ClimaTubers
influencers for *change*

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1. Executive Summary

This report presents evaluation results on the potential of the Participatory Video (PV) method to create climate awareness, foster social change and motivate digitally excluded groups to engage in new learning paths. The report analyses the results and generated impacts of the overall process of PV - as it was implemented In the Climatubers project - and reveals main lessons learned as drawn from the five pilot cases in Spain, Italy, Estonia, France and Austria.

In this report we show if and how the general and specific objectives of the project were accomplished. Further, it assesses whether the project had a positive impact on social cohesion, motivation for education, and improving their stance on the labour market by providing participants with different skills.

This report explores the experiences of workshop facilitators in preparing and implementing Participatory Video (PV) workshops, focusing on successful practices, challenges, and recommendations, specifically in the recruitment and engagement of (hard-to-reach) participants. We will see that a success factor has been close cooperation with existing structures and "door opener" persons from the beginning as well as offering attractive incentives. Many valuable lessons were learned to keep participants engaged during the long and complex PV process, including adapted and flexible workshop environments, low-threshold activities for team dynamic and well-planned interactions with external workshop guests/experts.

What concerns the evaluation of impacts that attending the PV workshops had on the participants, the digital skills training was a crucial aspect of PV workshops, viewed very positively by participants, although varied initial digital skill levels among different social groups influenced learning outcomes. Awareness of climate change improved but addressing climate vulnerability proved challenging due to concerns about stigmatization. Effects on social skills and social inclusion were most difficult to measure and the lasting impact on social inclusion, political participation, and climate change policies remains uncertain.

In conclusion, PV workshops demonstrated positive impacts on digital skills, increased climate awareness, and opportunities for social inclusion, if the workshop environment is adapted to participants' needs.

2. Introduction

The "Climatubers" project aimed to use the participatory video (PV) approach mostly in European vulnerable communities, in order to showcase the social inclusion dimension of

climate change at European level, working through tangible examples at the local level in five different countries. By engaging communities via PV, the goal was to empower participants by improving their skills in digital communication, dissemination and further, identify climate change effects on their livelihood. In five PV pilots in Austria, Estonia, Italy, France and Spain a series of PV workshops was implemented by the local facilitators with the objective to empower the participants to produce short videos on their perspective on climate change.

This document aims to evaluate the PV method used in the project. It encompasses the perspectives of participants and facilitators through self-assessment questionnaires from participants, mixed-methods questionnaires from facilitators, qualitative interviews of facilitators and a SWOT analysis done by project partners.

Understanding and analysing the perspective of participants is important to grasp the project's success. The evaluation shows that participants valued especially the learning of digital and communicative skills. Further, participants became more aware of climate change and its effects through the course of the pilots. As this evaluation also aims to provide insights that can inform future projects on climate change using the PV method, positive and negative lessons learned are a valuable outcome of the evaluation.

The evaluation also considers facilitator’s experiences, namely the impact of deviations and how to deal with them, especially against the time and budget constraints. Facilitators dealt very differently with emerging problems, generally they found various successful ways to achieve the recruitment of participants and to keep up their engagement by modifying workshop didactics to participants’ needs. These outcomes allow future projects to draw on already established and evolved strategies that have been learned and applied through changing circumstances. Furthermore, they were also context-sensitive, meaning that the strategies were applied in different groups with different socioeconomic background.

Towards the end of this evaluation, in the SWOT analysis, the strengths and possibilities of the method are discussed as well as the weaknesses and threats. Based on these different perspectives, recommendations are derived. They revolve around the resource intensive nature of the method, the importance of defining goals beforehand, the adaptation to a specific context, anticipation and preparation of resources in advance and finally, the Importance of autonomy of participants.

In conclusion, this evaluation will provide valuable insights from different perspectives and further, provide recommendations for future projects using the PV method to engage communities in a participatory way to tackle climate change issues.

3. Evaluation Methodology

We evaluated the PV method and its impacts among participants using a mixed-methods approach, combining qualitative and quantitative methods, and collecting data from both workshop participants and workshop facilitators.

3.1. Self-assessment questionnaires for workshop participants

We assessed results and impacts of pilot PV workshops on participants by using a pre-/post-design with an online quantitative questionnaire programmed on Limesurvey, which was distributed by workshop facilitators via an online link. Based on the evaluation strategy developed beforehand, participants completed the questionnaire twice: once at the beginning of the workshop series (either before or during the first workshop session) and once at the end of the workshop series (either during or after the final workshop session). All workshop series were supposed to be evaluated.

However, there were some deviations from this evaluation strategy:

1. Austrian workshop participants showed difficulties in concentrating and understanding (as they were in a psychosocial stabilization program) and thus did not respond to the questionnaire but answered to fewer questions in the form of games. Due to this format, their responses are only available on the group level but not for individual participants. Moreover, the composition of the group changed through the course of the workshop, so the participants answering questions at the first time of measurement are not the exact same participants answering at the second time of measurement. The results from these measurements will be reported in a separate section of this report.
2. Climatubers partners in Spain implemented six workshop series, yet only workshop series nr. 3, 4, and 5 were included in the pre- and post-comparisons. In workshop series nr. 1, the questionnaire was piloted and changed considerably based on the results, which is why these participants were excluded. In workshop series nr. 2, the wrong document was used as a questionnaire to collect data. For workshop series nr. 6, only data from the second time of measurement was collected.

3. Climatubers partners from France implemented two series of workshops, but data for both times of measurement is only available for series 1.

Overall, 53 participants provided complete data at both times of measurement (T1 and T2) and were considered in the comparative analysis reported in the subsequent chapters, resulting in 106 data points. Questions about participants' experiences of the workshops were only asked at the second time of measurement (T2), whereby a total of 80 participants responded (regardless of their responses at T1). These 80 participants form the basis of the analysis reported in chapter 4.5.

Country	*Workshop Series*	*N (T1 & T2)*	*N (T2)*
Spain	Nr. 1	0	0
Spain	Nr. 2	0	4
Spain	Nr. 3	3	4
Spain	Nr. 4	4	4
Spain	Nr. 5	3	4
Spain	Nr. 6	7	7
Spain	**Total**	**17**	**23**
Estonia	Nr. 1	4	5
Estonia	Nr. 2	3	3
Estonia	Nr. 3	2	4
Estonia	**Total**	**9**	**12**
France	Nr. 1	3	3
France	Nr. 2	0	0
France	**Total**	**3**	**3**
Italy	Nr. 1	14	27
Italy	Nr. 2	4	8
Italy	Nr. 3	6	7
Italy	**Total**	**24**	**42**

Table 1. Number of workshop participants included in the statistical analysis across pilot countries and workshop series.

The participant self-assessment questionnaire consisted of 23 closed-ended questions in total. They covered participants' climate change awareness, knowledge, and attitudes, attitudes towards politics and political efficacy, and orientation towards education and the job market, answered on a scale from Agree not at all (1) to Agree very much (5). Example items include "Climate change can have bad effects for me.". Additionally, participants self-assessed their digital, creative, social, and soft skills on a scale with options No (1), Not sure

(2), and No (3). Example items include “I know how to edit a video with my smartphone.” A first version of the questionnaire was developed based on existing, validated scales measuring climate change attitudes or political efficacy and tested with the first Spanish workshop group. This test showed that the questionnaire was too complex, lengthy, and difficult to understand. Thus, the questionnaire was shortened, question phrasing was simplified, and each question and the response scale were equipped with images. In a second test, the revised questionnaire showed better results and was then used as the final version.

The participant self-assessment questionnaire was analysed using descriptive statistics, i.e. frequencies and percentages of responses to individual items and means of individual items, as the sample per workshop group was considered too small for inferential statistics. Only those participants who responded both to the pre and post questionnaire were considered in the analysis. The Austrian participants were surveyed using a different method resulting in a different data structure and are thus not depicted in the graphs below, but in the description of results.

3.2. Mixed-methods questionnaires for workshop facilitators

Workshop facilitators received a questionnaire in the format of an online document, containing both closed and open-ended questions. Workshop facilitators were encouraged to complete the questionnaire after every workshop session if possible and send it back, but at least at the first and last workshop session. The number of facilitator questionnaires returned varies a lot between the different pilots, whereby Spain returned the most questionnaires (Spain held parallel workshops with different target groups) and France and Italy the least questionnaires. Therefore, insights from Spain are overrepresented in the presentation of results. In total, we collected 51 completed questionnaires from facilitators.

The questionnaire for workshop facilitators was developed for this project and consisted of two main parts. First, facilitators indicated their observations regarding the overall workshop and the participants in 7 closed questions, following the dimensions covered in the participant self-assessment, i.e., digital skills, creative skills, social skills, soft skills, and climate change attitudes and learning (e.g., ”During the workshop, participants were interested in learning about climate change and its effects.”), on a scale from Not at all (1) to Very much (5), including the option “Not applicable”. Each response scale included a box for comments. The second part comprised five open-ended questions asking for reflections on how participants acted, were impacted by the workshop contents, how that supported the overall goals of Climatubers, and lessons learned in general and regarding logistics, content, and didactics.

The closed questions of the workshop facilitator questionnaire were analysed using descriptive statistics. The open-ended questions of the facilitator questionnaire were analysed using content analysis in MaxQDA: starting with general categories resting on the

content asked in the questions, responses were coded, the codes were organised, and then summarised (Hsieh & Shannon, 2005).

3.3. Qualitative interviews with workshop facilitators

We also conducted one qualitative interview per pilot with workshop facilitators, which lasted between 1 and 1.5 hours and took place three months after everyone completed the workshop implementation. As the Austrian partners were both workshop facilitators and also lead the whole evaluation research and data collection process, they were not interviewed but jointly answered the interview questions in writing. In total, we conducted and analysed 4 interviews and one document with written responses to interview questions.

The structured interview guideline for qualitative interviews with workshop facilitators was developed for this project and covered the recruitment process and the different PV phases as implemented in each pilot. For each phase, questions were asked about the facilitator's experiences, useful strategies or tools in the respective phase, challenges and how they were addressed, learnings and gains for participants, and important learnings and take-aways. Some phases were also addressed with specific questions, e.g. how participants approached the topic of climate change in the diagnosis phase. The final questions asked for processes throughout the workshop, e.g. participants' social interactions or how climate vulnerability was approached.

The workshop facilitator interviews were transcribed verbatim and analysed using qualitative content analysis, following the conventional approach by developing codes inductively from the data (Hsieh & Shannon, 2005). Then, these codes were organised into larger categories and summarised.

3.4. SWOT Analysis

Towards the end of the Climatubers project (May 2023), all project partners completed a SWOT template reflecting on the strengths, weaknesses, opportunities, and threats with regards to the Participatory Video method. The purpose of this exercise was to develop main conclusions on the method's potential for social inclusion and vulnerability in a structured and systematic way and to provide practitioners with more practical suggestions.

The template consisted of two parts. The first part asked partners to elaborate on the main strengths they have noticed in the application of the PV method; they main weaknesses or challenges they have noted in the application of PV; the specific opportunities they see for implementing PV in social inclusion programmes for addressing climate vulnerabilities and under which conditions they think this would be successful; and potential threats that might be in the way of upscaling the PV method. The second part asked partners to succinctly

formulate five main lessons learned that can inform future implementation of PV and its scaling-up.

4. Evaluation Results

4.1. Hard Facts of Climatubers: Who, What, When

Each pilot in each country differed in terms of structure and characteristics of participants and logic of implementation (setup, agenda, etc.).

The target groups differed throughout the project. In Austria, thirteen disadvantaged young adults with psychological and social (psychosocial) problems participated in the workshops. Overall, they had seven sessions with an average workshop length of around three hours. In between the workshop there was a timespan of one and a half weeks.

In Italy, the target groups were youngsters and disadvantaged adults with 50 people participating in the pilot. They had three workshop series with six session per series. The average length of each workshop was 5,5 hours.

In Estonia, the participants were university students. They also had three workshop series, but the sessions were shorter than in Italy – with an average length of two hours. On average, they had five sessions and 1,25 weeks in between them.

In the France pilot, the target groups were mainly youth and vulnerable neighbourhoods. They had a total number of 18 participants in two workshop series and an average workshop length of 2,5 hours. On average, they had 4,5 workshops per series and one week in between each workshop.

In the pilot in Spain, 6 workshop series were held. In these series, they had an average of 7 sessions per series which lasted 1,75 hours. Overall, they were able to recruit 36 participants in five different target groups: disadvantaged youth, disadvantaged adults, elders from social centres, adults (vulnerable and different neighbourhoods), and migrants from an NGO. The interval between each workshop was one week.

	Austria	**Italy**	**Estonia**	**France**	**Spain**
Target Groups	Disadvantaged youth	Youngsters and disadvantaged adults	University students	Youth, vulnerable neighbourhood	Disadvantaged youth, disadvantaged adults, elders from social centre, adults (different/vulnerable

					neighbourhoods), Migrants from NGO
Total nr. of participants	13	50	14	18	36
Nr. of workshop series	1	3	3	2	6
Average workshop length	2,86 hours	5,55 hours	2	2,5 hours	1,75 hours
Average number of sessions	7 sessions	6	5	4,5	7 sessions
Average interval between workshop sessions	1,5 weeks	1 week	1,25 weeks	1 week	1 week

4.2. Setting Preconditions for Successful Implementation

The following sections discuss the experiences of workshop facilitators during workshop preparation and implementation, focussing on successful practices, suggestions, and challenges to consider. The results and conclusions are based on the facilitator questionnaire and interviews.

4.2.1. Recruitment and Keeping Up Engagement

In the facilitator questionnaires, workshop facilitators reported difficulties in recruiting enough participants because the project goal was seen as too unspecific for participants to find it relevant, and participants did not perceive a connection between climate change and learning about digital tools. These difficulties emerged across target groups. Thus, the facilitators needed to come up with incentives for participants. The prospect of learning new skills that could help with the job search became an incentive motivating participants to join the project (disadvantaged adults Spain). Throughout the workshops, Spanish participants were additionally motivated by the prospects of being part of an international project, sharing

their stories with policymakers and having their films being screened in the cinema; thus, being heard by important actors and decisionmakers motivated participants to engage in Climatubers. In recruiting disadvantaged youth, an institutional approach proved to be most successful. In Austria, a whole group of youngsters of an ongoing social programme could be involved in Climatubers. The responsible social worker was fond of the idea to confront his group with a new challenge in a "safe setting". Contrary to that, Spanish participants were recruited by sessions in open public spaces, which proved to be a valid approach to engage a variety of people. Engagement with the workshop contents during the actual workshop sessions differed across target groups. For instance, facilitators working with a group of disadvantaged youngsters reported that many participants withdrew from activities and interactions during the workshops, whereas only a minority of participants actively participated. In Italy, some of the participants also preferred to consume the workshop content passively rather than actively and lost their attention with increased workshop length. However, facilitators from Spain, Italy, and Estonia also reported across different target groups that their participants were actively participating and focussed during the workshop sessions and were interested in the topics and receptive for learning more. Occasionally, participants wanted to go even deeper on the topics discussed during a session or indicated that they wanted to use their work and creations beyond the workshops. This underlies the Importance of having rolling agendas and flexibility in the workshop design (facilitators should shorten a session If Interest fades, but also prolong a session when participants are very engaged).

For recruitment and keeping up engagement of participants, the facilitators recommended to also keep those participants briefed and informed about activities if they cannot attend a session.

4.2.2. Workshop Environment and Materials

First, we discuss experiences regarding workshop environments. The Estonian workshops took place in an online setting. In this case, facilitators recommend planning specific activities and tools for the online settings, as they require different measures to facilitate discussions and collaborate on tasks. Promoting interactive sessions and interactions between participants was particularly difficult, so the facilitators suggest supporting offline interactions between participants outside of the workshop sessions, if possible.

In an offline setting, some of the facilitators stressed that the workshop environment needs to accommodate the tools and activities planned; for instance, one workshop wanted to present contents on a beamer, but the environment was too bright to be legible. It is also important to have enough workshop facilitators, as especially participants with lower skills or who struggle with tasks require more support.

Some challenges emerged regarding the use of materials and tools during the workshops. For instance, there were some difficulties when using digital tools as part of the workshop. Storyboarding through a digital medium was difficult. When shooting outside, the wind reduced audio quality. Sometimes, digital tools had technical issues, for instance when workshop participants were provided with an older camera operated using cassettes, but the youngsters couldn't operate it. Some participants also didn't feel comfortable using digital tools. In some instances, using digital tools to simplify tasks ended up taking more time.

Based on these experiences, Estonian and Spanish workshop facilitators suggest some good practices for working with digital tools. In an online setting, a digital whiteboard for discussions and a digital storyboard proved useful when working with younger participants. For those participants who do not feel as comfortable with digital tools, it can be useful to showcasing and presenting different tools, or using very simple versions of those tools (one suggestion was Cap Cut for editing). At the same time, facilitators should be prepared that not all participants can bring their own high-quality equipment for the workshop activities.

