people predominantly being dealt with by the British Youth Service, where they may require assistance in socialising and fitting into this society. This makes it very difficult to make pan-European conclusions or recommendations in the area of youth work.

3.8: MARCH 29th - AFTERNOON SESSION

Workshops

The afternoon workshops concentrated on recommendations to be made to the European Commission in the area of training in environmental education for youth workers.

a. Delegates were asked to develop general areas for action to be taken in the future and to discuss the best ways of using E.C. funding where it was available.

b. They were also asked if they thought it would be necessary or not to create a network of agencies involved in environmental training of youth workers.

c. Finally, they were asked to consider what areas of research they felt would be useful to look at in the future.

Delegates were invited to divide into two groups which were facilitated by Sonja Croake of the Catholic Youth Council, and Jim Ryan from Tallaght Youth Service.

The closing plenary session brought together all the ideas and recommendations of the conference which were then divided into different areas and developed on in discussion.

a. Recommendations

Administration

* Funding is required for administration, publications, support and backup.

* Money for full time paid workers would help in the overall development of organisations.

Materials

* Educational guides and activity/information packs should be developed for schools and youth workers.

* Good quality television programmes and videos should be produced.

Centres:

* It was recommended that each major city and at least every country should have an environmental information and resource centre similar to

ENFO in Dublin.

Information/Education:

- * Funding should be available for conference and travelling costs.
- * It would be useful to use local environmental consultants for networks and courses.
- * Environmental organisations should be decentralised to allow greater accessibility.
- * Information should be widely disseminated and translated into all E.C. languages.
- * Environmentalists should have an input into third level youth worker training courses.
- * International databases of various programmes, packs, training courses and organisations should be established.

The E.C.

- * Organisations expressed the wish to have a better understanding of the E.C. - possibly just at a broad policy level.
- * The E.C. should publicise available funding.
- * E.C. funding should be available at a local rather than a regional or national level.
- * The E.C. should try to improve communications amongst environmental and youth organisations.
- * A travelling ambassador from the E.C. was suggested whose role it would be to improve links between youth-environmental organisations undertaking the training of others, similar to Y.E.E., for example.
- * E.C. funding could be used to facilitate travelling to seminars and training courses.

Training:

- * Regional training programmes in environmental issues for youth workers was suggested as a good training method.
- * Basic training courses should be followed up by information or lectures on topical issues as they arise.
- * The adequate training of trainers is crucial.
- * Exchanges between different E.C. states would be helpful and informative, and this would also necessitate the learning of other

languages which would facilitate information sharing.

- * Ideally, training should be made as practical and relevant as possible to the needs of each youth worker.

The delegates were then asked to expand on definite, practical ideas for training youth workers in environmental education. Some suggestions were:

- * E.C. sponsored courses to train the youth workers.
- * The utilisation of expert speakers.
- * The provision of basic environmental information in courses or through literature.
- * Inter-member state training programmes and exchanges.
- * A rolling programme ranging from the provision of basic information to practical skills, assessing the needs of the youth worker as it progresses.
- * Regional centres to facilitate theoretical courses and to provide practice *in situ*.
- * A European environmental centre.

b. Networks

- * It was recommended that existing structures be supported.
- * Existing networks should be strengthened and information shared.

c. Future research

Delegates had no comments to make.

CHAPTER FOUR: Conclusions

The fact that most survey respondents and seminar participants were from youth-environmental organisations or youth organisations which are involved in environmental activities to some extent puts a slant on the attitudes reported in this document. So the information and opinions are from the point of view of persons and organisations already involved, rather than from those who have not been interested or able to work in the area of environmental education, and it is these latter youth workers the project is trying to develop recommendations in training for.

Many points of agreement exist between the survey results and points made by the seminar participants. The most popular types of environmental activities already being undertaken by youth organisations are the same ones suggested by participants as being useful for youth workers to receive training in and implement i.e. practical projects and discussions/debates.

Although this study is concentrated specifically on the training of youth workers in environmental education, there are several factors linked which must also be addressed and considered. One is the need to stimulate interest in environmental issues so that training courses will be made available, literature will be developed and youth workers will actually avail of them. This fact came out strongly in several questions of the survey.

Another factor linked to the provision of training is funding. It is actually difficult to separate funding from most aspects of work and training as sufficient funds can facilitate so many other things. But apart from the ways in which funding can directly help in the provision of training, money is very necessary to maintain a sufficient staff level to allow people avail of training and provide the administrative support for such ventures. An organisation must be running smoothly enough to allow a youth worker the luxury of thinking about learning and utilising a new area such as the environment in their work.

This is inextricably linked with time and opportunities being available, factors which were consistently mentioned in both the survey and at the seminar as being crucial. Also associated here is the problem of personnel changes and the high turnover of volunteer workers and members of youth organisations - this lack of consistency may mean formal training

methods are inappropriate and a waste of time from the organisation's point of view.

The types of training which youth-environmentalists undertook in the past, and the types suggested as useful in the future are of course crucial in this study. The survey indicates that informal education, especially in the form of self-study is the most popular form of training employed - previously and requested for the future. This was recognised by seminar participants, many who were self taught or who learnt by experience in their organisations about environmental issues, and then suggested or had already developed teaching packs and literature aimed at a youth leader working in isolation from formal training structures.

The most popular types of formal education which survey respondents said they would be willing to undertake is part-time courses or in-service training. This complements the nature of youth work and would facilitate an ongoing learning process for the youth worker. Presumably, the best way of implementing these findings would be if the worker was allowed time off from their formal duties (but this is obviously linked to other staff members and available time and money), to attend a course in environmental education. This is the most usual form of training for staff and members of youth organisations as outlined in Pat Dowling's speech (see p.17). However, seminar participants also indicated a desire to affect formal training courses for youth workers and to have environmental education included at this very early stage of their careers, and this was echoed by Jo Polak of C.E.E.

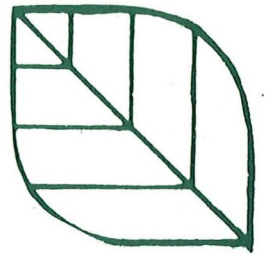
There are several levels and many ways in which E.C. funding may be employed in the training of youth workers in environmental education. One way, as previously mentioned, is at the level of ensuring that youth organisations and the youth service is running in a comfortable enough manner to enable youth workers undertake training. Another important area is to encourage an awareness of environmental issues so youth workers and their clients will find training interesting and rewarding.

At the level of training - many suggestions have been made previously. Money can be used in the production of literature, videos and packs for informal education. Courses can be developed, designed specifically for the needs of youth workers which they then need the opportunity to attend. The utilisation of natural resources, important conservation areas and environmental organisations can be encouraged.

APPENDIX A:



IRELAND'S NATIONAL
YOUTH ENVIRONMENTAL
ORGANISATION



11, Cope Street,
Dublin 2, Ireland.
Tel: +353 - 1 - 6799673.
Fax: +353 - 1 - 711002.

Dear Director / President / International Secretary,

We are very aware of the very large number of surveys and questionnaires which you must receive, however we would greatly appreciate your help.