Some participants were particularly interested in a given topic, whereby facilitators suggest providing materials for further educating themselves, which can also foster learning in the long-term.

Some materials can also be used to support participants in identifying with the project, such as gadgets and promotional materials or awarding certificates after completion of the workshops.

4.2.3. Workshop didactics, Design, and Content

The implementation of the workshops showed some techniques that work well in engaging participants with the workshop contents. Overall, presentations, practical activities, discussions, and the participant evaluation were main parts of every workshop series.

The use of lectures or talks should be kept to a minimum, as it might be disengaging for some participants. Facilitators suggest using short videos for conveying information, which can be more engaging for participants.

The social aspect of building trust and a safe/safer/braver space in the group at the very beginning is very important. Enough time and nice interactions should be planned for this phase! The Austrian pilot, who worked with a hard-to-reach group, had a first meeting with the youngsters, which was just for getting to know each other and play some fun games without agenda.

In general, workshop facilitators recommended to include many practical activities to allow participants room for "learning by doing", both for remembering and practicing contents from previous workshops and for providing a better understanding of tasks they will need to do

later. In particular, workshop facilitators suggest using practical activities as an ice-breaker between participants and facilitators; as a warm-up at the beginning of a session; and for introducing new topics, such as climate change. In any case, activities should be adapted to the workshop's target group. Practical activities used during the workshops emphasised movement and visual expression, which helped participants to stay focussed in the long-term and invited them to talk and discuss. For instance, Spanish facilitators utilised the Photovoice activity, whereby participants take photos of objects and scenes about climate change to facilitate expressing how they feel. Austrian participants had the task of drawing an ideal environmentally friendly building to consolidate what they have learned about sources of CO_2 emissions. Spanish and Austrian facilitators also used a climate cards game, where participants choose a photo (facilitators bring a bunch of printed images), which best represents their feelings and emotions about climate change. Training of digital skills is also an activity that should be best designed with practical tasks. In France, the visual cardboard tool "*inventons nos vies bas carbone*" was used to explore the different elements of the French carbon footprint, as well as the "glass bowl experiment" to explain the greenhouse effect with chocolate. Because the Estonian pilot took place online, they used a semi-structured white-board to start with the brainstorming process and communication apps (e.g., WhatsApp) in the collaboration process. They chose not to include smaller activities like the other groups but it was perceived as an organic and fruitful process. The majority of facilitators emphasised that practical activities can be combined with presentations or tasks requiring longer focus, but that too many practical activities might also be exhausting for participants. Designing the practical activities as an entertaining game can also promote participants' engagement. If practical activities are implemented, it should be within smaller groups. In conclusion, didactical tools like quizzes or games fostered engagement and a setting, in which participants were eager to learn and overcoming individual shyness or fears.

Discussions between participants are a vital part of the learning experience and it's important to schedule enough time for discussions among participants. The workshop facilitators report that successful strategies for promoting discussions between participants are a small group settings on the one hand, and specific or changing environments on the other hand. For instance, when the topic is climate change it can be stimulating to set up the discussion outside in a green space.

Another didactical tool used by the Austrian, French, and Spanish workshop facilitators is **inviting experts (e.g. on climate change, local policy, filmmaking, ect.)**. All three partners invited climate change experts to their workshops, with the aim of raising interest in the topics, addressing participants' doubts and uncertainties about the topic, and deepen their knowledge as well as facilitate discussions. However, they also pointed out that facilitators should brief experts very well on the characteristics and needs of the target groups so that they really "speak their language" and don't frustrate them with too much complexity.

Moreover, experts should not only be knowledgeable in their field, but should also be good communicators to appropriately address the workshop participants and communicate on their level. However, the invitation of experts can also go beyond climate change; for instance, Spanish facilitators invited an influencer and marketing expert to their workshops. They gave a talk, explaining how photos and videos can be used to transmit specific messages, and presenting editing and filming techniques. Inviting influencers as experts might be particularly interesting to younger target groups.

The participant evaluation in the form of a self-assessment questionnaire was part of every workshop series, though it was implemented differently (see also chapter 3). When implementing the assessment as an online questionnaire, Spanish facilitators pointed out that this can also be used as an informal test of participants' digital skills in managing such an online form. They also pointed out that there needs to be allocated enough time to complete the evaluation questionnaire.

In general, workshop facilitators suggested that consideration of participants' needs is critical when planning the workshops, as they need to be adapted and adaptive. It is advisable to ask about participants' interests in the beginning and consider their requests, capabilities and interests, if they express any. Moreover, facilitators should observe participants' roles both in the tasks and the overall group dynamic and think of tasks for those who are more active and for those who prefer to stay in the background. From the start, PV should be envisioned as a multi-faceted project with diverse roles for diverse participants. Further, they reported that in order to keep up engagement, it is necessary that the tasks or activities are meaningful for the process. This can be achieved by communication and balancing the practical and theoretical part of PV.

For didactics, workshop facilitators offer some additional tips. They suggest that if a problem comes up, participants should be encouraged to solve it themselves as an expression of ownership and empowerment; present in the beginning what the PV method actually is (what Is the goal? what Is the process? what Is the Investment? what Is the benefit?).

Facilitators must always remind themselves that that the process is open-ended, meaning that the goal must be the process and not the product; that is, fostering social and collective reflection through discussions can be more important than a polished end product.

4.2.4. Time Management

Based on their experience in time management during the workshops, facilitators offer several recommendations for successful implementation. First, the Spanish facilitators suggest to keep the agenda flexible and to be prepared for different situations. For instance, it is advisable to schedule some extra time if participants require to go extra deep on the

topics or to revise exercises and information with participants. Moreover, facilitators should be prepared if the number of participants changes and activities need to be adapted. Similarly, certain activities might require more time than anticipated and that should be accounted for in the agenda. For instance, the workshop evaluation and the need for social interactions required more time than the facilitators originally thought. Especially processes of collective decision-making, which are a crucial part of a participatory process, often require more time. Furthermore, filming and editing also took more time than planned, as sometimes retakes or a feedback loop during editing were necessary. The filming process needs to be well managed, for instance by distributing roles and tasks beforehand.

In some instances, participants didn't do some of the exercises at home, so facilitators needed to make extra time during the session to go through the exercises or to allow participants to work autonomously on a task. Sometimes, it was necessary for facilitators to redirect participants' focus towards specific tasks (such as editing) or move on with an agenda point in order to save time.

Another recommendation from facilitators is to make it easy for participants to attend the sessions. This means adapting to their schedules and calendars, ensure balance between the amount of content and their time and interest, or organise the meetings in a chat group, as this makes coordination easier for target groups such as youngsters. It is also important to allow for opportunities to socialise, e.g. in breaks. It is very important to build relationships In the groups, so it makes sense to think of social activities that you can offer your participants as an Incentive (e.g. have a social lunch in a nice restaurant).

4.2.5. Main Challenges and Solutions

Facilitators in the Austrian and Spanish pilots also explicitly mentioned several challenges during workshop implementation, which should also be considered in future implementations of the Participatory Video method.

Firstly, the planning of a workshop series for Participatory Video can be difficult as there is no one-size-fits-all solution. Thus, it is important to adapt the planning of workshop didactics to the participant group and to find the right mode of dialogue and discussion with participants, so that they feel taken seriously but are also interested to participate. As everyone has different interests and skills, the different roles in the Participatory Video process should be well thought out and adapted to the specific participant to ensure that everyone will have a role and tasks.

Secondly, some participants will struggle to stay engaged during the workshop session. In particular, with staying focussed. The community-based aspect of PV can also be difficult if

applied in a large city (like Vienna) where neighbourhoods are not tight-knit and participants don't really know the people living around them.

Thirdly, participants might struggle with certain tasks and activities planned for the workshops. In Climatubers, these struggles were mostly connected to the digital and technology aspects. Particularly older participants tended to have issues with digital tools and first needed to work on very basic skills like using the phone before they could move on to the digital activities actually planned and required for PV. Also, editing was an activity often requiring more assistance from facilitators and participants sometimes could not complete it on their own. Specifically, the Austrian participants struggled with self-organising the required tasks and roles, such as the shooting or storyboarding, which required more guidance and direction from the facilitators than was foreseen. For some participants, the evaluation questionnaire was too difficult to complete.

Fourthly, it was often difficult to connect participants with the topic of climate change and make explicit how climate change is relevant to their lives. This is especially the case if climate change impacts are not as visible in participants' local area. Facilitators reported a gap between the theory and individual perception of climate change. Whilst the theory sometimes turned out to be too difficult, some did not see a personal connection to the issue of climate change.

Finally, there can be differences between participants within a group, such as a gender gap. Some facilitators perceived very dominant male participants, who intimidated female participants who then were reserved to equally defend their opinion. In such a case it is the role of the facilitator to anticipate team dynamics and to think about methods for compensation beforehand. A further common challenges was fluctuating attendance, which made role and task allocation more difficult; and different levels of knowledge and skills regarding climate change and digital tools.

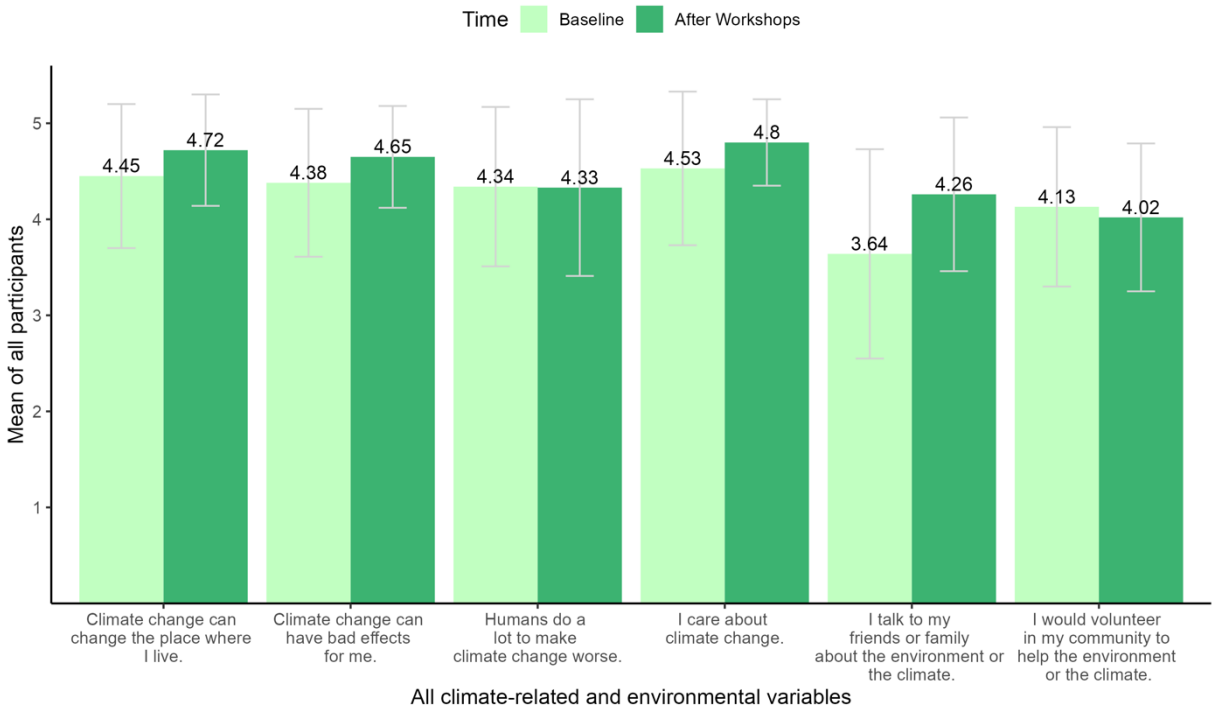
Overall, facilitators make four main suggestions to address these challenges: plan more sessions but shorter ones to not overwhelm participants or exhaust their concentration; plan extra time for those tasks that have been difficult for other groups, like editing; do those tasks which are crucial for the PV process during the workshops and do not give them as homework; and adapt exercises to the participants' skills and their profile; focus on educating in a fun and light manner to keep up engagement.

4.3. Development of Skills and Knowledge

4.3.1. Climate Change and Environmental Awareness

Overall, variables on climate change awareness improved over the course of the workshops, though when considering all participants across workshop series, the differences are rather small (see **Error! No s'ha trobat l'origen de la referència.**). In particular, participants to a greater extent think that climate change can change the place where they live, can have bad effects for them; they also care more about climate change and are more willing to talk to family or friends about climate change. Talking about climate change shows the largest improvements. In contrast, the workshop participants are not more convinced than before that humans do a lot to make climate change worse and are also not more willing to volunteer in their community to help the environment or the climate.

However, comparing the responses between participants and contextualising with the data from the facilitator assessments reveal considerable differences regarding how the different participant groups engaged with climate change throughout the workshops (also see **Error! No s'ha trobat l'origen de la referència.** to Figure 1).



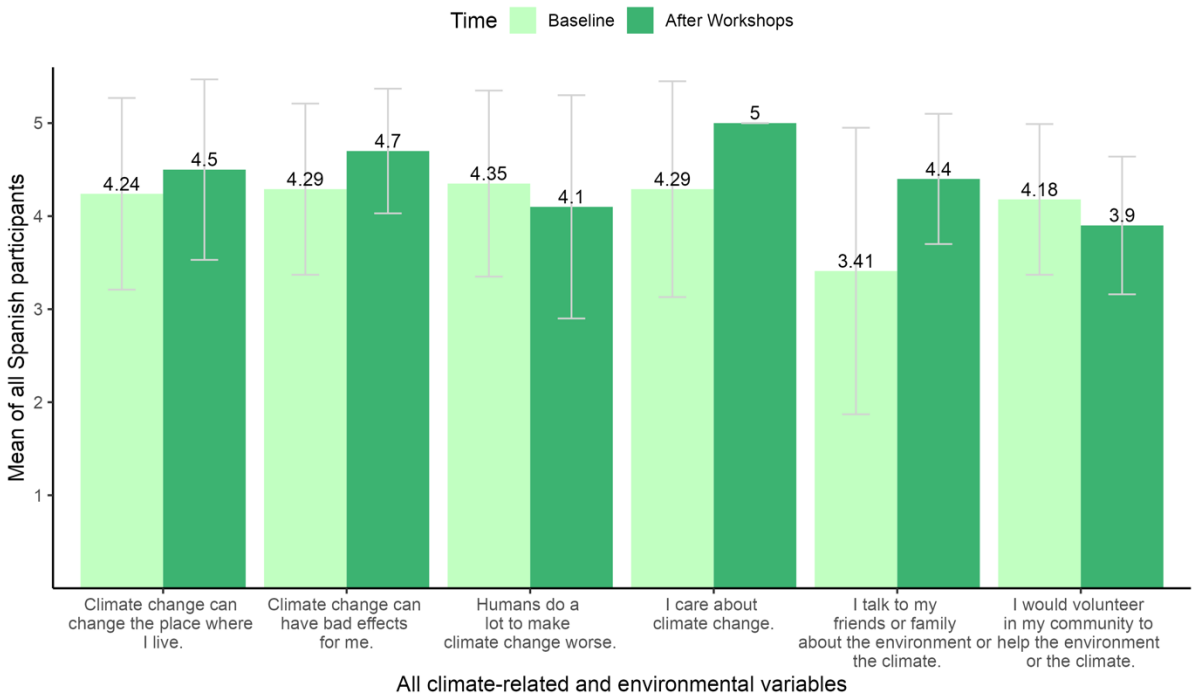
In Spain, participants show similarities to the overall sample in many of the variables; however, Spanish participants show greater differences regarding caring about climate change and talking to their family and friends about climate change.

The participant self-assessment was completed by participants of different Spanish workshop series, whereby series 3 worked with elderly participants, series 4 worked with adults, and series 5 worked with adults from vulnerable neighbourhoods. Further distinguishing between each workshop series reveals that first, elderly did change the least from pre to post workshops but show high levels in most climate variables. Of all three groups, elderly showed the strongest improvements in thinking that climate change has bad effects for them, whereas their belief that humans do a lot to make climate change worse *decreased* after the workshops. According to the facilitator questionnaire, these participants showed many different opinions on climate change and spend a lot of time during the workshops debating climate change issues. Part of these discussions were due to doubts and a lack of knowledge about different mitigation strategies. In the course of the workshops, they improved their knowledge particularly in the area of local climate change impacts, and individual environmentally-friendly behaviours, such as recycling.

Adults from workshop series 4 show relatively strong improvements in the belief that climate change can change the place where they live and caring about climate change. They show no changes in the belief that climate change can have bad effects for them because they have the highest possible mean value (i.e., 5) at both the first and last time of measurement. Thus, they strongly belief that climate change can have bad effects for them. They are also more willing to volunteer in their community, in contrast to the tendency shown in the overall sample. The facilitators of workshop series 4 reported In their questionnaire that this group showed a strong interest in climate change issues with a particular focus on climate action. While learning about the local impacts of climate change during the workshop sessions, participants developed an interest in improving their local green spaces, options for climate policies and individual climate action and even performed climate actions while filming the Participatory Video. This interest was also promoted by the involvement of an expert in climate change during a workshop session.

The adults from a vulnerable neighbourhood (series 5) provide rather mixed results, as several mean values decreased after the workshops: they now think to a lesser extent that climate change can change the place where they live, that it can have bad effects for them, and that humans do a lot to make it worse. In contrast, they care more about climate change after the workshops and are more willing to talk to friends or family about the topic and to volunteer in their community. Facilitators report that this workshop group already showed a high level of knowledge and awareness on climate change and were very interested. In the workshops, they learned about local climate change effects and local environmental problems and were

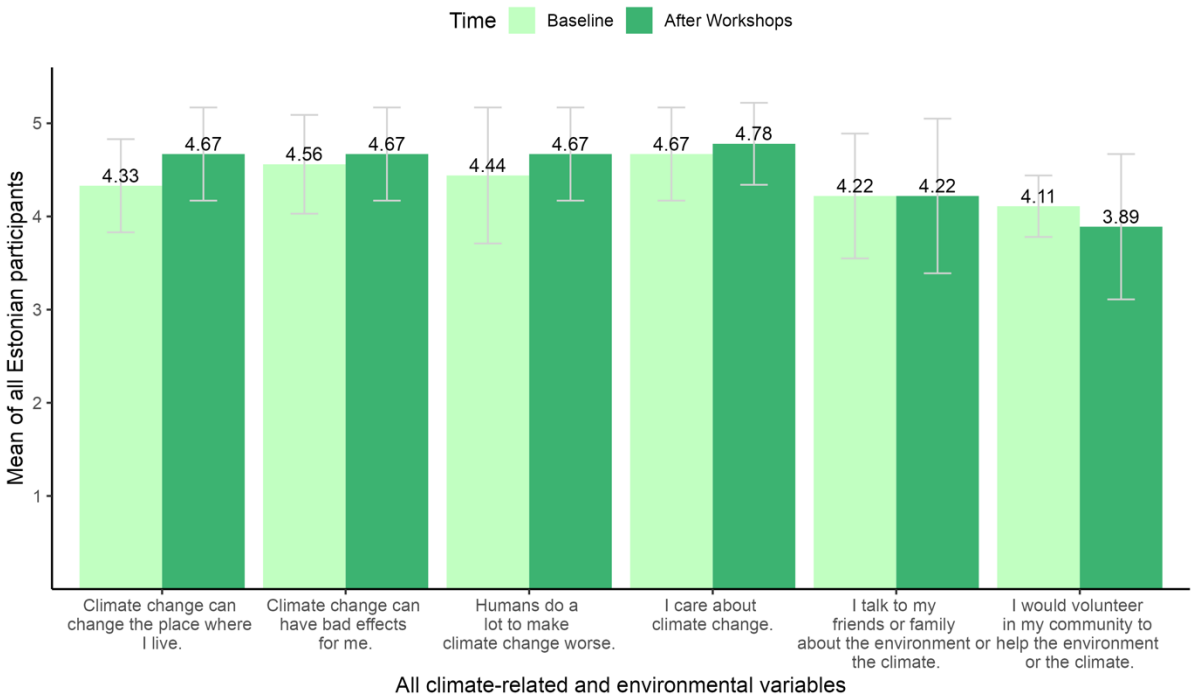
particularly interested in challenges and possible improvements for local sustainable transport and mobility.



There is no participant self-assessment available for Spanish workshop groups 1, 2 and 6, though some conclusions are possible based on the facilitator assessment questionnaire. Accordingly, workshop group 1 could improve their knowledge on climate change and climate action, supported by an invited climate expert. Though participants were engaged in the topic, the discussions stayed on the surface, according to the facilitators. Facilitators reported a similar experience in workshop series 2, whereby participants showed strong interest in discussing with a climate change expert. Participants expressed that climate change is an important topic and emphasised that they improved their knowledge on climate change throughout the workshops. Finally, facilitators reported about workshop group 6 that they were not interested in climate change when they started the workshops; in fact, these participants were drawn to the Climatubers workshop because they hoped it would help in their job search. However, during the workshops, they developed an interest in climate change.

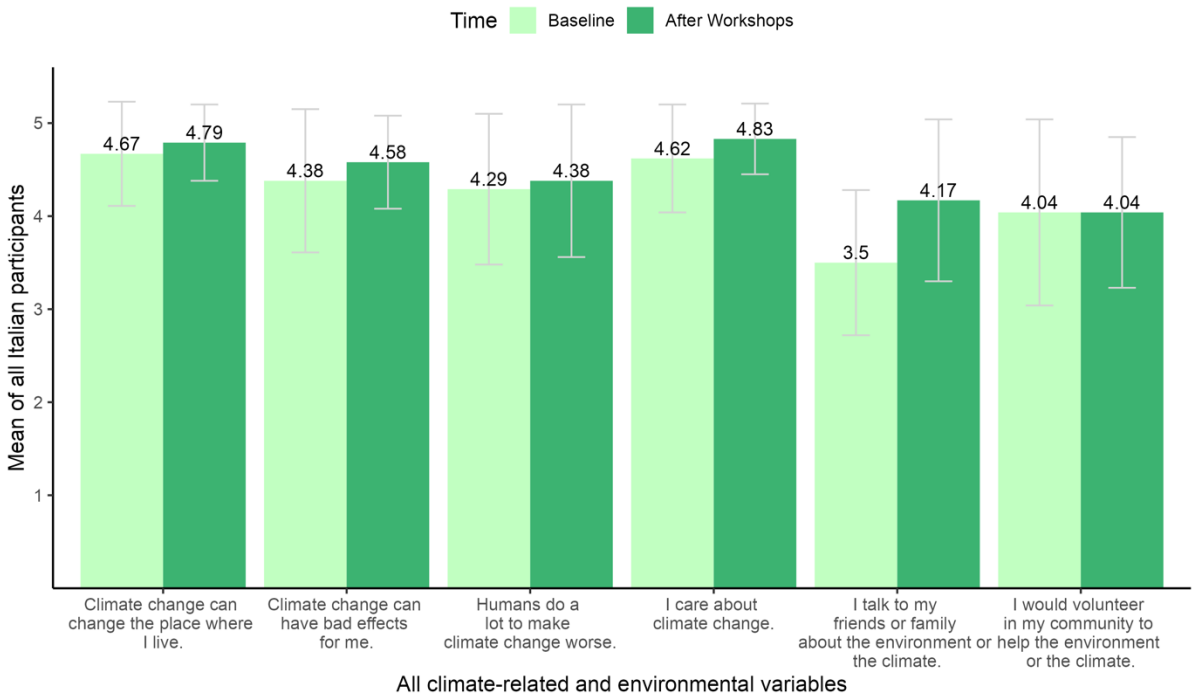
Estonia shows similar results compared to the results considering all participants (presented in **Error! No s'ha trobat l'origen de la referència.**), though Estonian participants did not change their inclination of talking to their family and friends about the environment and climate change after the workshops. Compared to the other pilot countries, participants in Estonia show less change from before to after the workshops. Reports by the workshop facilitators indicate that the Estonian participants already showed a very high level of climate change knowledge and awareness, which could explain the lower levels of improvement. Moreover, the participants were aware of the challenges involved in mitigating climate change, were very interested to learn more, and discussed who should be involved (e.g., policymakers) in tackling climate change.

In particular, workshop series 1 and three show very little change: participants of workshop series 1 only more strongly think that climate change can change the place where they live, whereas workshop series 3 showed decreases in talking to friends or family and volunteering. In contrast, participants in series 2 indicated stronger awareness that climate change can change the place where they live, can have bad effects for them, that humans do a lot to make it worse, they care more about climate change and are more willing to talk to their family or friends about it.

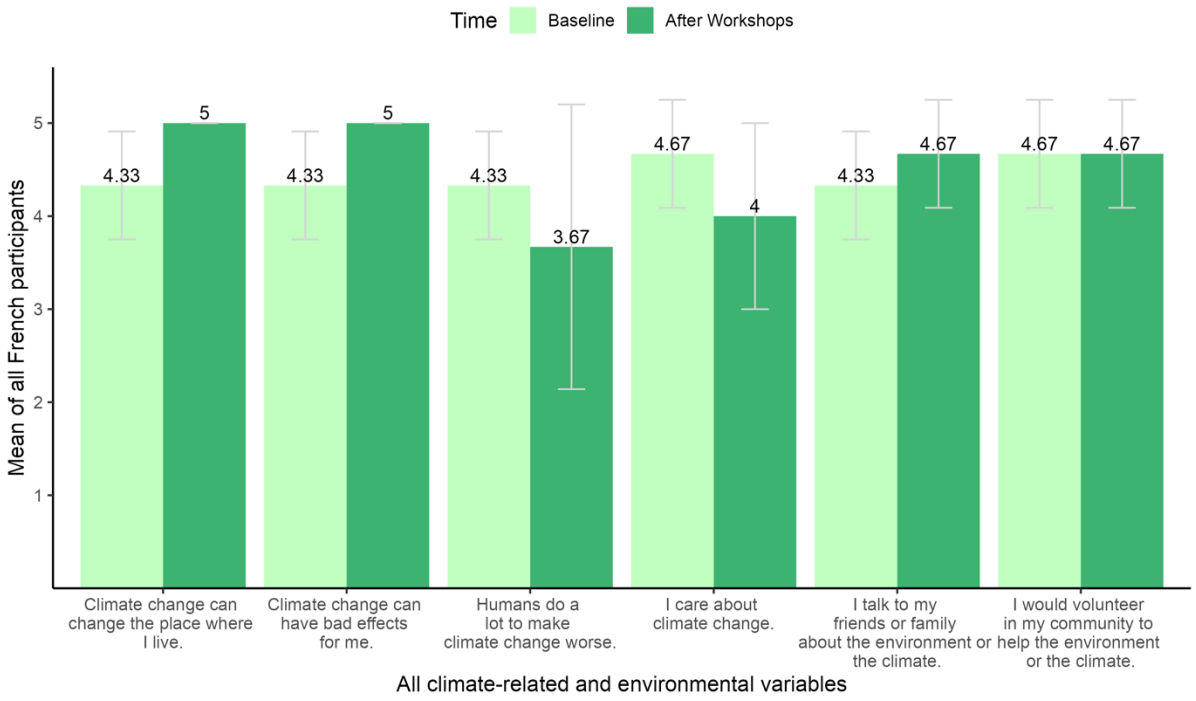


Italian participants overall show the largest improvements in their willingness to talk to family or friends about the environment and the climate. The changes in other aspects of climate change awareness are relatively low, whereas there are no changes in their willingness to volunteer to help the environment or the climate.

Workshop series 1 and 2 engaged youngsters. Both groups already started the workshops with strong beliefs that climate change can change the place where they life and show the same level of belief after the workshops. Participants in series 2 show somewhat stronger improvements in their climate awareness (bad effects, humans do a lot to make climate change worse, and caring about climate change). Participants in workshop series 2 also show a considerable improvement in their willingness to talk to family and friends about climate change, and, to a lesser, extent, volunteering. In contrast, the youngsters in series 1 are less willing to volunteer after the workshops. Series 3 worked with disadvantaged adults, who show improvements in all variables related to climate change and awareness, except for caring about climate change, as they already started the workshops with the highest possible mean value. The facilitator assessment supports workshop group 3 participants' high interest in climate change, as they report to have been more interested in climate change than in the aspect of digital learning.



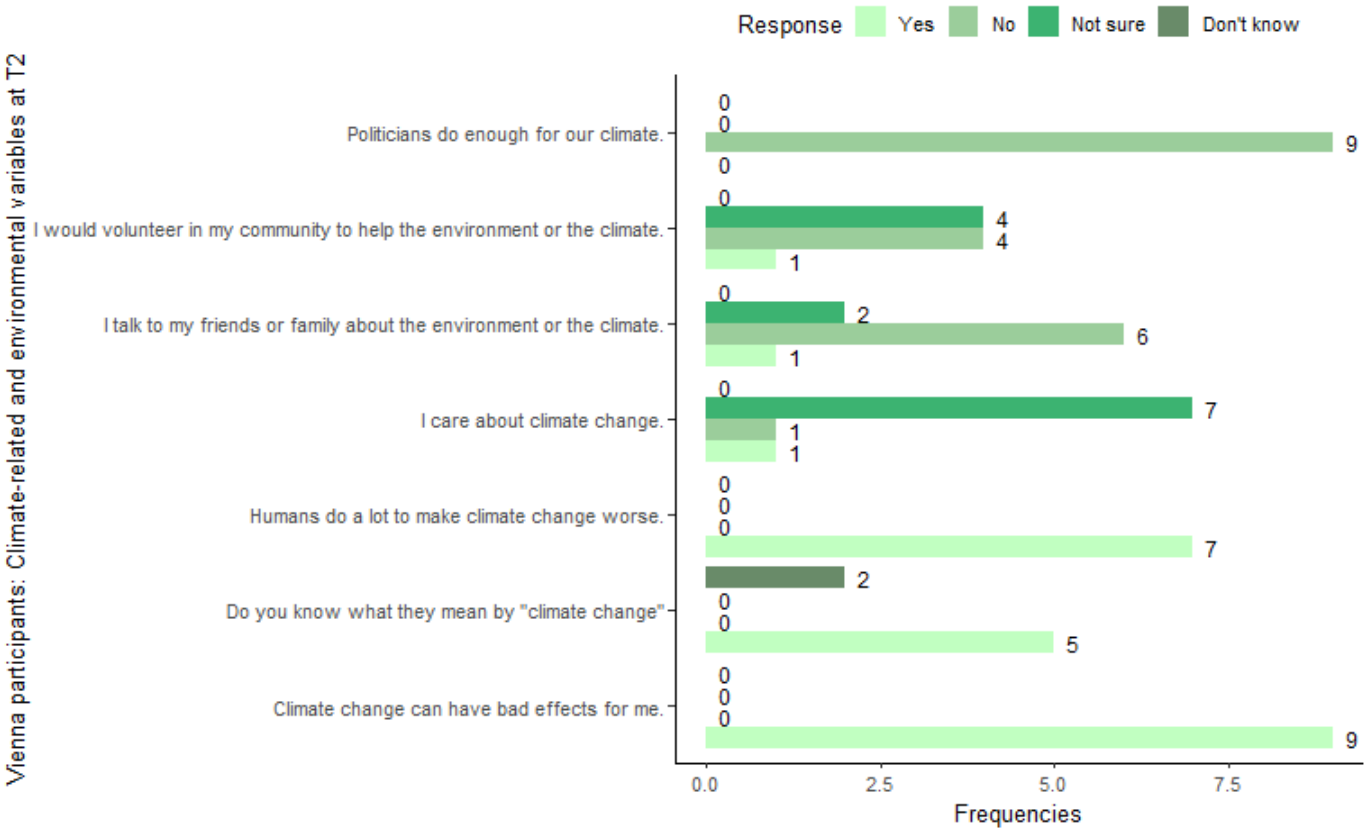
In France, only data for the first workshop series is available. After the workshops, French participants belief to a greater extent that climate change can change the place where they live and that it can have bad effects for them; they are also more willing to volunteer in their community. However, they care less about climate change and agree less that humans make climate change worse *after* the workshops.



Finally, facilitators In Austria chose an alternative approach for the pre- and post-evaluation. The data in the Vienna workshop was not collected with the standard evaluation questionnaire, because workshop participants showed different cognitive or psychological constraints; their trainers suggested that answering to such a questionnaire would be too difficult for them. Therefore, the evaluation questions deemed as most relevant were chosen and implemented in a group interview setting, using visualisations to aid expression. Due to this format, there are no single responses that can be assigned to a specific participant, but only response frequencies.

For the pre-evaluation(T1) regarding climate and environmental attitudes, youngsters were asked to position themselves along an imaginary line based on how much they agreed or disagreed with the question. However, it was difficult to motivate the youngsters to participate, and some withdrew from the exercise. Therefore, this information was not used for further analysis. In the post-evaluation (T2), participants were provided with three printed images of thumbs up, an "unsure"-looking emoji face, and a thumbs down. Participants were asked to provide an assessment of the skills questions using these printed images. The results on the group-level are presented below. Comparing responses across the different questions

reveals that after completing the workshops, most participants were aware that climate change can have bad effects for them, know what climate change means, and that humans do a lot to make climate change worse.