This survey is being undertaken by E.C.O., which is Ireland's national youth-environmental organisation. We want to research the training requirements of youth workers in the E.C. member states in the area of environmental youth work, and then formulate recommendations to the European Commission from our findings. This survey is part of an E.C. Priority Action in the field of Youth.

A seminar will be held in Dublin after the survey results are collated in order to provide an opportunity for youth workers in the E.C. member states to come together and discuss the findings of the survey.

A final report of the entire survey and seminar including case-studies of youth organisations in several E.C. member states will be drawn up and distributed to each organisation which takes part in the survey.

Two questionnaires are enclosed. One is for the Director / President / International Secretary of your organisation to complete, and the other is for any worker or volunteer to complete. We would appreciate it if you could circulate as many questionnaires as possible around your workers or volunteers, but please ensure the Director / President / International Secretary's copy is filled out. Any information given in the questionnaire will only be used for statistics and information given about any particular organisation will be confidential.

Finally, a speedy reply would be extremely helpful as the seminar must be held before the end of March and the questionnaire results are needed before that.

Thanking you in advance for your co-operation.

A handwritten signature in green ink, reading 'Karen Kiernan', written over a horizontal line.

Karen Kiernan B.A., M. Phil.
Project Co-ordinator.

This project is sponsored by the European Commission.

"TRAINING FOR A BETTER WORLD"

Questionnaire for the Director / President / International Secretary: this applies only to the particular branch of the organisation which you work in.

- Q1. Is the organisation involved in environmental education or environment-related activities with young people?
Yes _____ No _____
- Q2. If so, what types of environmental activities is the organisation involved in? (please tick)
a. Guided walks/nature study _____ b. Discussions/debates _____
c. Seminars/lectures _____ d. Practical projects _____
e. Lobbying/pressure groups _____ f. Training/education _____
g. Visiting speakers _____
h. Visits to environmental organisations _____
i. Other _____ (please specify)
- Q3. What were/are the most important factor(s) in helping the organisation get involved in environmental education or activities? (please tick)
a. Funding _____ b. Interest/demand _____ c. Resources _____
d. Training _____ e. Policy changes _____ f. Personnel change _____
g. Specific projects _____ h. Other _____ (please specify)
- Q4. What are the most important factors in helping the organisation get training in environmental issues?
a. Funding _____ b. Professional trainers _____ c. Courses _____
d. Resources _____ e. Incentive _____ f. Time _____
- Q5. Does the organisation provide personnel/resources/services to other groups?
Yes _____ No _____
If so, which ones? _____
- Q6. How many environmental programmes/projects has the organisation taken part in: (please tick)
In 1992: a. Under 5 _____ b. 5 - 10 _____ c. 10 - 25 _____ d. Over 25 _____
In 1991: a. Under 5 _____ b. 5 - 10 _____ c. 10 - 25 _____ d. Over 25 _____
- Q7. How many young people, approximately, do you think may have been involved in these activities? _____

Q8. Have you received any training in environmental issues?

Yes _____ (Please continue to the next question)

No _____ (Please go to Q11)

ONLY ANSWER THIS SECTION IF YOU HAVE ANSWERED YES TO Q8.

Q9. Was your training in environmental issues: (please tick all relevant categories)

a. formal education _____ b. informal education _____

c. in-service training _____ d. pre-service training _____

e. diploma/degree level _____ f. career break _____

g. self-taught _____ h. on the job training _____

i. part-time course _____ j. under a broad qualification _____

k. a specific qualification _____ (please specify)

l. other _____ (please specify)

Q10. Do you use this training in your work in the organisation?

Yes _____ (please say how)

No _____ (please say why)

Q11. Would you be willing to undertake initial or further training in environmental issues?

Yes _____ No _____

What type of training: (please tick all relevant categories)

a. formal education _____ b. informal education _____

c. in-service training _____ d. pre-service training _____

e. diploma/degree level _____ f. career break _____

g. self-taught _____ h. on the job training _____

i. part-time course _____ j. under a broad qualification _____

k. a specific qualification _____ (please specify)

l. other _____ (please specify)

Q13. How would this training be used? _____

Q14. Are there particular areas of environmental education which would be useful for you to receive training in? (please tick)

a. Conservation/Nature study _____ b. Law/politics _____

c. Ecology with practical applications _____

d. Teaching methods/communication skills _____

e. Current environmental issues _____

f. Other _____ (please specify)

Q15. Are you a member of any environmental organisation(s)?

Yes _____ No _____

What is the name of the environmental organisation(s)? _____

Q16. Are there particular problems for youth workers in your country wishing to receive training in environmental issues, and if so, what are they? _____

Country _____

Name and address of organisation _____

Position in organisation _____

Function of organisation _____

When was the organisation established? _____

How many members are there in the organisation? _____

How many workers are there in the organisation?

a. full-time _____ b. part-time _____ c. volunteer _____

Is the organisation any of the following: (please tick all relevant categories)

a. government sponsored _____ b. non-government sponsored _____

c. local _____ d. regional _____ e. national _____ f. international _____

g. national youth council _____ h. youth organisation _____

i. youth-environmental organisation _____ j. environmental organisation _____

k. national agency _____ l. member of Y.E.E. _____ m. member of C.E.N.Y.C. _____

n. member of E.C.B. _____ o. member of Y.F.E.C. _____

p. member of any other network _____ (please specify)

q. government department _____ r. other _____ (please specify)

Is the organisation involved in: (please tick)

a. Sports _____ b. Politics _____ c. Environment _____ d. Training _____

e. Youth work _____ f. Social work _____ g. Arts _____ h. Religious _____

i. Recreation _____ j. Special interest _____ k. Other _____ (please specify)

What is your parent organisation, if any? _____

Which countries does the organisation work with or in? _____

Name _____

Sex: Female _____ Male _____

What age are you? (please tick)

a. Under 18 years _____ b. 18 - 25 years _____ c. 26 - 30 years _____

d. 31 - 40 years _____ e. Over 40 years _____

What qualifications do you have, if any? _____

At what level of education did you receive these? _____

How many workers in the organisation have received training in environmental issues? _____

What is the average level of this training and qualification(s) received if any? _____

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Please return to E.C.O. 11, Cope St. Dublin 2, Ireland.

"TRAINING FOR A BETTER WORLD"

Questionnaire for worker or volunteer: this applies only to the particular branch of the organisation which you work in.

Q1. Are you involved in any environmental education or environment-related activities with young people?

Yes _____ No _____

Q2. If so, what types of environmental activities are you involved in?

(please tick)

a. Guided walks/nature study _____ b. Discussions/debates _____

c. Seminars/lectures _____ d. Practical projects _____

e. Lobbying/pressure groups _____ f. Training/education _____

g. Visiting speakers _____

h. Visits to environmental organisations _____

i. Other _____ (please specify)

Q3. What were/are the most important factor(s) in helping you get involved in environmental education or activities? (Please tick)

a. Funding _____ b. Interest/demand _____ c. Resources _____

d. Training _____ e. Policy changes _____ f. Job change _____

g. Specific projects _____ h. Other _____ (please specify)

Q4. What are the most important factors in helping you get training in environmental issues?

a. Funding _____ b. Professional trainers _____ c. Courses _____

d. Resources _____ e. Incentive _____ f. Time _____

Q5. Have you received any training in environmental issues?