The facilitators report that initially, Austrian participants showed little interest in climate change and it seemed that the topic was too abstract and climate change impacts too difficult to connect with their own lives and their local community. Some participants even asked whether the Participatory Video could be about a topic other than climate change, as climate change did not interest them. After an informational workshop on climate change they developed some interest as they were surprised by some facts of climate change impacts and how they are connected to lifestyle choices such as cars and eating meat. This sparked a discussion which also revealed a gender gap within the participant group, whereby the female participants showed more climate consciousness whereas the male participants heavily defended behaviours important to them, like eating meat and driving cars. In the following workshops, participants also showed some interest in climate change as they discussed

benefits and limitations of climate change mitigation measures or the role of nature and animals for their well-being.

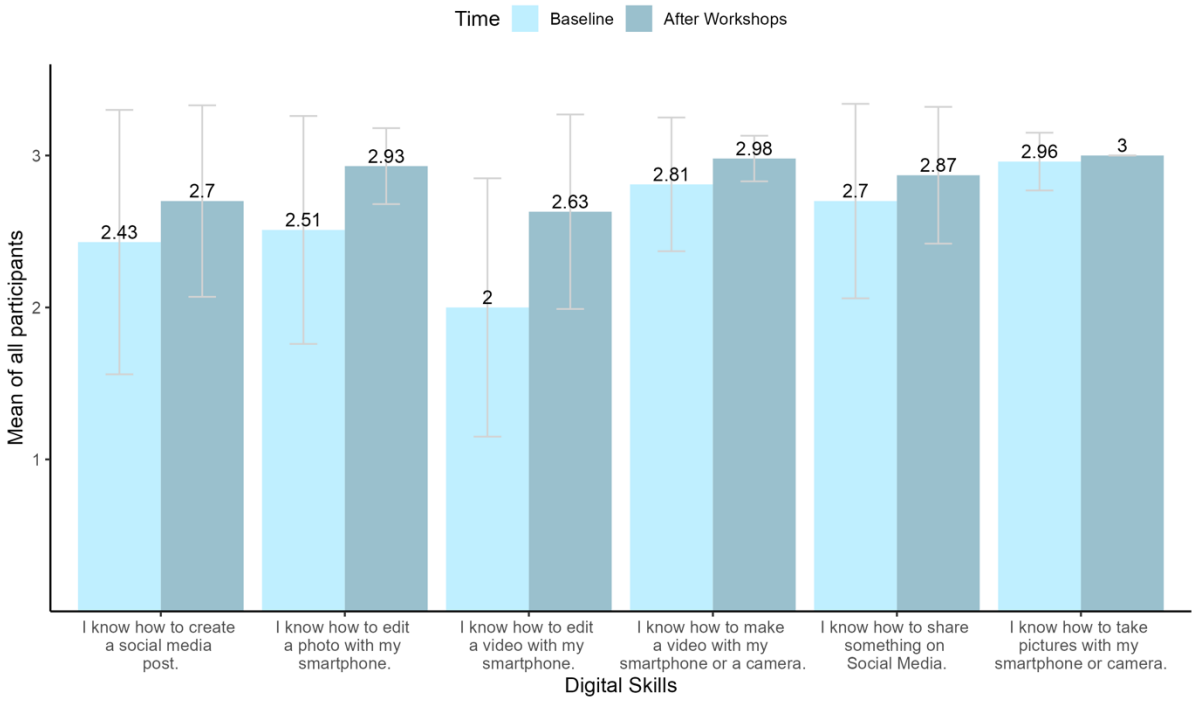
In the final retrospective, facilitators of all pilots came to the conclusion that it was difficult to tackle the issue of climate change and climate injustice in particular. Participants did not have a sense of agency and in some cases even showed resistance to talk about the topic. It is however Important to say that resistance is a good starting point for having critical discussions and if confronted wisely, can be a great start for a working project. The most challenging part was to raise awareness for the interlinkages between climate change and inequalities in the specific local context.

The most effective strategy to confront this challenge was to invite experts for good inputs on real life problems in a language that connected with the group and could trigger critical group discussions.

Figure 1. Overview of topics covered in the Climatubers videos. Topics were clustered by the authors.

4.3.2. Digital Skills

Considering all participants who participated in the Climatubers workshops shows small improvements in digital skills. Overall, Climatubers participants already had high levels of digital skills, in particular with regards to taking pictures and videos with a smartphone or camera and sharing something on Social Media platforms. Larger improvements occurred in skills of editing a video with the smartphone, followed by editing a photo with the smartphone, and to a lesser extent, creating a social media post.



Participants in Spain, which involved elderly and adult participants, showed comparatively lower skills at baseline, but also larger improvements. Elderly participants (workshop series 3) could improve their photo editing and video editing skills, whereas the adult participants (workshop series 4) and adults from vulnerable neighbourhoods (workshop series 5) particularly improved their skills in editing photos and videos on their smartphone as well as creating social media posts. According to the facilitator assessment, the elderly participants in workshop series 3 were initially afraid of using digital tools, particularly mobile phones and computers. They required more assistance from facilitators than other groups for completing digital activities and their skills for using phones developed slowly. These participants were furthermore most interested in improving their skills in those digital activities and tools they can use in their everyday life, such as emailing, using their smartphone's camera, using messenger apps and using smartphones in general. They also enjoyed being filmed and standing in front of the camera. Throughout the workshops, they improved their skills

particularly in taking photos, editing, using mobile phones, being filmed and how to act in front of a camera, and how to communicate information about climate change. Participants were also very proud of mastering a given digital activity.

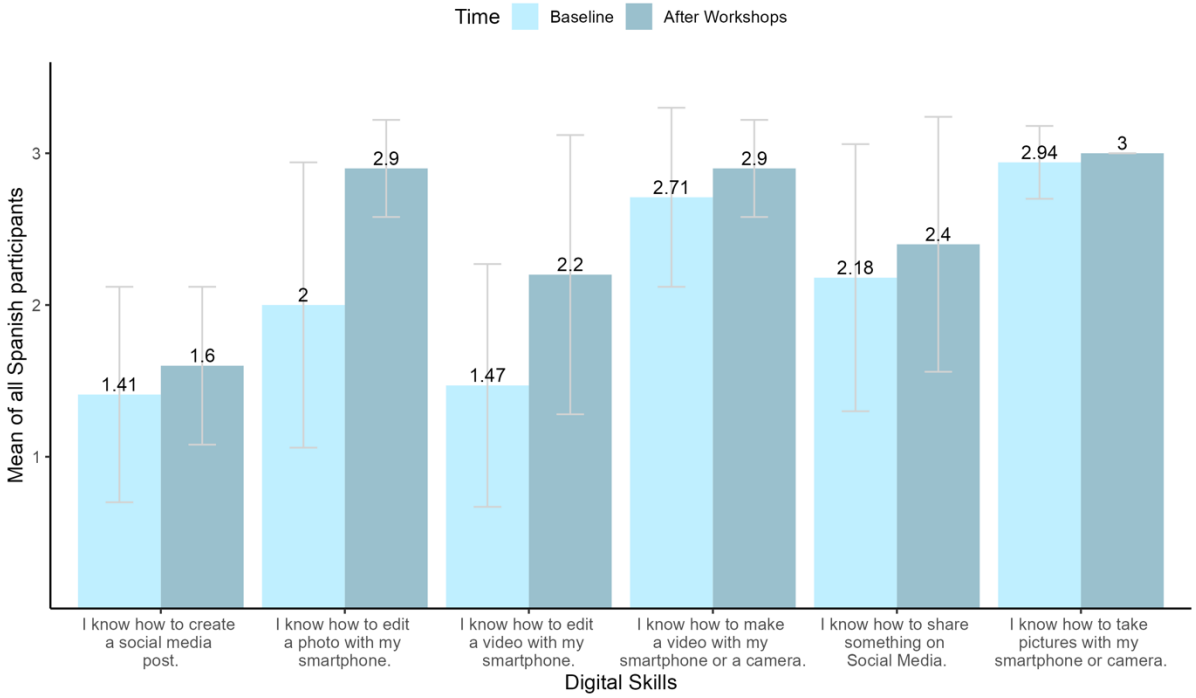
The adults in workshop series 4 were also very interested in learning about digital skills, more so than learning about climate change. Specifically, they wanted to learn how to edit, about video production, and using digital tools in general. They particularly enjoyed the editing process and could improve their skills, they also liked adding a personal touch to the editing process. In the beginning, they were unsure about their filming skills and experienced the editing process as difficult but were ever more proud when they could master it.

About the adults in workshop series 5, facilitators report about their initial level of skills that they didn't know how to film with a smartphone but were very interested in learning more about digital tools, also with specific purposes in mind, like using digital tools for expressing themselves and telling their story. According to the facilitators, participants could improve a diverse set of digital skills through the workshops such as editing and audio-visual design. Moreover, they learned about which decisions are necessary during filming and photographing. Facilitators noted that participants were not afraid of learning about digital tools and that even though they didn't have any previous experience in editing, they enjoyed it very much.

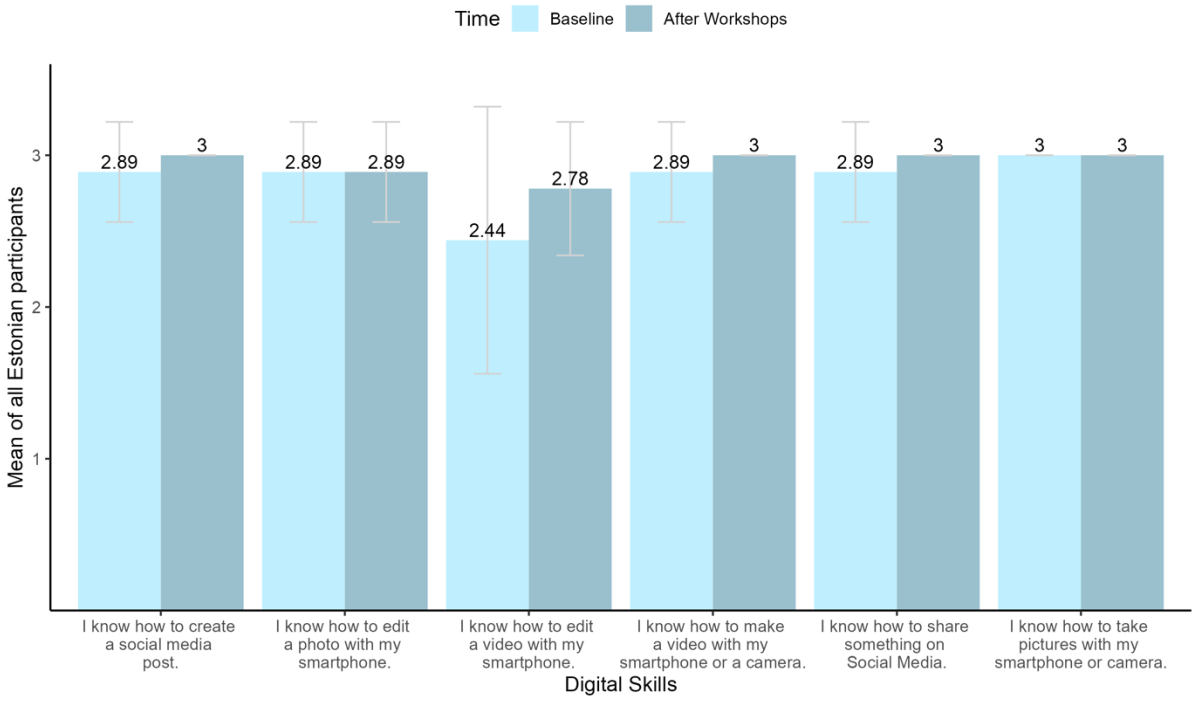
According to the facilitators, workshop series 1 of youngsters were afraid of some digital aspects of the workshops, specifically the tools for filming and the process of video production. Moreover, participants experienced the editing process as difficult and could not complete it by themselves. They required more time to familiarise themselves with digital tools, such as a tool used for storyboarding, and did not learn how to use a professional camera. However, they were very motivated to improve their skills and learn how to edit. Over the course of the workshops, they steadily became familiar with digital tools and learned for instance how to produce digital materials like pictures, use social media, edit, take photos, and filming.

Participants in workshop series 2 were particularly interested in learning how to edit and improve their skills in editing. Facilitators noted that here, expectation management was important: editing is a difficult process and it is not possible to master it after one day. Participants in this workshop group experienced some difficulties during editing and it's the facilitators responsibility to make sure they are not disappointed if they don't learn as fast as they hoped. In this group, participants also improved their skills in filming and video production.

The digital skills training in workshop group 6 was focused on learning digital tools for practical and daily use, based on participants' interests. Thus, they mainly worked on creating video presentations they might use in job applications and how to use a smartphone camera.

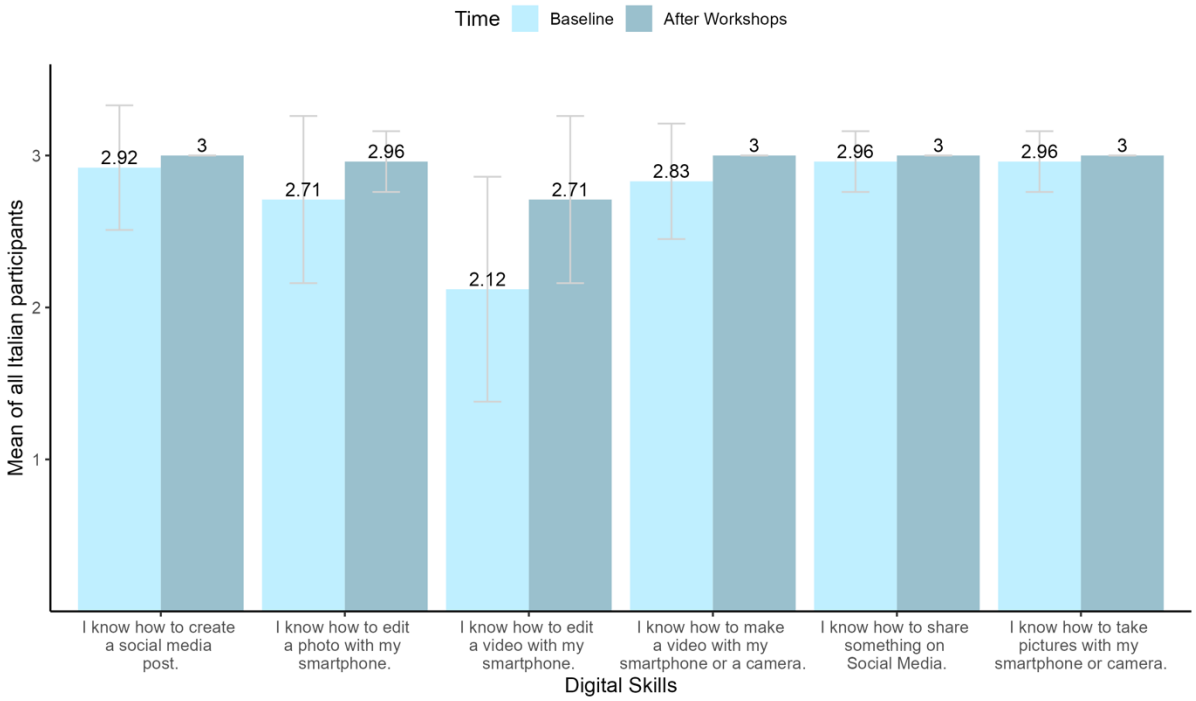


Participants in Estonia were students and showed already very high levels of digital skills at baseline, in particular workshop group 1 and workshop group 3. Thus, these two groups showed no improvements. In contrast, workshop group 2 assessed their digital skills as lower and improved after the workshops in the domains of creating a social media post, editing and creating videos with their smartphone, and sharing something on a Social Media platform.

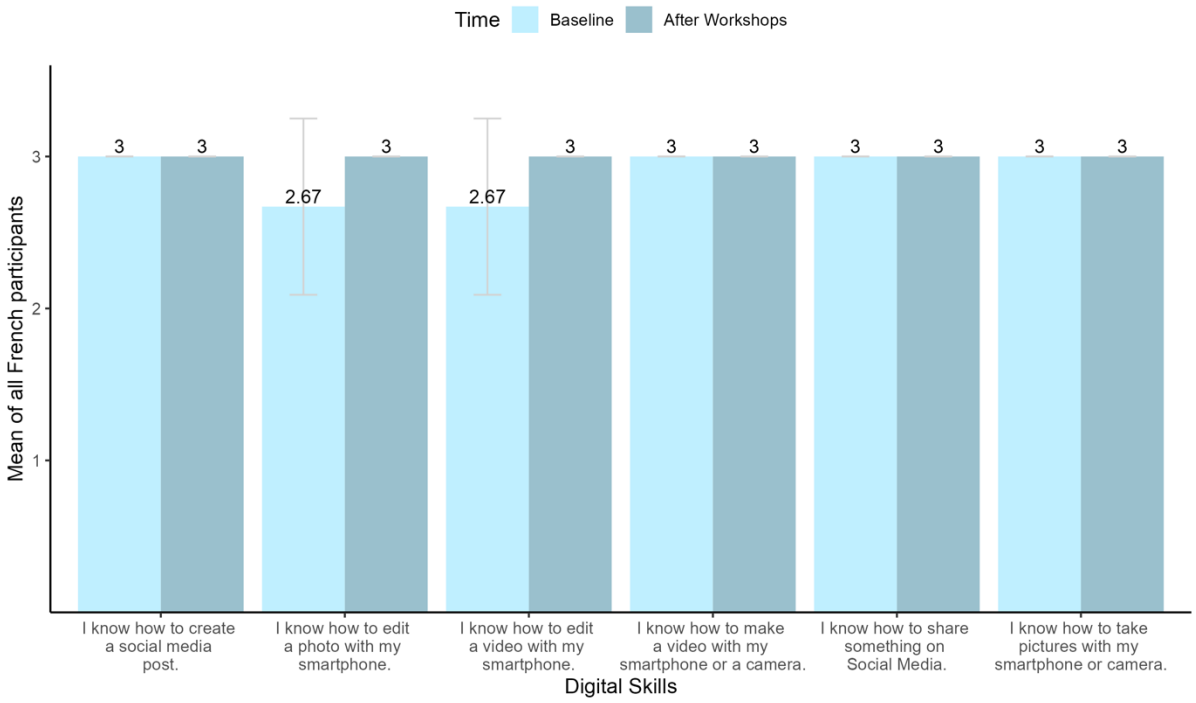


In their assessment, workshop facilitators indicate that Estonian participants were very interested in learning about digital tools and improving their digital skills and applying what they have learned in practice. Their main interests lied in editing, video creation and production and creating animations, which they also seemed to enjoy most. Furthermore, Estonian participants could improve their skills in online campaigning and using online communication tools, which they preferred over offline tools; filming; and editing, whereby facilitators emphasised that participants were also able to explain their reasoning and motivation behind their editing choices.

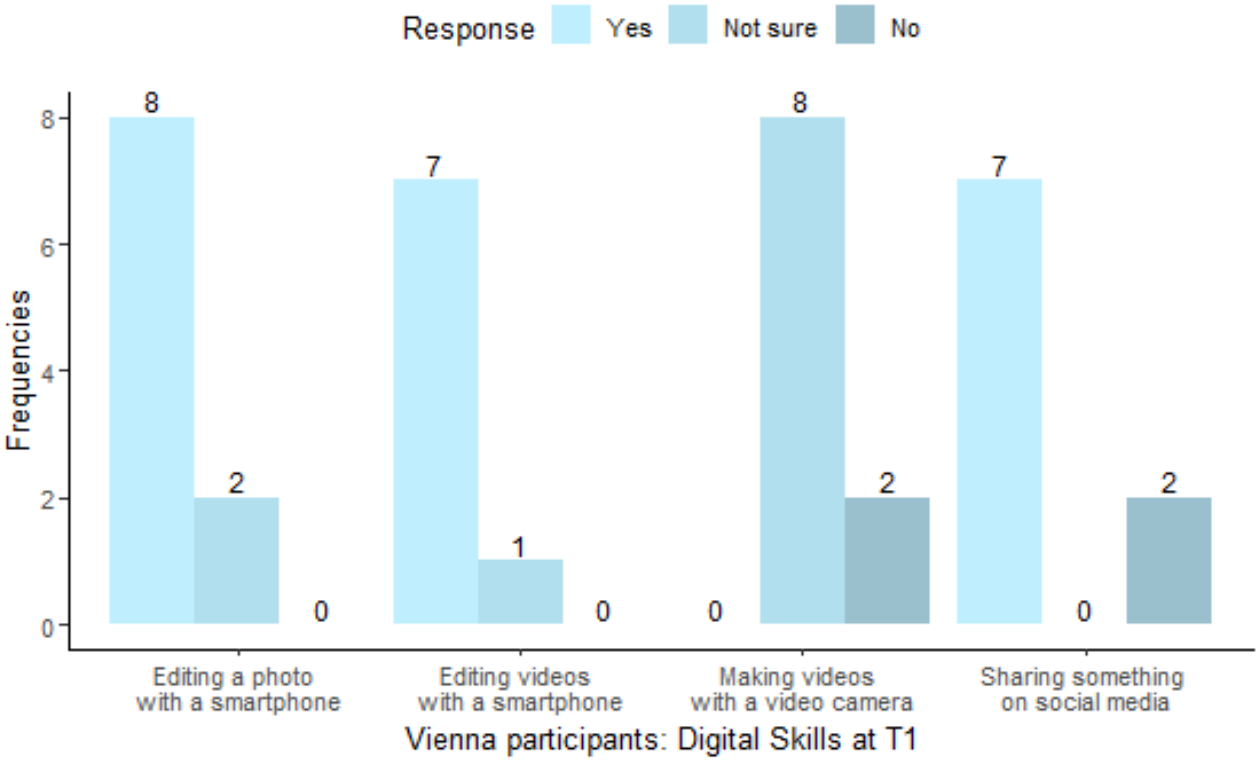
The Climatubers workshops in Italy comprised youngsters (workshop series 1 and 2) as well as disadvantaged adults (workshop series 3). The youngsters in series 1 and 2 already showed high levels in most digital skills except for editing photos and videos with their smartphones, which they also improved throughout the workshops. Similarly, the adults self-assessed their digital skills as high except for editing videos, and to a lesser extent, making videos, both of which they improved in the course of the workshops. The workshop facilitators add in their assessment of workshop group 3 that participants had difficulties in understanding how to use the digital tools during the workshop session and needed more time to process information about digital tools.



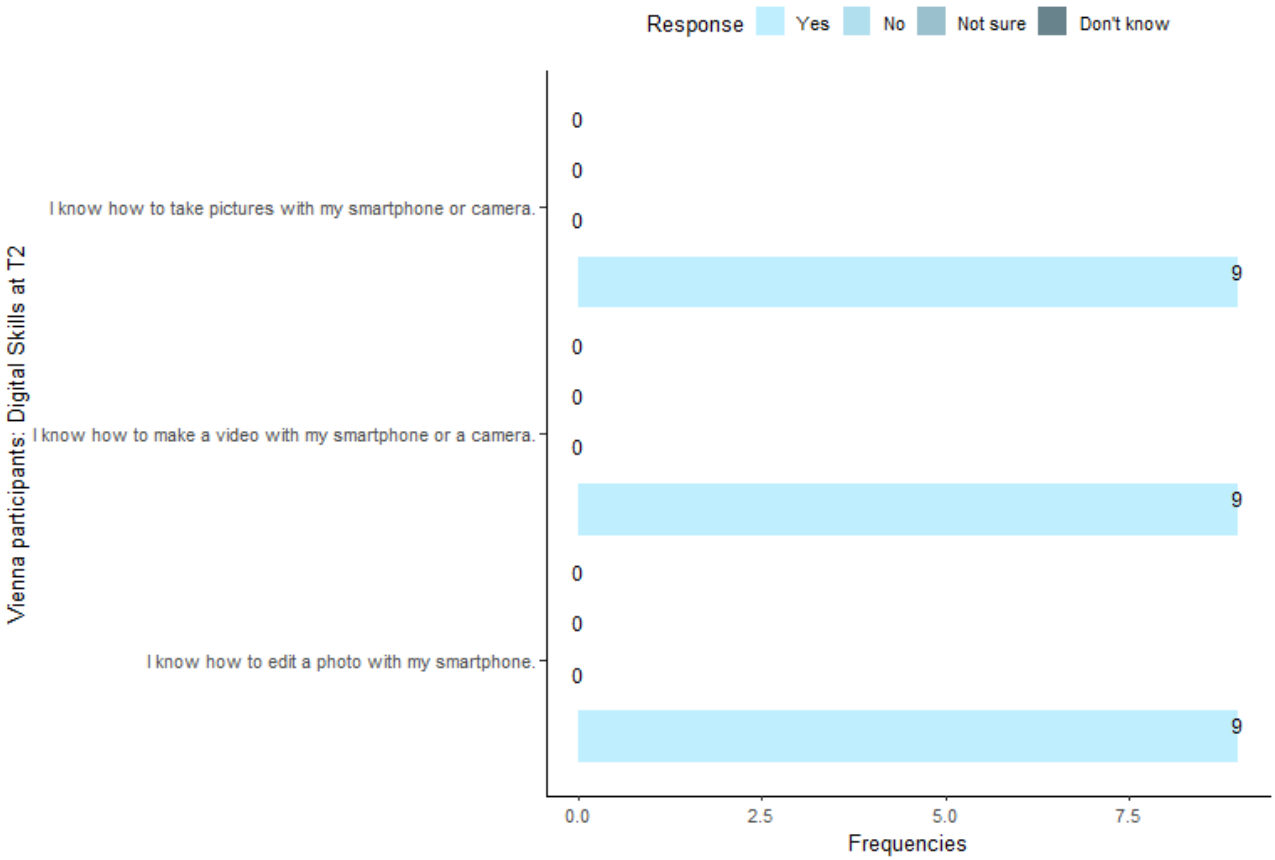
The workshop group in France consisted of youngsters which also had very high digital skills at baseline, whereby they assessed only skills editing photos and videos as slightly lower. These skills were improved after the Climatubers workshops.



In Austria, digital skills were measured at the beginning (T1) and the end of the workshop series (T2) using printed images of thumbs up, an "unsure"-looking emoji face, and a thumbs down. Participants were asked to provide an assessment of the skills questions using these printed images. Results from T1 show that most participants reported to be capable of editing a photo or video with a smartphone, making videos with a video camera, and sharing something on social media.



At T2, all participants indicated that they know how to take pictures and make a video with their smartphone or a camera and know how to edit a photo with their smartphone.



The Austrian facilitators reported on their participants' digital activities and skills in the facilitator assessment. Accordingly, participants were actually more interested in learning about digital tools than they were in learning about climate change. They particularly enjoyed the process of video creation and production, interviewing each other for the video, and thinking about the video setting and scenes. In the Austrian pilot, a professional filmmaker led the digital skill training, which made it even more attractive. New skills they acquired are filming, as they used a camera for the first time (instead of a smartphone) and learned that sometimes, reshooting a scene is necessary. Some participants also expressed being proud of the final product, the Participatory Video.

Summing up, pilot facilitators reported in the interviews that nearly all participants enjoyed the digital skill training. Generally, young people had an easier time working with video cameras, these hands-on activities seemed to lighten the mood in contrast to more discussion-heavy phases. It is important to test the materials beforehand, to avoid any technical difficulties during the actual workshop. This means for facilitators, to take enough time to prepare the workshop properly. In Italy, the person who did the digital training

accompanied participants on the day of the shooting which helped not only to deepen the knowledge of the skills but also to assist participants with upcoming technical difficulties.

4.3.3. Creative Skills

To self-assess participants' creative skills, the questionnaire asked them to indicate whether they can make up a story and write it down or draw it. In the overall sample, we see a slight improvement of creative skills.

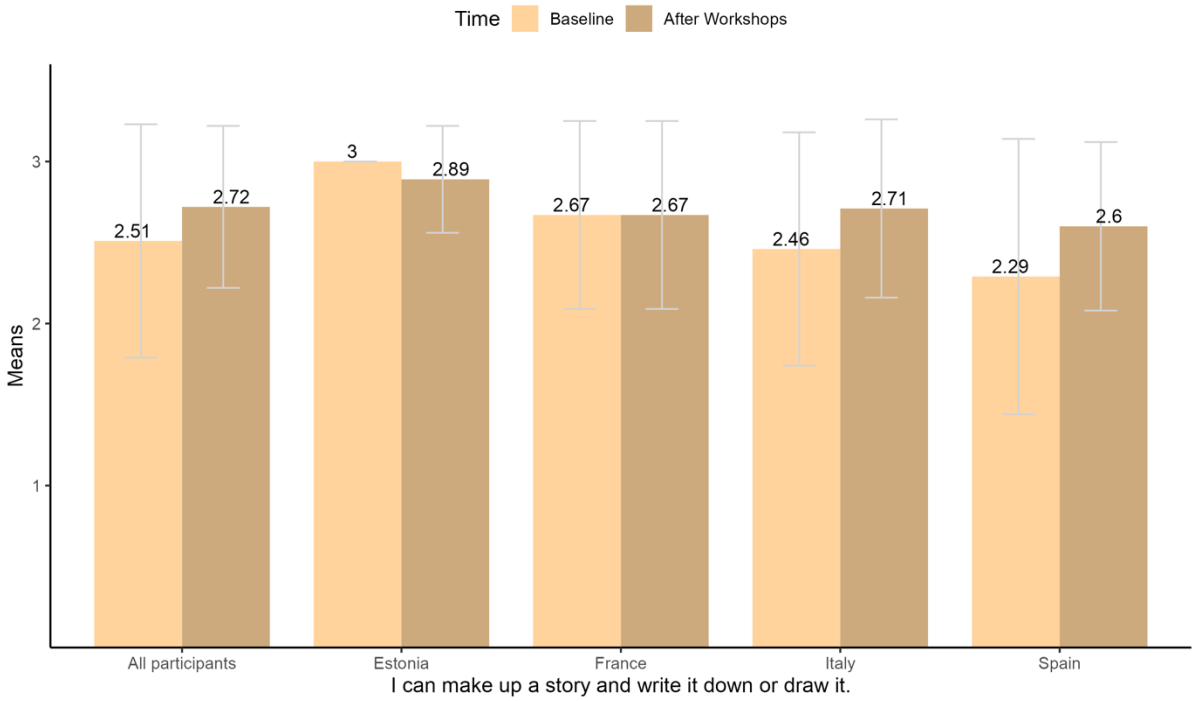
In Spain, participants similarly report a slight improvement in creative skills, which is also indicated by elderly participants (workshop series 3) and the adults in workshop series 4. The facilitator assessment suggests an overall improvement of creative skills for series 3 and workshop series. At the same time, the adults in series 4 also showed difficulties in brainstorming, taking creative decisions, storyboarding, and were unsure about their skills in developing a narrative. Accordingly, these participants required more guidance and support from the facilitators. The adults characterised as coming from vulnerable neighbourhoods (workshop series 5) indicated that their skill and making up a story and write it down or draw it decreased after the workshops. The facilitator assessment suggests otherwise, as facilitators report that participants in this workshop group improved their skills in visual design (i.e., working with images and their meaning), storytelling and narrative design (i.e., preparing and conducting expert interviews, deciding on images and scenes, and taking the viewer's perspective in these creative decisions) and overall showed creative skills.

In addition to these workshop groups, the facilitator assessment also provides information about the creative development of two other workshop groups. Participants in workshop series 1 had difficulties in expressing their ideas, but enjoyed creative tasks. Participants in workshop series 2 also enjoyed the creative parts of the workshops and worked put a lot of effort into it. They developed their skills in storytelling, storyboarding, and creating a narrative. In workshop series 6, participants mainly improved their skills in creating presentations.

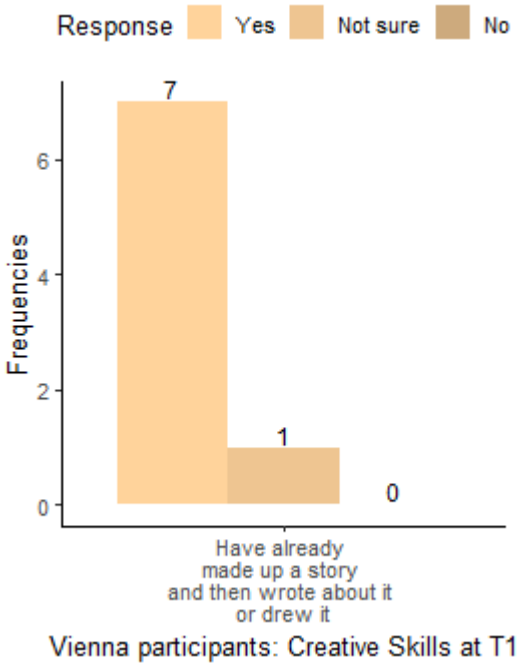
In Estonia, the participants in workshop series 1 and 3 indicated already the highest level of creative skills at baseline, which did not change throughout the workshops. In contrast, participants in workshop series 2 had the highest level at baseline, but indicated marginally lower creative skills after they finished the Climatubers workshops. This could be explained by measurement bias in the evaluation questionnaire. In the assessment, facilitators reported that their participants were quick learners and showed special interest in screenwriting and storyboarding.