Yes _____ (Please continue to the next question)

No _____ (Please go to Q8)

ONLY ANSWER THIS SECTION IF YOU HAVE ANSWERED YES TO Q5.

Q6. Was your training in environmental issues: (please tick all relevant categories)

a. formal education _____ b. informal education _____

c. in-service training _____ d. pre-service training _____

e. diploma/degree level _____ f. career break _____

g. self-taught _____ h. on the job training _____

i. part-time course _____ j. under a broad qualification _____

k. a specific qualification _____ (please specify)

l. other _____ (please specify)

Q7. Do you use this training in your work in the organisation?

Yes _____ (please say how)

No _____ (please say why)

Q8. Would you be willing to undertake initial or further training in environmental issues?

Yes _____ No _____

What type of training: (please tick all relevant categories)

- a. formal education _____ b. informal education _____
c. in-service training _____ d. pre-service training _____
e. diploma/degree level _____ f. career break _____
g. self-taught _____ h. on the job training _____
i. part-time course _____ j. under a broad qualification _____
k. a specific qualification _____ (please specify)
l. other _____ (please specify)

Q9. How would this training be used? _____

Q10. Are there particular areas of environmental education which would be useful for you to receive training in? (please tick)

- a. Conservation/Nature study _____ b. Law/politics _____
c. Ecology with practical applications _____
d. Teaching methods/communication skills _____
e. Current environmental issues _____
f. Other _____ (please specify)

Q11. Are you a member of any environmental organisation(s)?

Yes _____ No _____

What is the name of the environmental organisation(s)? _____

Q12. Are there particular problems for youth workers in your country wishing to receive training in environmental issues, and if so, what are they? _____

Country _____

Name and address of organisation _____

Telephone number _____ Fax number _____

Name _____

Position in organisation _____

Sex: Female _____ Male _____

What age are you? (please tick)

- a. Under 18 years _____ b. 18 - 25 years _____ c. 26 - 30 years _____
d. 31 - 40 years _____ e. Over 40 years _____

What qualifications do you have, if any? _____

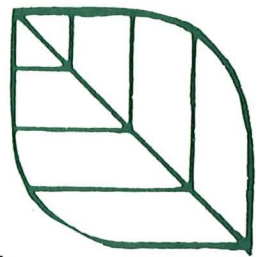
At what level of education did you receive these? _____

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Please return to E.C.O. 11, Cope St. Dublin 2, Ireland.



IRELAND'S NATIONAL
YOUTH ENVIRONMENTAL
ORGANISATION



11, Cope Street,
Dublin 2, Ireland.
Tel: +353 - 1 - 6799673.
Fax: +353 - 1 - 711002.

Monsieur le Directeur / Président / Secrétaire International,
Nous sommes conscient du nombre important des études et des questionnaires que vous recevez, néanmoins, nous apprécierions énormément votre aide.

Cette étude est entreprise par E.C.O. qui est l'Organisation Nationale Irlandaise pour l'environnement. Nous aimerions rechercher les demandes de jeunes travailleurs en formation dans les états membres de la C.E.E. dans le cadre d'un travail de jeunes sur l'environnement, et ainsi formuler des recommandations auprès de la Commission Européenne à partir de nos résultats. Cette recherche fait partie d'une priorité d'Action de la C.E.E. dans le domaine de la Jeunesse.

Un séminaire sera organisé à Dublin après que les résultats de cette étude soient rassemblés, ceci pour permettre à des jeunes travailleurs de la C.E.E. de se rencontrer et de discuter sur les résultats de la recherche.

Un rapport final sur la recherche globale et un séminaire dans lequel seront inclus les cas étudiés sur les organisations de Jeunesse dans chaque pays membre de la C.E.E. seront organisés et distribués à chaque organisation qui prendra part à cette étude.

Deux questionnaires sont inclus. Un pour le Directeur / Président / Secrétaire International de votre organisation pour être remplis, et l'autre pour un travailleur ou un volontaire qui souhaite se joindre au projet.

Nous apprécierions si vous pouviez faire circuler le plus de questionnaires possibles, auprès de vos travailleurs et volontaires, mais nous aimerions que la copie destinée au Directeur / Président / Secrétaire International soit remplie en priorité. Toute information donnée dans le questionnaire ne sera utilisée que dans le cadre de statistiques et toute information donnée sur une organisation particulière restera strictement confidentielle.

Enfin, une réponse rapide nous serait extrêmement utile du fait que le séminaire doit avoir lieu avant la fin du mois de Mars et les réponses aux questionnaires seront donc nécessaires avant cela.

En vous remerciant d'avance pour votre coopération.

Karen Kiernan B.A., M. Phil.
Project Co-ordinator.

Ce projet est sponsorisé par la Commission Européenne.

"FORMATION POUR UN MONDE MEILLEUR"

Questionnaire pour le Directeur / Président / Secrétaire International:
cette demande ne s'adresse qu'à la spécialité dont vous faites parti, ceci
dans l'organisation.

- Q1. L'organisation fait-elle partie d'une activité ayant trait à
l'environnement ou à l'éducation sur l'environnement avec des jeunes
gens?
Oui _____ Non _____
- Q2. Si oui, de quels genres d'activités ayant un rapport avec
l'environnement l'organisation fait-elle partie? (indiquer s.v.p.)
a. Classes vertes _____ b. Discussions/Débats _____
c. Rencontres/ Lectures _____ d. Projets pratiques _____
e. Groupes de pression _____ f. Formation/éducation _____
g. Conférences _____
h. Visites d'organisations ayant un rapport avec l'environnement _____
i. Autre _____ (spécifier s.v.p.)
- Q3. Quels sont/étaient les facteurs les plus importants qui vous
ont aidés dans votre choix et orientation à vous joindre à
des activités liées à l'environnement? (indiquer s.v.p.)
a. Subvention _____ b. Intérêt/réclamation _____ c. Ressources _____
d. Formation _____ e. Politique d'échange _____
f. Changement d'emploi _____ g. Projets spécifiques _____
h. Autre _____ (spécifier s.v.p.)
- Q4. Quels sont les facteurs qui paraissent les plus importants dans votre
(organisation) débouché sur l'environnement?
a. Subventions _____ b. Formation professionnelle _____ c. Cours _____
d. Ressources _____ e. Encouragement _____ f. Temps _____
- Q5. L'organisation fournit-elle du personnel, des ressources ou des
services à d'autres groupes?
Oui _____ Non _____
Si oui, lesquels? _____
- Q6. Combien de projets ou de programmes l'organisation a-t-elle pris
part? (indiquer s.v.p.)
En 1992: a. Moins de 5 _____ b. 5 à 10 _____ c. 10 à 25 _____ d. Plus de 25 _____
En 1991: a. Moins de 5 _____ b. 5 à 10 _____ c. 10 à 25 _____ d. Plus de 25 _____
- Q7. Combien pensez-vous de jeunes personnes, approximativement, ont
participés à ces activités? _____

Q8. Avez-vous déjà reçu une formation en matière d'entraînement?

Oui _____ (continuez à la prochaine question)

Non _____ (allez à la question 11)

**NE COMPLETEZ CETTE PARTIE QUE SI VOUS AVEZ
REPONDU OUI A LA QUESTION 8.**

Q9. Votre formation en matière d'environnement était-elle: (veuillez indiquer toutes les catégories ayant un rapport)

- | | |
|-------------------------------------|--|
| a. éducation en règle _____ | b. éducation non officielle _____ |
| c. formation continue _____ | d. apprentissage _____ |
| e. diplôme/degré de formation _____ | f. année sabbatique _____ |
| g. cours du soir _____ | h. apprentissage d'un métier _____ |
| i. cours à temps partiel _____ | j. sans qualification spécifique _____ |
| k. qualification spécifique _____ | |
| l. autre _____ (spécifier s.v.p.) | |

Q10. Vous servez-vous de cette formation pour votre travail dans l'organisation?

Oui _____ (dites comment s.v.p.)

Non _____ (dites pourquoi s.v.p.)

Q11. Seriez-vous prêts à entreprendre une formation initiale ou avancée dans le domaine de l'environnement?

Oui _____ Non _____

Quel genre de formation? (veuillez indiquer toutes les catégories ayant un rapport)

- | | |
|-------------------------------------|--|
| a. éducation en règle _____ | b. éducation non officielle _____ |
| c. formation continue _____ | d. apprentissage _____ |
| e. diplôme/degré de formation _____ | f. année sabbatique _____ |
| g. cours du soir _____ | h. apprentissage d'un métier _____ |
| i. cours à temps partiel _____ | j. sans qualification spécifique _____ |
| k. qualification spécifique _____ | |
| l. autre _____ (spécifier s.v.p.) | |

Q12. Comment serviez-vous de cette formation? _____

Q13. Y-a-t-il un domaine dans lequel vous aimeriez recevoir une formation qui vous serait utile?

- | | |
|---|---------------------------|
| a. Protection/Étude de la Nature _____ | b. Droit /Politique _____ |
| c. Ecologie avec aspect pratique _____ | |
| d. Enseignement des méthodes/ouverture d'esprit _____ | |
| e. Débouchés des cours sur l'environnement _____ | |
| f. Autre _____ (spécifier s.v.p.) | |

Q14. Êtes-vous membre d'une quelconque organisation se rapportant à l'environnement?

Oui _____ Non _____

Quel est le nom de cette organisation(s)? _____

Q15. Y-a-t-il des problèmes particuliers dans votre pays pour les jeunes travailleurs souhaitant recevoir une formation ayant des débouchés sur l'environnement, si oui, quels sont-ils? _____

Pays _____

Nom, adresse de l'organisation _____

Numéro de téléphone _____ Numéro de fax _____

Function de l'organisation _____

Quand l'organisation a-t-elle été établie? _____

Combien de membres font partie de l'organisation? _____

Combien d'employés travaillent dans cette organisation? _____

a. à temps complet _____ b. à temps partiel _____ c. volontaire _____

Est-ce que l'organisation est: (Indiquez en-dessous des renseignements utiles)

a. subventionné par le gouvernement _____ b. par une subvention non-gouvernementale _____

c. communale _____ d. régionale _____ e. nationale _____ f. internationale _____

g. conseil national pour la jeunesse _____ h. organisation de jeunes _____

i. organisation de jeunes pour l'environnement _____ j. organisation pour l'environnement _____

k. agence nationale _____ l. membre de Y.E.E. _____ m. membre de C.E.N.Y.C. _____

n. membre de E.C.B. _____ o. membre de Y.F.E.C. _____

p. membre d'un autre réseau _____ (precisez s.v.p.)

q. département gouvernementale _____ r. autre _____ (precisez s.v.p.)

Est-ce que l'organisation est impliquée: (indiquer s.v.p.)

a. Sports _____ b. Politics _____ c. Environnement _____ d. Formation des autres _____

e. Travail de jeunes _____ f. Assistance sociale _____ g. Beaux-arts _____

h. Des activités religieuses _____ i. Récréation _____ j. Intérêt particulier _____

k. Autre _____ (precisez s.v.p.)

Qu'est-ce que c'est le nom de votre organisation maternelle, si vous en avez? _____

Dans/Avec quel(s) pays votre organisation travaille-t-elle? _____

Nom _____

Sexe: Féminin _____ Masculin _____

Quel âge avez-vous? (indiquer s.v.p.)

a. Moins de 18 ans _____ b. 18 - 25 ans _____ c. 26 - 30 ans _____

d. 31 - 40 ans _____ e. Plus de 40 ans _____

Quelles sont vos qualifications, si vous en avez? _____

A quel niveau dans votre éducation les avez-vous reçues? _____

Combien de personnes, travaillant dans votre organisation, ont reçu une formation ayant un rapport avec des débouchés sur l'environnement? _____

Quel est le niveau moyen des formations et des qualifications reçues, s'il y en a ? _____

Ce projet est sponsorisé par la Commission Européenne.

Veuillez retourner à E.C.O. 11 Cope Street, Dublin 2, IRLANDE.

"FORMATION POUR UN MONDE MEILLEUR"

Questionnaire pour travailleurs et volontaires: cette demande ne s'adresse qu'à la spécialité dont vous faites parti, ceci dans l'organisation.

- Q1. Faites-vous partie d'une activité ayant trait à l'environnement ou à l'éducation sur l'environnement avec des jeunes gens?
Oui _____ Non _____
- Q2. Si oui, de quels genres d'activités ayant un rapport avec l'environnement faites-vous partie? (indiquer s.v.p.)
- | | | | |
|--|-------|------------------------|-------|
| a. Classes vertes | _____ | b. Discussions/Débats | _____ |
| c. Rencontres/ Lectures | _____ | d. Projets pratiques | _____ |
| e. Groupes de pression | _____ | f. Formation/Education | _____ |
| g. Conférences | _____ | | |
| h. Visites d'organisations ayant un rapport avec l'environnement _____ | | | |
| i. Autre _____ (spécifier s.v.p.) | | | |
- Q3. Quels sont/étaient les facteurs les plus importants qui vous ont aidés dans votre choix et orientation à vous joindre à des activités liées à l'environnement? (indiquer s.v.p.)
- | | | | | | |
|-----------------------------------|-------|------------------------|-------|---------------|-------|
| a. Subvention | _____ | b. Intérêt/réclamation | _____ | c. Ressources | _____ |
| d. Formation | _____ | e. Politique d'échange | _____ | | |
| f. Changement d'emploi | _____ | g. Projets spécifiques | _____ | | |
| h. Autre _____ (spécifier s.v.p.) | | | | | |
- Q4. Quels sont les facteurs qui paraissent les plus importants dans votre débouché sur l'environnement?
- | | | | | | |
|----------------|-------|------------------------------|-------|----------|-------|
| a. Subventions | _____ | b. Formation professionnelle | _____ | c. Cours | _____ |
| d. Ressources | _____ | e. Encouragement | _____ | f. Temps | _____ |
- Q5. **Avez-vous déjà reçu une formation en matière d'entraînement?**
Oui _____ (Continuez à la prochaine question)
Non _____ (Allez à la question 8)
- NE COMPLETEZ CETTE PARTIE QUE SI VOUS AVEZ REPONDU OUI A LA Q5.**
- Q6. Votre formation en matière d'environnement était-elle: (veuillez indiquer toutes les catégories ayant un rapport)
- | | | | |
|-----------------------------------|-------|----------------------------------|-------|
| a. éducation en règle | _____ | b. éducation non officielle | _____ |
| c. formation continue | _____ | d. apprentissage | _____ |
| e. diplôme/grade de formation | _____ | f. année sabbatique | _____ |
| g. cours du soir | _____ | h. apprentissage d'un métier | _____ |
| i. cours à temps partiel | _____ | j. sans qualification spécifique | _____ |
| k. qualification spécifique | _____ | | |
| l. autre _____ (spécifier s.v.p.) | | | |
- Q7. Vous servez-vous de cette formation pour votre travail dans l'organisation?
Oui _____ (dites comment s.v.p.)
Non _____ (dites pourquoi s.v.p.)