Italian participants overall improved their creative skills over the course of the Climatubers workshops, in particular the youngsters in workshop series 1 and to a lesser extent, the disadvantaged adults in workshop series 3. The youngsters involved in workshop series 2 did not change in their self-assessment of creative skills.

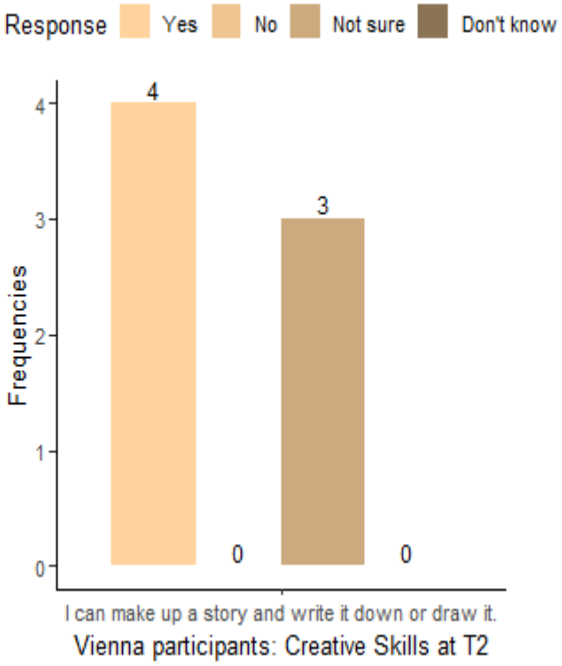
The youngsters involved in workshop series 1 in France on average do not report any change in their creative skills.



In Austria, creative skills were also measured using the three printed pictures and documented at the group level. At the beginning of the workshops (T1), most participants reported that they had already made up a story and then wrote about it or drew it. However, at T2, more participants were unsure whether they are capable of making up a story and write it down or draw it. The reason for this might lie in the fact the participants at T1 and T2 were not the exact same.



Vienna participants: Creative Skills at T1



Vienna participants: Creative Skills at T2

Based on the facilitator questionnaire, participants in Austria enjoyed creative tasks, such as playing around with camera functionality, coming up with ideas for a story and discussing them, and drawing. Tasks involving creative ideation and discussion also acted as an energiser. However, upon realising that, creative processes take time and effort to result in a good product; some participants reported disappointment and lost interest.

In the interviews, facilitators mentioned that it was a new process for participants to develop a story and be creative. While it was fun to come up with ideas for some participants, others did not enjoy it that much. This is due to the fact that inventing ideas for stories is simply a cognitively difficult act and not to underestimate. In one instance, the storyboarding phase as a creative process was skipped due to time limitations.

The approaches in this creative process were quite different. Facilitators reported that it is generally important to include the participants' needs and capabilities also in this phase. Some participants developed the story themselves while others used brainstorming techniques to come up with ideas. In addition, the exercises they used in the diagnosis phase later helped to come up with a story. Generally, it was reportedly difficult for participants to

come up with ideas for a story. Facilitators assisted that process by playing specific games to develop a storyline. Their role was thus to guide participants in finding their interest. There were different tactics; one was to show participants already existing videos as an inspiration for theirs. Another tactic was to invite experts and speakers on climate change to start a discussion and eventually to identify a topic of interest. Facilitators reported that participants really liked to hear experts and to learn about climate change. This eventually led them to debate on local and global climate change impacts and was thus a fruitful starting ground for the creative process.

For some participants it was still difficult to come up with stories, even though nearly every pilot used the two tactics described above. Generally, we saw that participants with a higher education level found it easier to develop ideas for stories and a good storyline. In France, facilitators chose to let participants interview and record a local authority. In a next step, they showed participants the material and came up with a story afterwards. In Estonia on the other hand, they drew or described their story beforehand. In the Austrian pilot, youngsters had a lot of difficulty creatively and working with the storyboard template. Thus, facilitators chose to steer the storyboard process of developing a story.

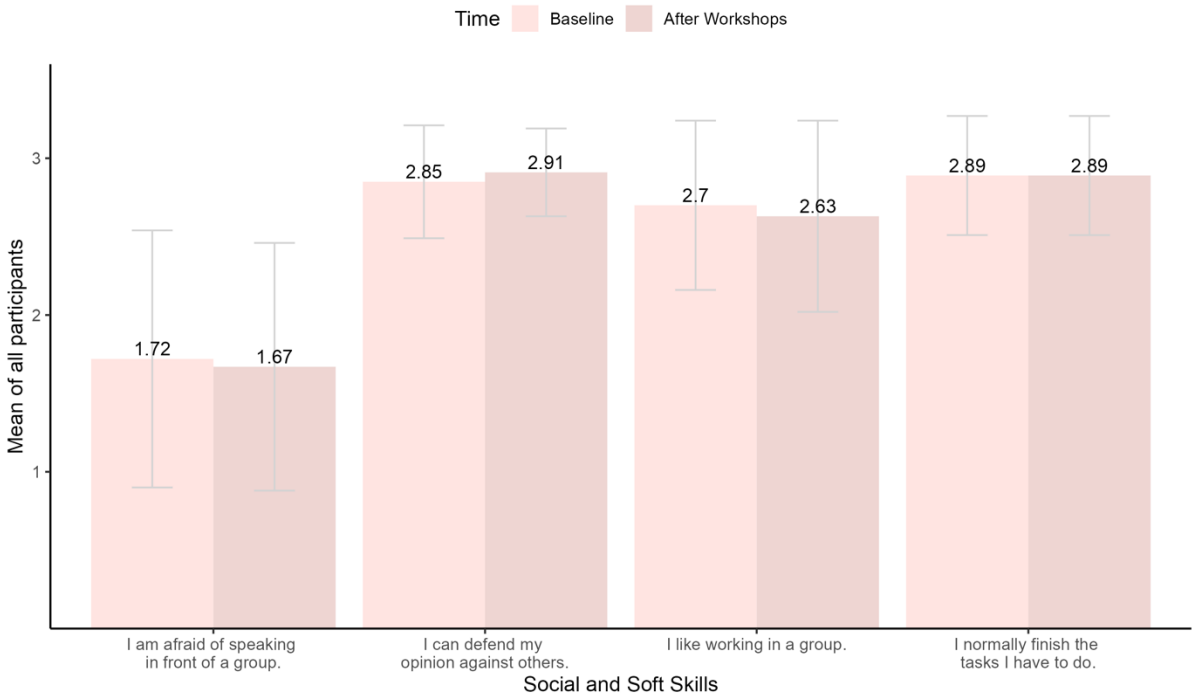
The experienced challenges in this creative phase differed according to the profile of participants. Young participants tended to struggle with having to lower their expectations in what would be visually possible in their videos but also how much time it would cost them to bring their ideas to life. At the same time, it was a good learning for them to see how much work has to be done to get a few minutes of video. For older people the difficulty was rather to imagine and build a story. Using their imagination and performing creative tasks was more challenging for them.

For facilitators it was a learning that they had to deliberately slow down the process at times, because young people wanted to go too fast. In addition, they saw that drawing and translating ideas into drawings (for the storyboard) was a very difficult task. It would be better to print example images rather than let the participants draw themselves.

Generally, it is important to adapt this phase to the creativity of the group. Because creative processes can be quite challenging, it is advised to adapt the phase to the group and keep it engaging with activities. As experienced in the different pilots, the composition of the group plays a significant part in this process. It is thus necessary to adapt the method and content to the skills of the group. While one approach In this phase worked In one group, It does not necessarily mean that this will be the case for another one. Facilitators should thus be able to adapt the creative process to the skills of participants. Engaging activities, e.g., playing games, providing drawing materials or to have a discussion, are an essential part to keep participants engaged. These activities further can be a source of inspiration.

4.3.4. Social Skills, Soft Skills and Group Dynamics

In the participant self-assessment, three items asked about social skills and one item about soft skills. The overall sample shows only marginal changes regarding social and soft skills when comparing before and after participation in the workshops, suggesting social and soft skills have improved. The facilitator assessments also contained observations on participants' social skills and their group dynamic, which will be discussed per pilot below.



Spanish participants on average show only marginal improvements. What stands out is that elderly participants (workshop series 3) on average show no change at all, whereas the adults in workshop series 4 report somewhat stronger skills in defending their opinion and finishing tasks. The adults in workshop series 5, characterised as coming from a vulnerable neighbourhood, report that they developed their skills in defending their opinion against others. According to the facilitator questionnaire, both groups of adults improved their skills in managing their time and their tasks during the workshops.

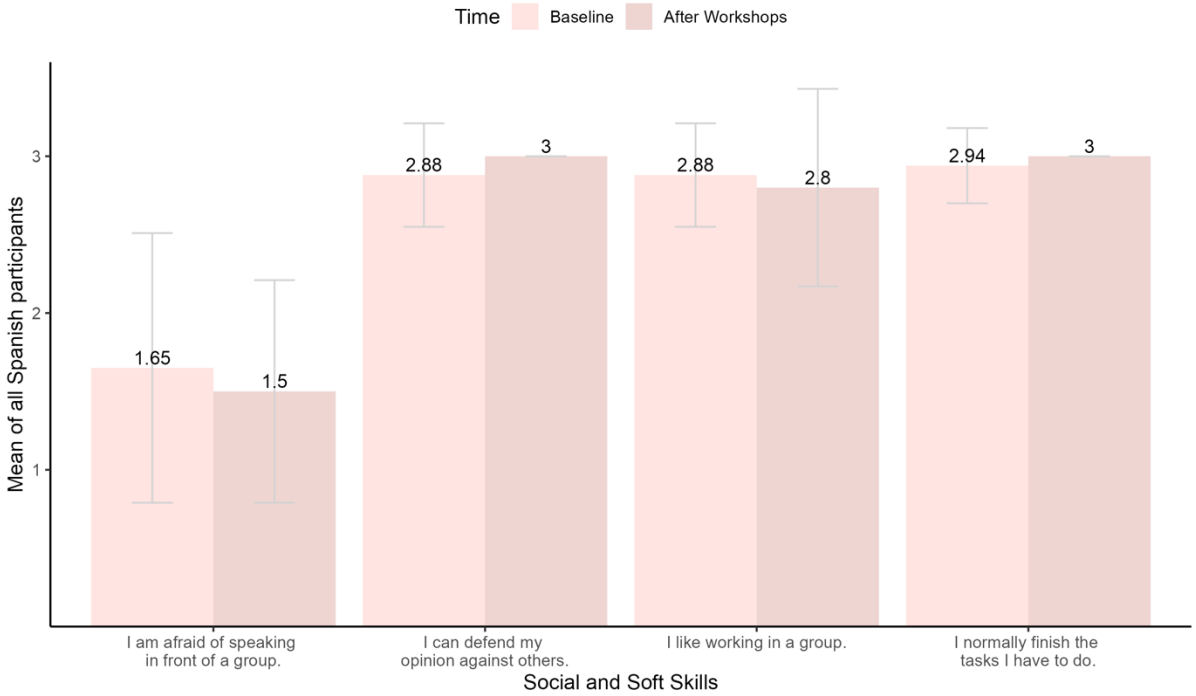
According to the facilitator assessment, workshop group 3 overall showed positive social interactions between participants during the sessions, as they tried to help each other with using their digital devices, shared digital devices if necessary, and organised collectively so that everyone could take on a specific role. However, the facilitators also noted that even though participants tried to help each other, they were not always successful because they

lacked the necessary digital skills. During discussions, everyone could share their opinion and the discussion was characterised by mutual respect.

Workshop group 4 was described by facilitators as a confident group who actively discussed their different opinions, worked together during tasks and engaged in peer-to-peer learning.

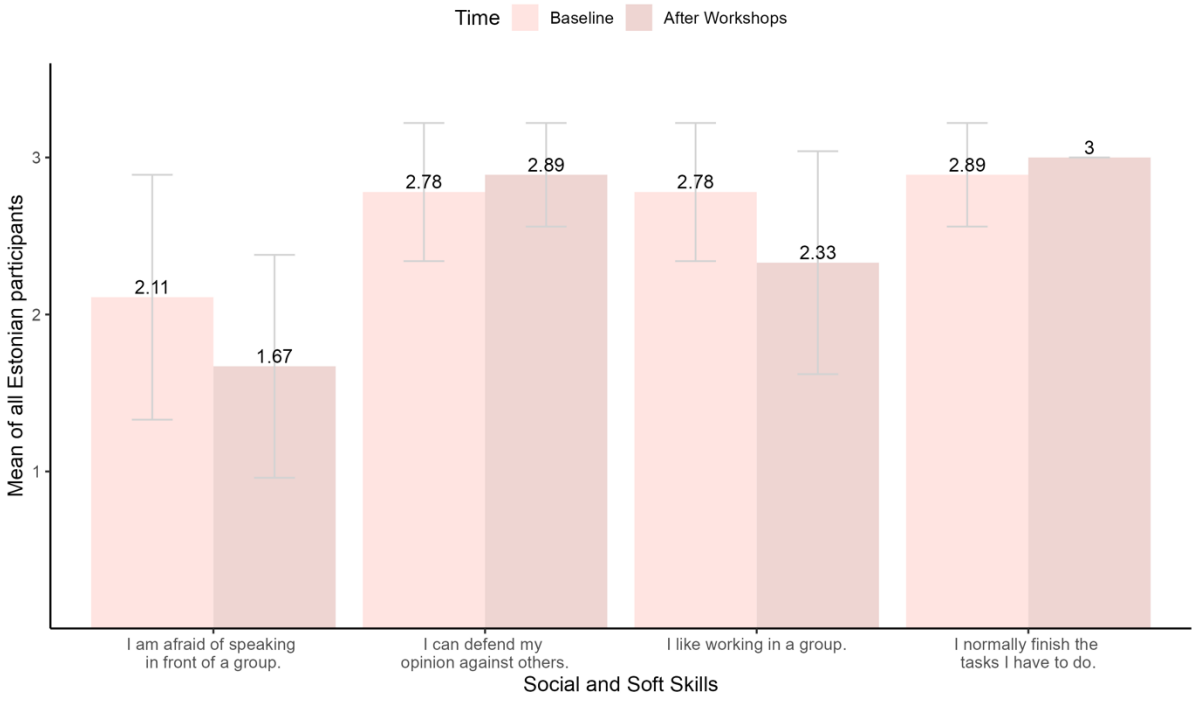
About workshop group 5, facilitators reported that they grew in confidence as they could easily approach strangers for interviews for the Participatory Video. Interactions between participants were also positive, as they helped each other and engaged in peer-to-peer learning, collaborated well, discussed a lot, and could organise who would take on which role in the production process. It should be noted that participants already knew each other because they lived in the same neighbourhood.

There is no self-assessment questionnaire data available for Spanish workshop series 1, 2, and 6, though the facilitator questionnaires can provide some information on their improvements in social and soft skills. About workshop group 1, facilitators only reported that participants helped each other. Workshop group 2 worked together well and independently organised the division of roles, both of which contributed to improvements in social skills. Workshop group 6 gained confidence during the workshops, collaborated well and engaged in peer-to-peer learning.