Q8. Seriez-vous prêts à entreprendre une formation initiale ou avancée dans le domaine de l'environnement?

Oui _____ Non _____

Quel genre de formation? (veuillez indiquer toutes les catégories ayant un rapport)

- a. éducation en règle _____ b. éducation non officielle _____
c. formation continue _____ d. apprentissage _____
e. diplôme/grade de formation _____ f. année sabbatique _____
g. cours du soir _____ h. apprentissage d'un métier _____
i. cours à temps partiel _____ j. sans qualification spécifique _____
k. qualification spécifique _____
l. autre _____ (spécifier s.v.p.)

Q9. Comment serviez-vous de cette formation? _____

Q10. Y-a-t-il un domaine dans lequel vous aimeriez recevoir une formation qui vous serait utile?

- a. Protection/Étude de la Nature _____ b. Droit /Politique _____
c. Ecologie avec aspect pratique _____
d. Enseignement des méthodes/ouverture d'esprit _____
e. Débouchés des cours sur l'environnement _____
f. Autre _____ (spécifier s.v.p.)

Q11. Êtes-vous membre d'une quelconque organisation se rapportant à l'environnement?

Oui _____ Non _____

Quel est le nom de cette organisation(s)? _____

Q12. Y-a-t-il des problèmes particuliers dans votre pays pour les jeunes travailleurs souhaitant recevoir une formation ayant des débouchés sur l'environnement, si oui, quels sont-ils? _____

Pays _____

Nom, adresse de l'organisation _____

Numéro de téléphone _____ Numéro de fax _____

Nom _____

Sexe: Féminin _____ Masculin _____

Quel âge avez-vous? (indiquer s.v.p.)

- a. Moins de 18 ans _____ b. 18 - 25 ans _____ c. 26 - 30 ans _____
d. 31 - 40 ans _____ e. Plus de 40 ans _____

Quelles sont vos qualifications, si vous en avez? _____

A quel niveau dans votre éducation les avez-vous reçues? _____

Ce projet est sponsorisé par la Commission Européenne.

Veuillez retourner à E.C.O., 11 Cope Street, Dublin 2, IRLANDE.

APPENDIX B

E.C. Member State	Number of questionnaires sent out	Number of questionnaires received	% received	Number of organisations replied
Belgium	109	23		16
Denmark	67	17		12
France	79	11		8
Germany	38	11		8
Greece	10	2		1.5
Ireland	62	13		9
Italy	20	15		10.5
Luxembourg	27	0		0
Netherlands	15	9		6
Portugal	20	5		3.5
Spain	158	18		12.5
United Kingdom	<u>81</u>	<u>19</u>		<u>13</u>
Totals	686	143		100

APPENDIX C:

Delegates names	Organisation represented	Country represented
Apolonia, Heloisa	Ecolojovem	Portugal
Bigare, Hilde	Amigos de la Tierra	Spain
Christoph, Jutta	Cooperativa "Robert Owen"	Italy/Germany
Diamandakou, Anastasia	E.S.O.N.E.	Greece
Harladsen, Linda	Natur og Ungdom	Denmark
Hudson, Helen	Friends of the Earth	England - U.K.
Ketelaar, Robert	Y.E.E. / N.J.N.	Netherlands
Weitmann, Gerhard	Naturschutzjugend	Germany
Ziervans, Gerco	NIVON Jeugd & Jongeren	Netherlands

Sunday, 28th March:

<i>Speakers names</i>	<i>Organisation represented</i>	<i>Country of origin</i>
Dowling, Pat	Macra na Feirme	Ireland
Santa, David	Y.E.E.	Netherlands

<i>Participants names</i>	<i>Organisation represented</i>	<i>Country of origin</i>
Dwyer, Eamon	ECO	Ireland
Gray, Patricia	ECO	Ireland
O Raghallaigh, Ciaran	ECO	Ireland

<i>Racconteurs names</i>	<i>Organisation represented</i>	<i>Country of origin</i>
Higgins, Therese	ECO	Ireland
Murray, Kathleen	---	Ireland
Whelan, Paul	ECO	Ireland

<i>Facilitators names</i>	<i>Organisation represented</i>	<i>Country of origin</i>
Begley, Sinead	ECO	Ireland
Gray, Jennifer	ECO	Ireland

Monday, 28th March

<i>Speakers names</i>	<i>Organisation represented</i>	<i>Country of origin</i>
Polak, Jo	C.E.E.	England - U.K.

<i>Participants names</i>	<i>Organisation represented</i>	<i>Country of origin</i>
Butler, Fidelma	Conservation Education Trust	Ireland
Claffey, Dave	ECO	Ireland
Hazelton, Camilla	ECO	Ireland

<i>Racconteurs names</i>	<i>Organisation represented</i>	<i>Country of origin</i>
Ryan, Gillian	ECO	Ireland
Whelan, Paul	ECO	Ireland

<i>Facilitators names</i>	<i>Organisation represented</i>	<i>Country of origin</i>
Croake, Sonja	C.Y.C.	Ireland
Ryan, Jim	Tallaght Youth Service	Ireland

APPENDIX D:

"Training for a Better World"

Project Aim:

to research and evaluate the status of youth workers and their training requirements in E.C. member states in the area of environmental youth work.

The purpose of the project is to encourage training of youth workers in the area of the environment through researching the training requirements of youth workers in the area of environmental conservation, and advising on the implementation of common training and accreditation systems for training of youth workers in member states.

There are several components to the project. The first is a postal survey, followed up by a conference to discuss the findings of the survey and formulate recommendations to the European Commission, and finally, a report contextualising the survey and conference conclusions.