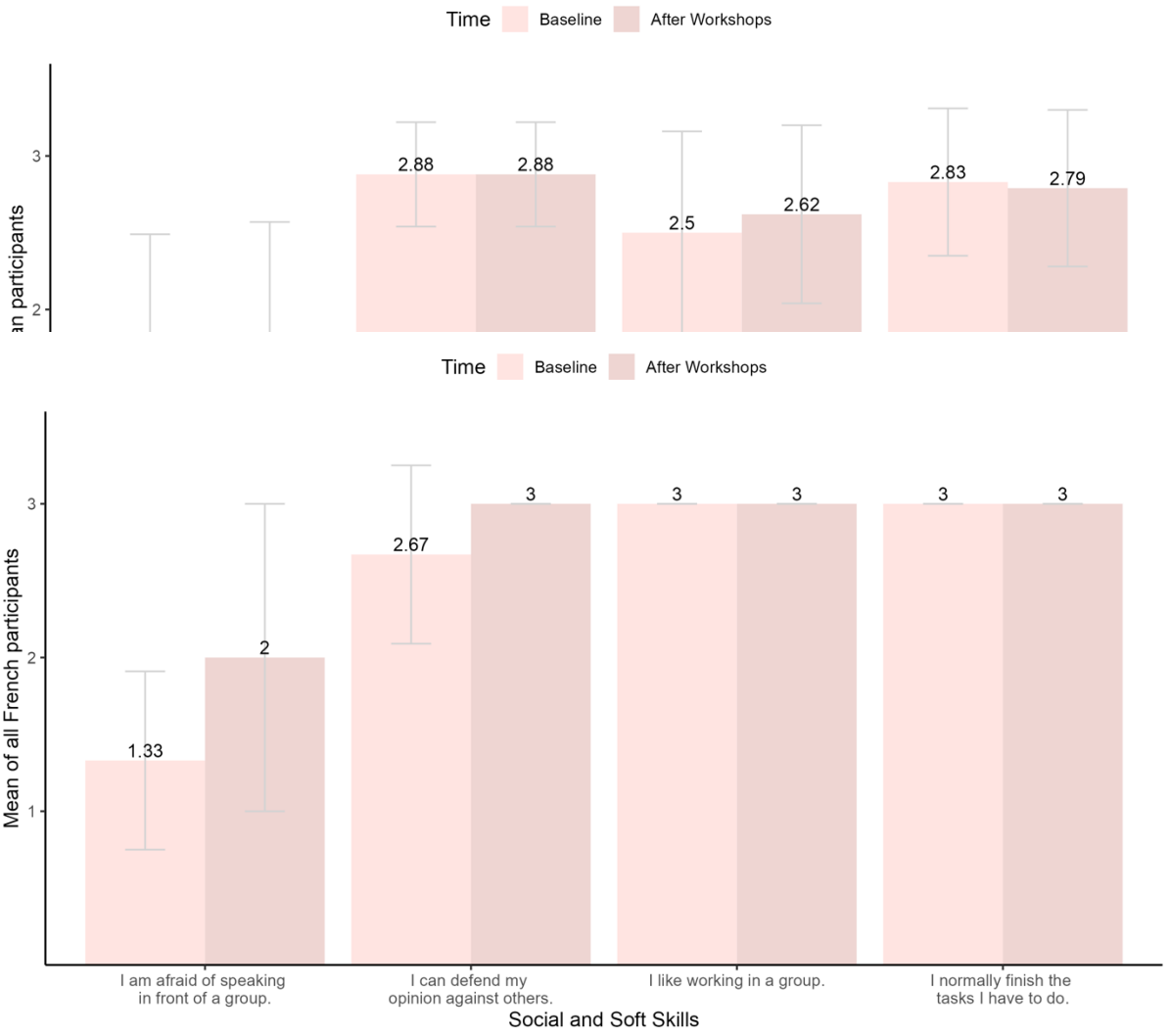


In Estonia, participants report changes mostly to the extent that they are less afraid of speaking in front of a group and that they also like less working in a group after completing the workshops. This pattern is similar across the three workshop groups consisting of

students. Moreover, workshop group 1 also reports marginal improvements in the ability to defend their opinion against others, whereas workshop group 3 indicated that after the Climatubers workshops, they improved in finishing the tasks they have to do. Facilitators report as a general observation across groups that the participants could improve their skills in time and task management. Furthermore, they also observed that the online environment of their workshops was not ideal for promoting social interactions between participants and many were initially shy to participate during the session. The online environment also prevented collaboration in some tasks, where participants worked individually. Still, the facilitators noted that in the tasks where participants worked together, they collaborated well, discussed and shared their opinions, and showed mutual respect. When sharing the result of their group work, participants often seemed to become more confident.

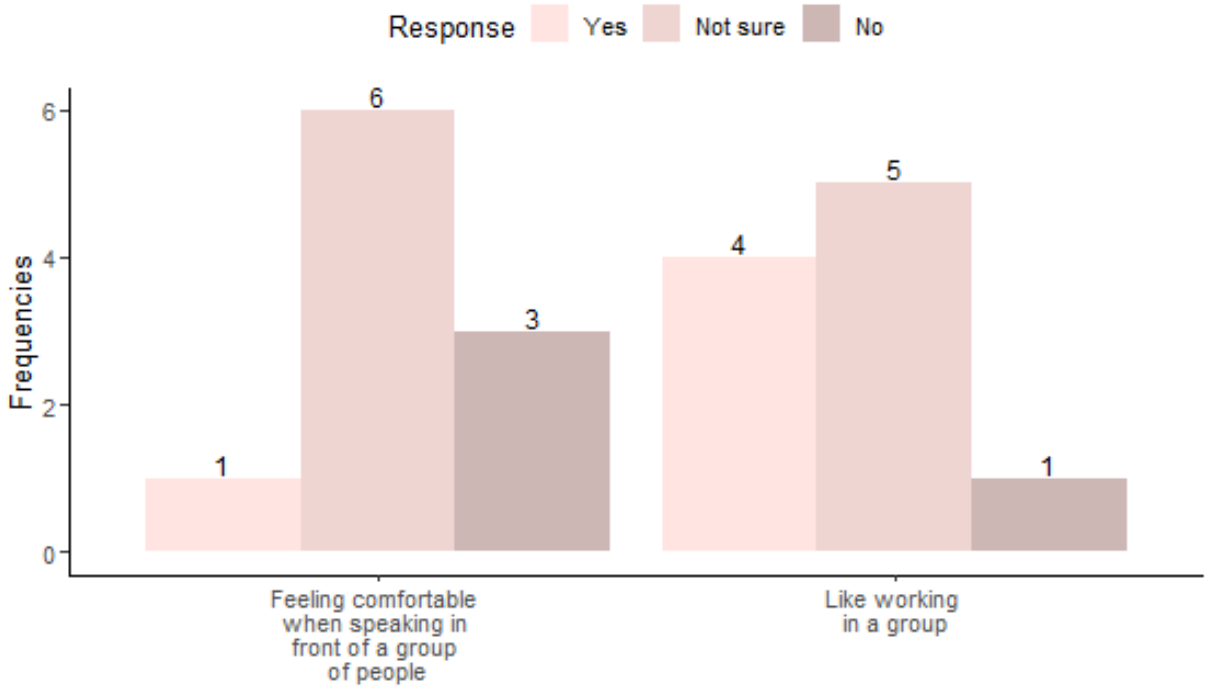


Italian participants overall indicated almost no changes regarding their social and soft skills. Distinguishing based on target groups reveals that the youngsters in workshop series 2 as well as the adults from disadvantaged backgrounds in workshop series 3 indicated that after the workshops, they liked working on a group more. The facilitators noted in their assessment that overall, the participants in workshop group 3 engaged in peer-to-peer learning.



In France, the group of youngsters report two main changes from before to after the Climatubers workshops: on average, they improved their skill of defending their opinions against others; however, they also indicated that they are more afraid of speaking in front of a group. In the Interviews, the facilitator reported that in the beginning of the pilot, participants did not feel as if their questions were legitimate. However, in the course of the pilot, they learned that their queries were important and valuable. Thus, the workshops affected their social skills positively.

Similar to the other skills measures, participants in Vienna responded to questions about their social and soft skills using three printed images of a thumbs up, an "unsure"-looking emoji face, and a thumbs down. As the figure below reveals, at T1, rather few participants confirmed that they felt comfortable when speaking in front of a group, whereas somewhat more indicated that they liked working in a group. There was no measurement of social skills at T2, after completion of the workshop series.



Vienna participants: Social and Soft Skills at T1

The Austrian facilitators report mixed observations regarding their participants; there were some who were very shy and did not want to actively participate, i.e., did not actively take on tasks but rather preferred to watch others, who didn't want to talk, or who were too shy to stand in front of a camera. Moreover, in some discussions tensions between the male participants came up, as one person tended to interrupt the others and there was also a physical fight between two of the participants. The social dynamic improved somewhat when the participants were divided into smaller group to work on the videos, and the interactions became more positive, and everyone could have a say in the discussion. It also appeared that over the course of the workshops, some participants gained confidence.

The feedback that we got in the interviews with facilitators showed that social interaction and peer learning did happen in the workshops. Working with groups, where people already knew each other, had advantages and disadvantages. An advantage is that it takes out a lot of complexity and saves time, if people are no strangers to each other. Especially in the Austrian pilot, where participants were youngsters with psychological problems, it was very important for them that they were already familiar with other members in the group. A disadvantage of

working with already existing groups is that group dynamics, which developed over a longer period before the start of the pilot, affect the outcome.

If non-native speakers were part of the workshop, they could profit from gaining language skills.

In general, facilitators noticed positive impacts on social skills, especially as participants had to find interview partners by approaching people in public (interview passers-by) or generally just talking to different people. In Spain, they also talked to policy makers, which was a new experience for the participants. Even further, the feeling of producing something as a team fostered their co-creation and social skills.

At the same time, the process of shooting the material allowed the participants to discover their own cities from a new perspective.

Participants grew on the task, as they realised that they themselves are experts for their own realities and this empowers them to interact with thematic experts. The moment where participants shot interviews with external experts was in many cases a significant moment of empowerment. Therefore, the choice of interview partners was important, as the interviewed person should embody authenticity, interaction on equal level and enthusiasm.

4.4. Social Inclusion

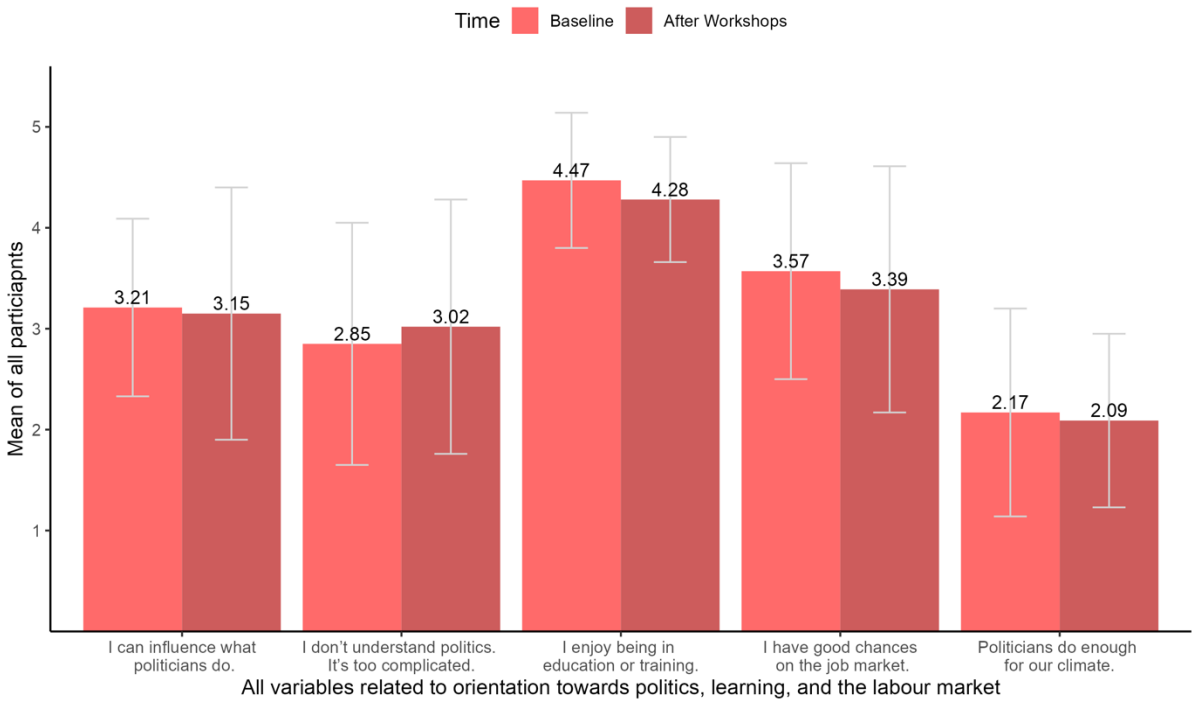
4.4.1. Social Cohesion

Based on the facilitator questionnaires, we only found some evidence for improvements in social cohesion. Spanish facilitators report that in the beginning, participants felt separated from their city but that over time, participants were motivated to share their work in Climatubers with the public and in local exhibitions and libraries, and they also wanted to engage in dialogue with local policymakers. Estonian participants similarly discussed which local stakeholders should be engaged.

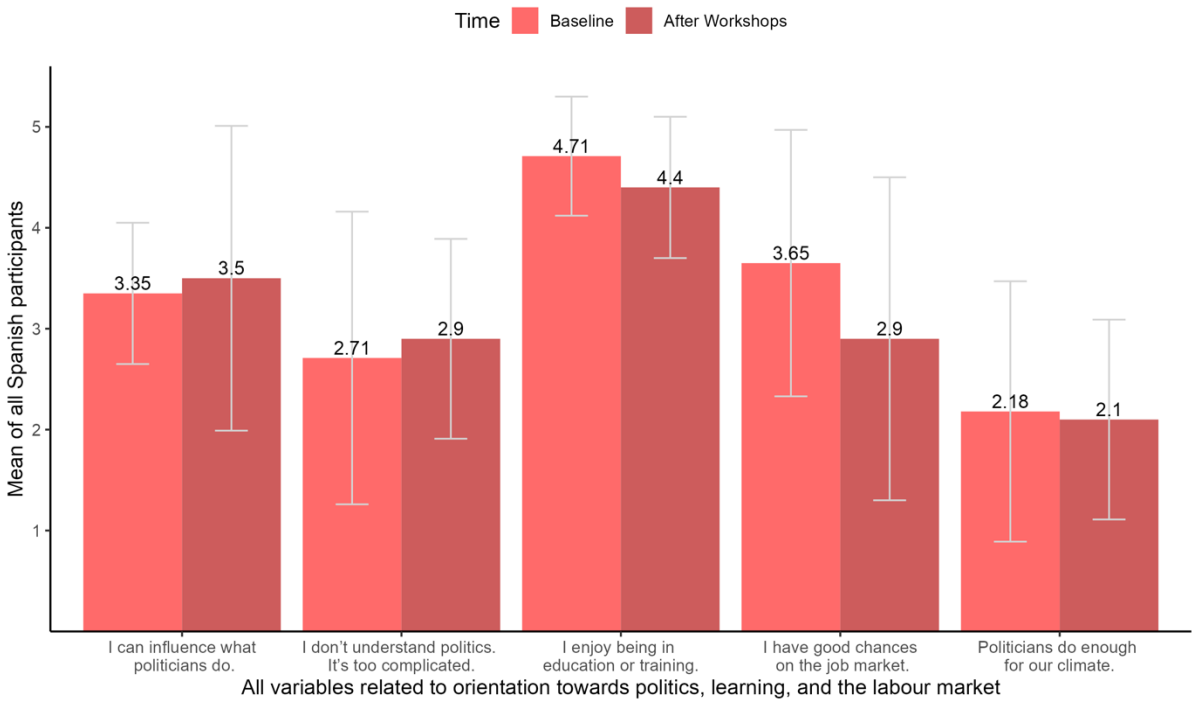
4.4.2. Orientation towards politics, learning, and the labour market

Orientation towards politics, learning, and the labour market captures beliefs in influences and understanding politics, in politicians, enjoying education or training, and assessing one's own chances on the job market.

Considering the whole sample of Climatubers participants reveals only small changes. To better understand and contextualise these results, we separately examine responses across countries and workshop series.



Considering all participants in Spain reveals somewhat larger changes than in the overall sample. In particular, participants indicated to enjoy being in education and training less after the workshops, and their belief of having good changes on the job market also decreased. Looking at the different patterns across workshop groups shows that these negative results are largely due to elderly and vulnerable adult participants.