Project Survey:

The questionnaire (see appendix) was devised in an attempt to fulfill the following two objectives:

- a) to examine the amount of involvement/activities of youth workers in environmental activities for young people;
- b) to examine whether youth workers working in environmental youth work have qualifications and training in environmental issues and whether they would like training in the future.

Methodology:

The national youth council was contacted in each member state in order to get a list of their member organisations' names and addresses. In the meantime the questionnaire was drawn up by means of a pilot study of staff and volunteers of three Irish youth organisations. Two questionnaires were devised - a longer one for the director or administrator of the organisation in an attempt to get a profile of each organisation, and another for a staff or volunteer member.

The questionnaire and covering letter were also translated into French, and 686 youth organisations throughout the E.C. were sent the questionnaires. 102 fully completed questionnaires were received in time to be included in the survey analysis, although some organisations sent more than one completed questionnaire back as they were requested to circulate them amongst their staff in an attempt to generate a bigger data set within the limited time period left. See the appendices for a list of numbers sent to and received from each member state. A more thorough analysis with a larger data set will be done for the final report.

For the purposes of the conference only the more important questions were analysed, to discover

the general trends in the training of youth workers. The data to be examined was entered into a spread sheet and frequencies for each factor were obtained.

Results:

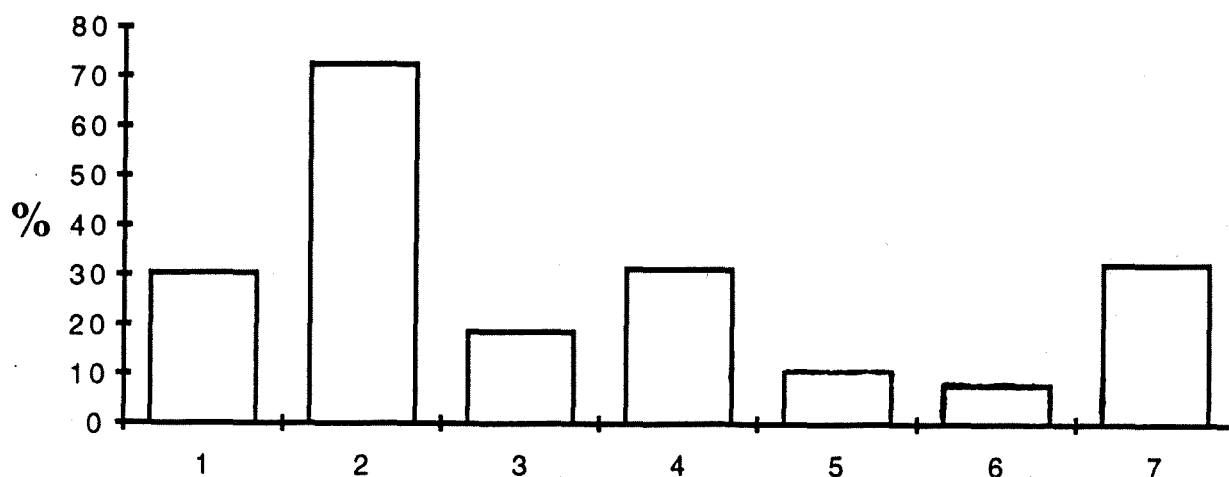
In all questions involving multiple choices, the respondent could tick several possibilities so frequencies do not add to 100%, but are relative to each other.

A) 80% of those answering the questionnaire were involved in environmental education or environment-related activities with young people (Q1). This is to be expected as respondents may have thought a negative answer would exclude them from the rest of the questionnaire.

B) Question 3 was asked in an attempt to see if training is a factor in an organisation's involvement in environmental activities.

* 32% of respondents identified training as an important factor, but interest/demand was seen as the most important factor by 73% and resources the next most important.

Factors Influencing Organisation's Involvement in Environmental Activities



The key is as follows:

1. Funding

2. Interest/demand

3. Resources

4. Training

5. Policy changes

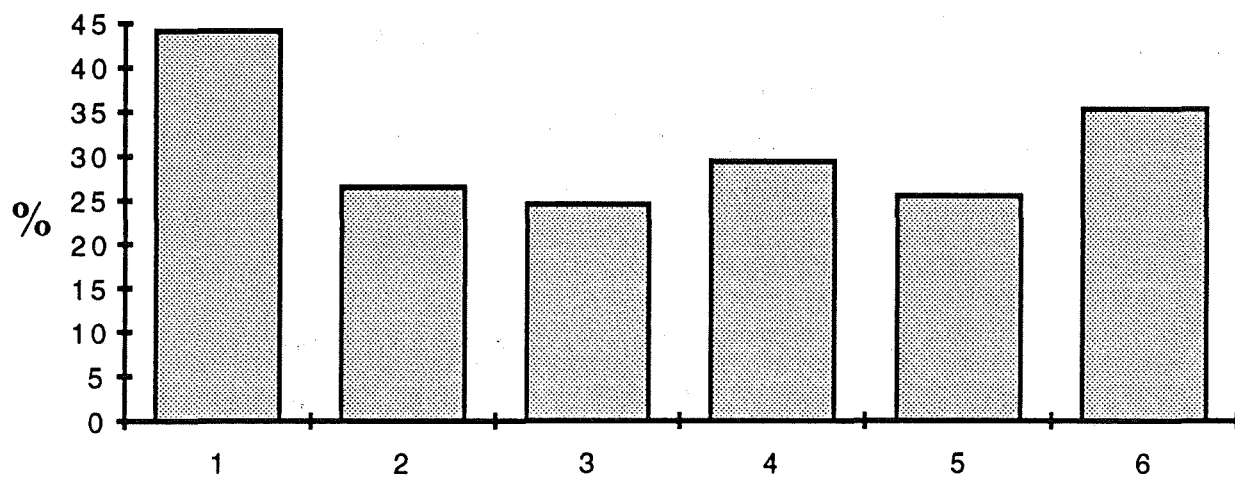
6. Personnel change

7. Specific projects

C) The following question looked at which factors were affecting the organisations ability to receive **training** in environmental issues in particular.

*Funding was unsurprisingly identified as the single most important issue in aiding organisations receive environmental training, and time was the next most important factor.

Factors Influencing Training of Organisations in Environmental Issues



The key is as follows:

1. Funding

2. Professional trainers

3. Courses

4. Resources

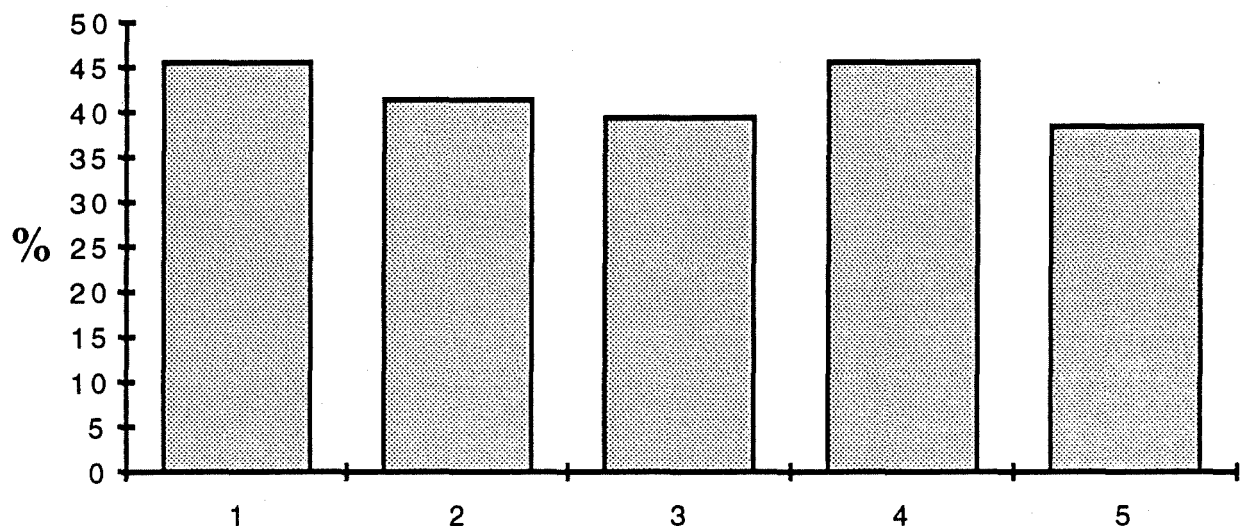
5. Incentive

6. Time

D) Questions 14 (pink sheet) and 10 (green sheet) gave five options as areas of interest for the individual to receive training in.

* All were approximately equally popular at 40-45% of respondents expressing interest in each of them.

Areas of Interest



The key is as follows:

- 1. Conservation / nature study**
- 2. Law / politics**
- 3. Ecology with practical applications**
- 4. Teaching methods / communication skills**
- 5. Current environmental issues**

E) Just to give an example of how cross referencing may be used in a more intensive analysis, this table shows what percentages of interest the previous table's factors have for environmental youth organisations.

* All possible areas of study were perceived as interesting, but teaching and communication skills were the most relevant.

Areas of Interest for Environmental Youth Organisations

	Consv. & Nature	Law & Politics	Practical Ecology	Teaching Skills	Current Issues
Yes	46.7	51.2	55.3	57.1	51.4
No	53.3	48.8	44.7	42.9	48.6

F) This table shows the different proportions for youth organisations involved in political work. This category was chosen above the others due to the quite high response rate from them.

* As may be expected, the most desirable area of further study for these organisations was law and politics in relation to the environment.

Areas of Interest for Political Youth Organisations

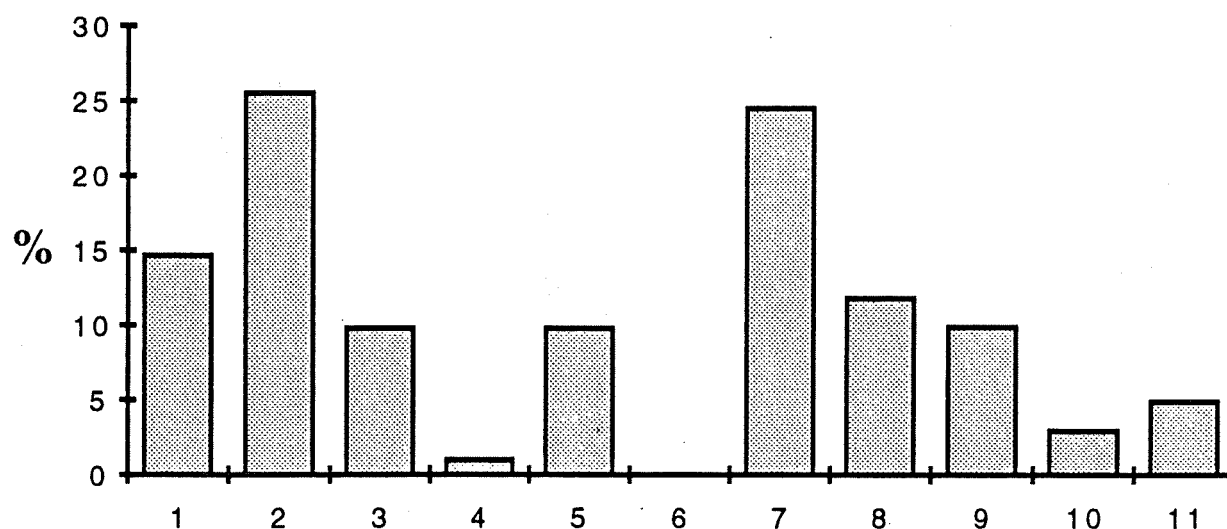
	Consv. & Nature	Law & Politics	Practical Ecology	Teaching Skills	Current Issues
Yes	47.2	77.8	33.3	41.7	36.1
No	52.8	22.2	66.7	58.3	63.9

G) Of the 80% of organisations responding to the questionnaire which were involved in environmental activities, 53% of the people involved have received some training in environmental issues.

H) This graph shows the types of training received by the above people.

* The most popular types are informal education, especially self education, although 15% of respondents indicated that they had received formal education with 10% to degree or diploma level.

Training Received in Environmental Issues



The key is as follows:

1. formal education

3. in-service training

5. diploma / degree level

7. self-taught

9. part-time course

11. a specific qualification

2. informal education

4. pre-service training

6. career break

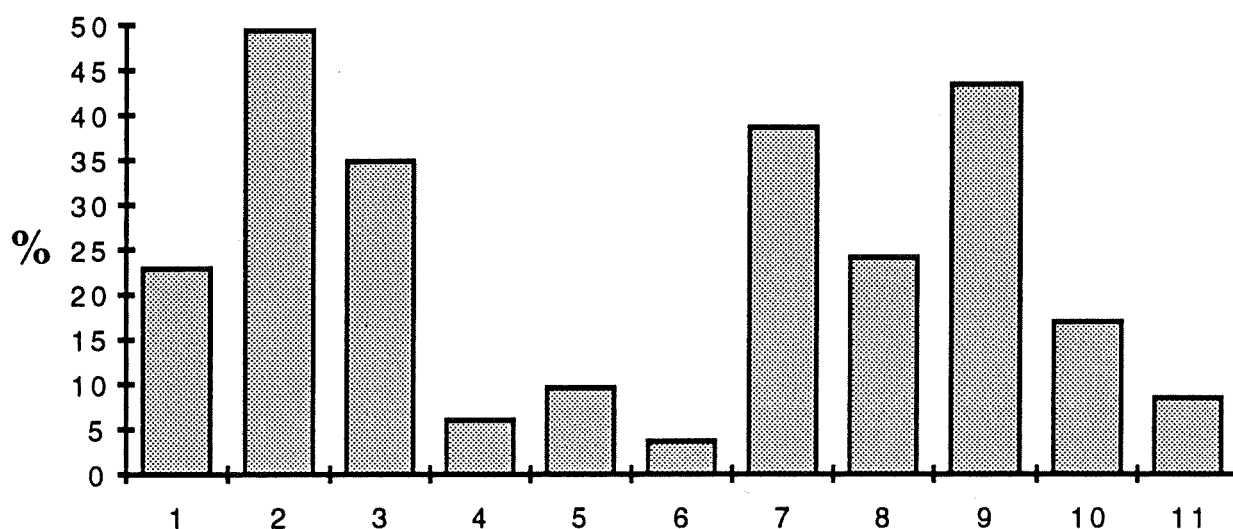
8. on the job training

10. under a broad qualification

1) 84% of those answering the questionnaire responded positively when asked if they would be willing to undertake initial or further training in environmental issues. This graph indicates the type of training or education desired by these people, with most of those saying they had already received some training willing to get more.

*Informal education is the most popular type of training - the particular types being identified as part time courses or self education.

Type of Training Desired



The key is as follows:

- 1. formal education
- 3. in-service training
- 5. diploma / degree level
- 7. self-taught
- 9. part-time course
- 11. a specific qualification

- 2. informal education
- 4. pre-service training
- 6. career break
- 8. on the job training
- 10. under a broad qualification

Some observations from the survey:

Questions 16 (pink sheet) and 12 (green sheet) asked the respondent if there were any particular problems for youth workers in their country wishing to receive training in environmental issues, and if so, what were they?

The survey results were borne out as most respondents discussed funding and time as being the most important factors in whether they received training or not.

A lack of information, resources and facilities were problems in all countries. For example, some respondents in Spain and Portugal commented that to learn about the environment it was necessary to go to university or a private institution. People found courses difficult to get into, attend and pay for.

Winnie Meyer Ricard from I.V.N. a Dutch organisation, who develops training courses for youth workers and gives them, said that there are local and regional initiatives and training often occurs within the organisations themselves, but no national structured training courses exist. Many youth organisations find themselves understaffed, barely managing to deal with their own specialist area of work, so it may be difficult for them to take the time to learn about the environment so they can use it as part of their work.

The types of courses available are important as respondents seem to want small scale, practical skills with which they can stimulate the young people they are working with. Some training courses may be at too high a level for the average interested youth worker, and may focus too much on the environment and not enough on the practice of youth work.

In 1991, Winnie Meyer Ricard received government funding to run a training course for a small group of professional and non-professional youth workers in environmental education. With the help of the course participants, she then developed specialised training handbooks for people to get involved in environmental education. From her experience, she finds that training activities which focus on simple skills to help youth discover and experience nature and the environment are the best, with suitable activities and programmes.

So the survey may indicate that training courses are not what is being requested, but being able to learn for oneself.

Workshop 1: (Sunday)

Discuss the results of the survey as it relates to your experience and your country, and focus on the **particular** types of environmental training which may best suit youth workers.

Workshop 2: (Monday)

Develop general indications of action to be taken in the future. If funding was available from the E.C. - what would be the best way of spending it. Also, would it be necessary or not to create a network of agencies who are involved in the training of youth workers in environmental education. Are there further areas which would be useful to research.

E.C. MEMBER STATES	NUMBER OF QUESTIONNAIRES SENT OUT	NUMBER OF QUESTIONNAIRES RECEIVED
Belgium	109	22
Denmark	67	15
France	79	6
Germany	38	5
Greece	10	0
Ireland	62	9
Italy	20	0
Luxembourg	27	0
Netherlands	15	7
Portugal	20	5
Spain	158	17
United Kingdom	81	19
Total:	686	105*

***Many organisations sent back several copies of the questionnaire, so the response rate is not as good as it may appear. Also, only 102 questionnaires were fully completed to be used in the analysis.**

CONFERENCE ASSESSMENT FORM

Please complete this form and return it to Karen or another worker before you leave, thanks very much!

Were there any recommendations made by this conference particularly relevant to you? Please elaborate.

How did the outline of training of youth workers in Ireland compare to training in your country?

What findings of the survey did you agree with?

What findings of the survey did you disagree with?

Will the conference help you in your work at home?

What other areas would you have liked to be covered in the conference?

Would you like more information on anything that came up in the conference?

What follow up do you think there should be after the conference?

What was your overall impression of the weekend?

Any other comments:

References

- (1) *Priority Actions in The Youth Field. Action IV. Cooperation in the Training of Youth Workers, particularly with regard to the European Dimension.* (1992) Task Force Human Resources. Education Training Youth. Commission of the European Communities. YFE - D92 - 015E.
- (2) Resolution of the Council and the Ministers of Education Meeting within the Council on Environmental Education. (1988). (88/C 177/03). *Official Journal of the European Community*, No. C 177/8.
- (3) Stokes D. and L. O'Dwyer (1992) *Ireland - Initial Vocational Education and Training, 1992. A Brief Guide.* Petra National Co-ordination Unit.
- (4) Resolution of the Council of Youth Ministers Meeting within the Council on Priority Actions in the Youth Field. (1991). (91/C 208/1). *Official Journal of the European Community*, No. C 208/1.
- (5) *Young Europeans in 1990. Eurobarometer 34.2.* Task Force Human Resources. Education Training Youth, 349,91.
- (6) Lazos C.G. (1992) *Youth Work Training in the Member States: An Overview.* Task Force Resources. Education Training Youth. Commission of the European Communities.
- (7) Ronayne T. (1992) *Participation in Youth Service Provision During the Transition from School to the Labour Market: Gaps in Provision and the Policy Issues Arising. Summary Report.* W.R.C. Social and Economic Consultants.

1. $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

2. $\frac{1}{4} \times \frac{1}{5} = \frac{1}{20}$

3. $\frac{1}{6} \times \frac{1}{7} = \frac{1}{42}$

4. $\frac{1}{8} \times \frac{1}{9} = \frac{1}{72}$

5. $\frac{1}{10} \times \frac{1}{11} = \frac{1}{110}$

6. $\frac{1}{12} \times \frac{1}{13} = \frac{1}{156}$

7. $\frac{1}{14} \times \frac{1}{15} = \frac{1}{210}$

8. $\frac{1}{16} \times \frac{1}{17} = \frac{1}{272}$

9. $\frac{1}{18} \times \frac{1}{19} = \frac{1}{342}$

10. $\frac{1}{20} \times \frac{1}{21} = \frac{1}{420}$

11. $\frac{1}{22} \times \frac{1}{23} = \frac{1}{506}$

12. $\frac{1}{24} \times \frac{1}{25} = \frac{1}{600}$

13. $\frac{1}{26} \times \frac{1}{27} = \frac{1}{702}$

14. $\frac{1}{28} \times \frac{1}{29} = \frac{1}{812}$

15. $\frac{1}{30} \times \frac{1}{31} = \frac{1}{930}$

16. $\frac{1}{32} \times \frac{1}{33} = \frac{1}{1056}$

17. $\frac{1}{34} \times \frac{1}{35} = \frac{1}{1190}$

18. $\frac{1}{36} \times \frac{1}{37} = \frac{1}{1332}$

19. $\frac{1}{38} \times \frac{1}{39} = \frac{1}{1482}$

20. $\frac{1}{40} \times \frac{1}{41} = \frac{1}{1640}$

21. $\frac{1}{42} \times \frac{1}{43} = \frac{1}{1806}$