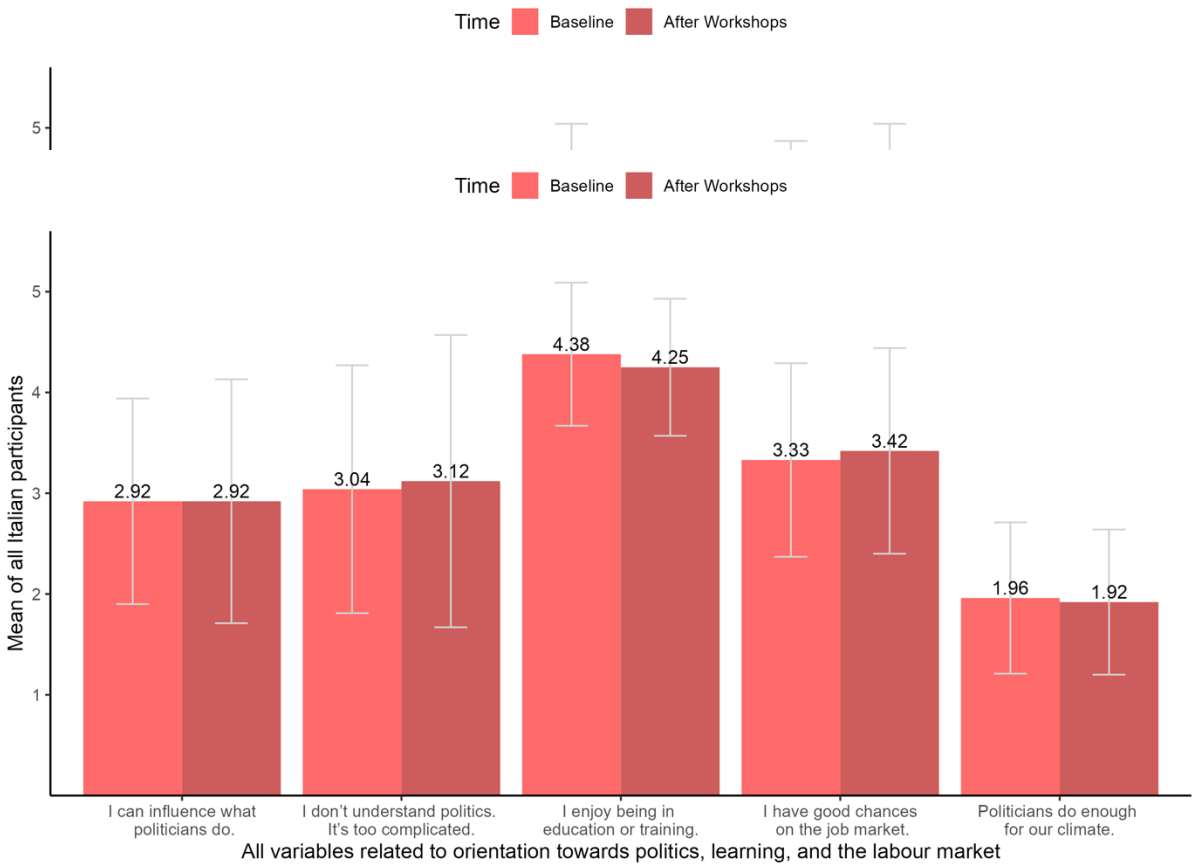


The elderly participants (workshop series 1) show a large decrease in der belief of having good chances on the job market and to a smaller extent, a decrease in enjoying education or training. In contrast, elderly participants feel to a greater extent that they can influence what politicians do and agree that politicians aren't doing enough for the climate, compared to before they joined the workshops. However, their belief that they don't understand politics as it's too complicated also increased after the workshops. Given their advanced age, it wouldn't be surprising that they rate their job chances as low, however they gave themselves better chances before the workshops started. Adults from vulnerable neighbourhoods (workshop series 5) generally show negative results after the workshops: they feel less that they can influence what politicians do, feel strongly that they don't understand politics, and didn't change in their belief that politicians do enough for our climate, which was already at a low level at baseline. The adults in workshop series 4 on the other hand indicated an increase in understanding politics, enjoying education or training, and having good changes on the job market. In turn, they think that they can influence politicians to a lesser extent, but

report that they belief politicians do enough for our climate to a greater extent after the workshops.

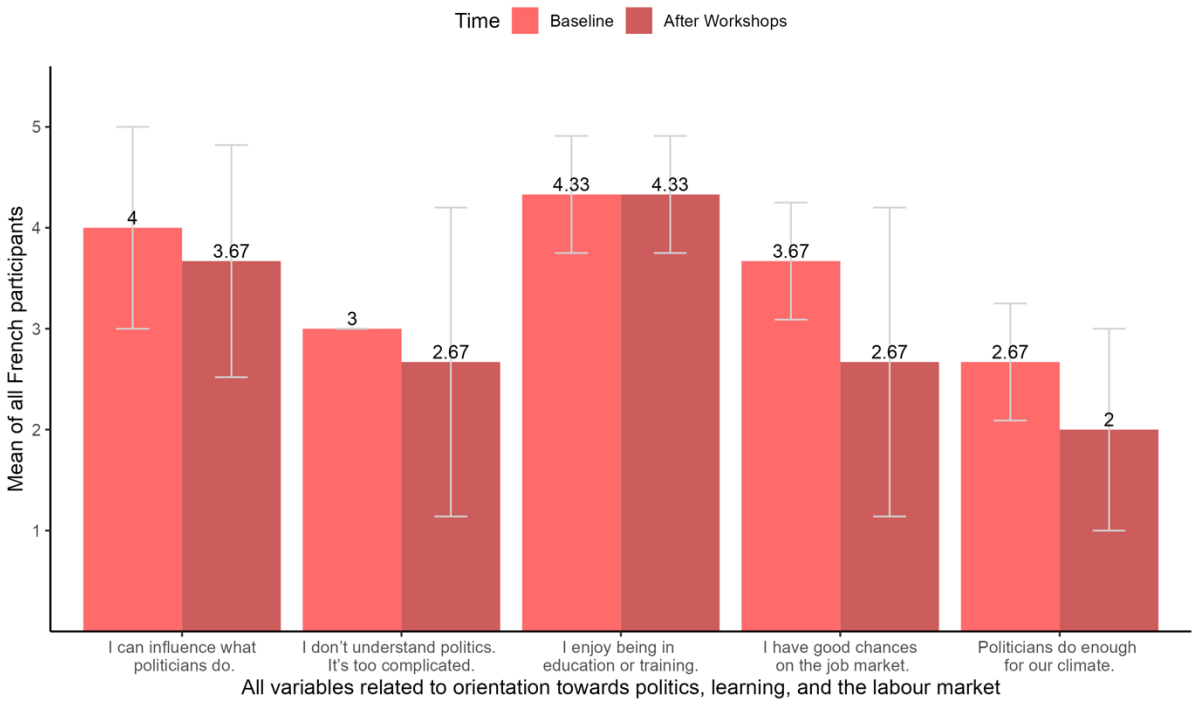
Looking at the overall workshop participants in Estonia shows only small changes, though participants belief to a somewhat larger extent that they don't understand politics. Though all three groups of participants in Estonia were university students participating at the same time, they show dissimilar patterns of change from before to after the workshops. Participants in group 1 show a stronger orientation towards the job market, but their political efficacy decreased: after the workshops, they think to a smaller extent that they can influence what politicians do and more strongly affirm that they don't understand politics. Workshop group 1 shows no changes in enjoying education or training and believing that politicians do enough for our climate. Workshop group 2 indicates that after the workshops, they more strongly belief that they don't understand politics and enjoy education or training less, but on average, there are no other changes. Finally, workshop group 3 shows no changes on average, except for believing to a lesser extent that they have good chances on the job market.

Similar to the other workshop groups, Italian participants overall show very little changes regarding political efficacy and their orientation towards learning and the labour market. This pattern is similar for the youngsters in workshop series 1. In contrast, youngsters in workshop

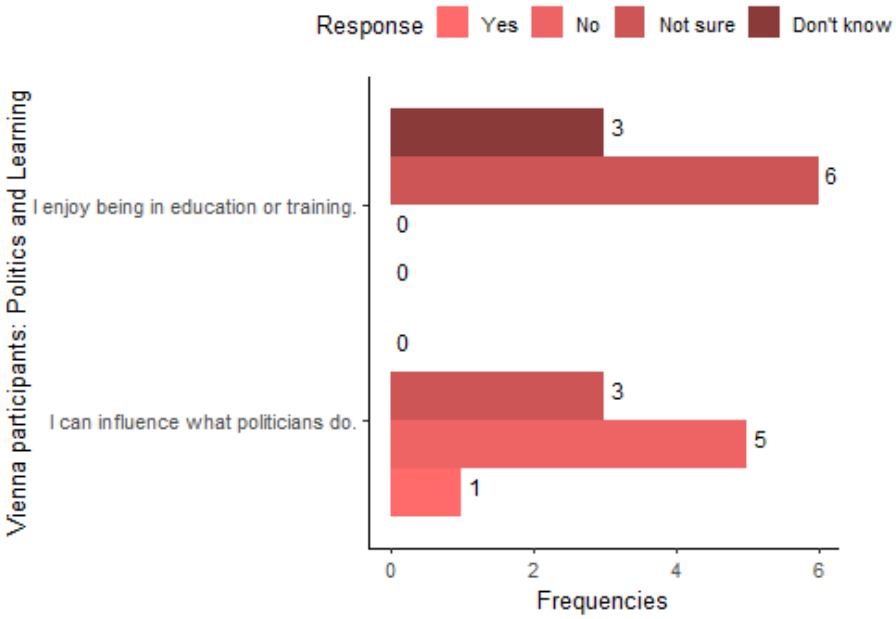


series 2 report less agreement to the statements “I don’t understand politics. It’s too complicated.”, “I have good chances on the job market.”, and “Politicians do enough for or climate.” after the workshops. They also indicate greater enjoyment of education or training after the workshops. Workshop series 3 consisted of disadvantaged adults, who report that after the workshops, they believe to a greater extent that they can influence what politicians do, that they have good chances on the job market, and that they understand politics.

In France, we only have data from workshop series 1 implemented with youngsters. With regards to politics, they report less belief that they can influence what politicians do, that they don’t understand politics, and that politicians do enough for the climate after the workshops. After the workshops, their belief of having good chances on the job market also decreased.



In Austria, participants only responded to two questions measuring their orientation towards politics and learning towards after the workshops were completed (T2). All participants reported that they were not sure or did not know whether they enjoy being in education or training. Only one participant confirmed that they could influence what politicians do, whereas the majority did not think so and some participants did not know.

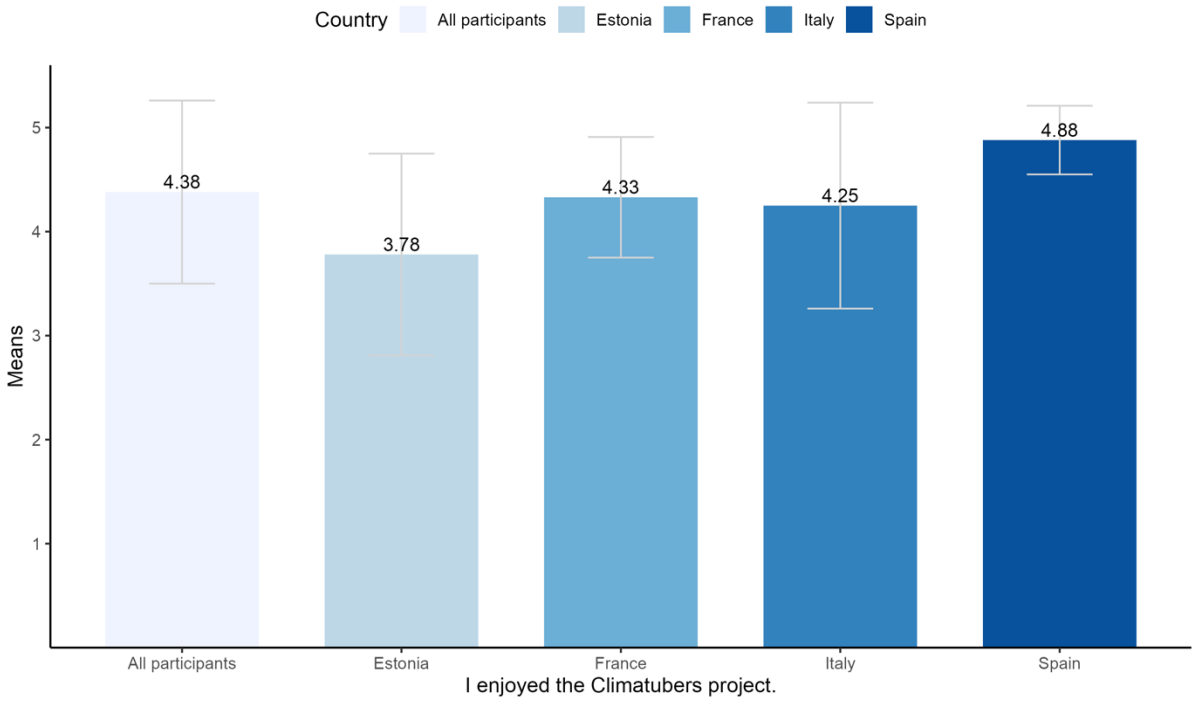


4.5. Participants' workshop evaluation about implementation

The evaluation self-assessment was only part of the post-questionnaire, and we considered all responses in the analysis, regardless of whether the person also answered the baseline-questionnaire.

The first question asked whether the participants enjoyed the Climatubers project. In the overall sample, a total of 85% of participants agreed very much or agreed with the statement, suggesting that the workshops were very much enjoyed. Spanish participants expressed particularly high enjoyment, which we observe for all Spanish workshop series, but in particular for series 2 and 4. In Estonia, workshop groups 1 and 2 indicated particularly high enjoyment, whereas many participants in workshop group 3 reported that they did not enjoy the Climatubers project as much. In Italy, the participants in workshop series 2 and 3 enjoyed

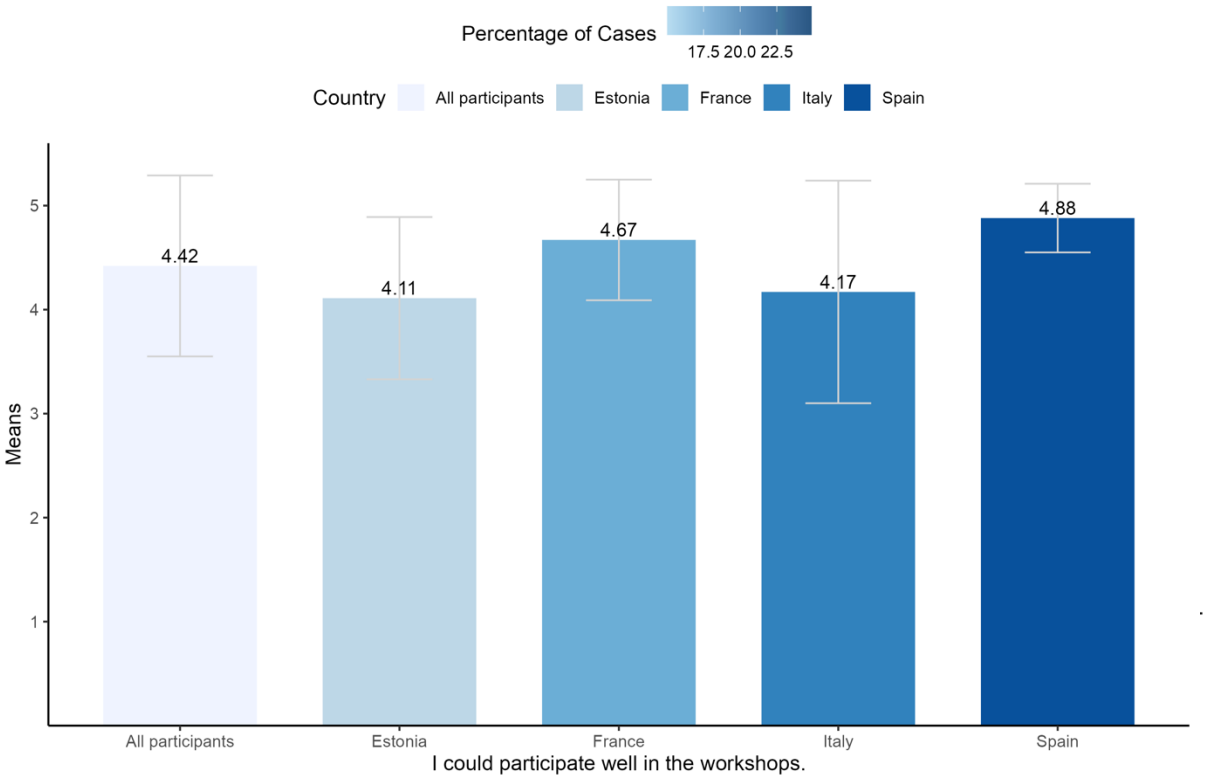
the Climatubers project the most. All of the French participants indicated that they enjoyed the Climatubers workshops.



The questionnaire also inquired about which of the aspects of Climatubers participants liked best. In the overall sample, participants liked best discussing and working in groups, followed by learning more about digital tools, learning more about climate change, and coming up with the story for the film. Somewhat less than 20% of participants indicated that meeting new people was one of the aspects they liked best, and about 15% of participants liked best learning more about their community. Spanish participants enjoyed learning about digital tools and learning about climate change the most, which more than 30% of participants indicated, respectively. They also enjoyed coming up with the story for the film, discussing and working in groups, and learning more about their community, compared with the overall sample. Only about 18% of Spanish participants indicated that meeting new people was one of their favourite aspects of the Climatubers workshops. Estonian participants enjoyed coming up with the story for the film and learning about climate change the most, which about 30% of participants indicated, respectively. About 29% of participants reported that meeting new people as well as learning about digital tools were their favourite parts, and 25% indicated that they liked discussing and working in groups. About 21% of Estonian participants indicated that learning more about their community was among their favourite aspects of the Climatubers project. In Italy, there is a clearer picture of participants' favourite aspects of the workshops: about 27% indicate that to be discussing and working in groups. Between about 15% and 18% of Italian participants indicated that they liked best learning about climate

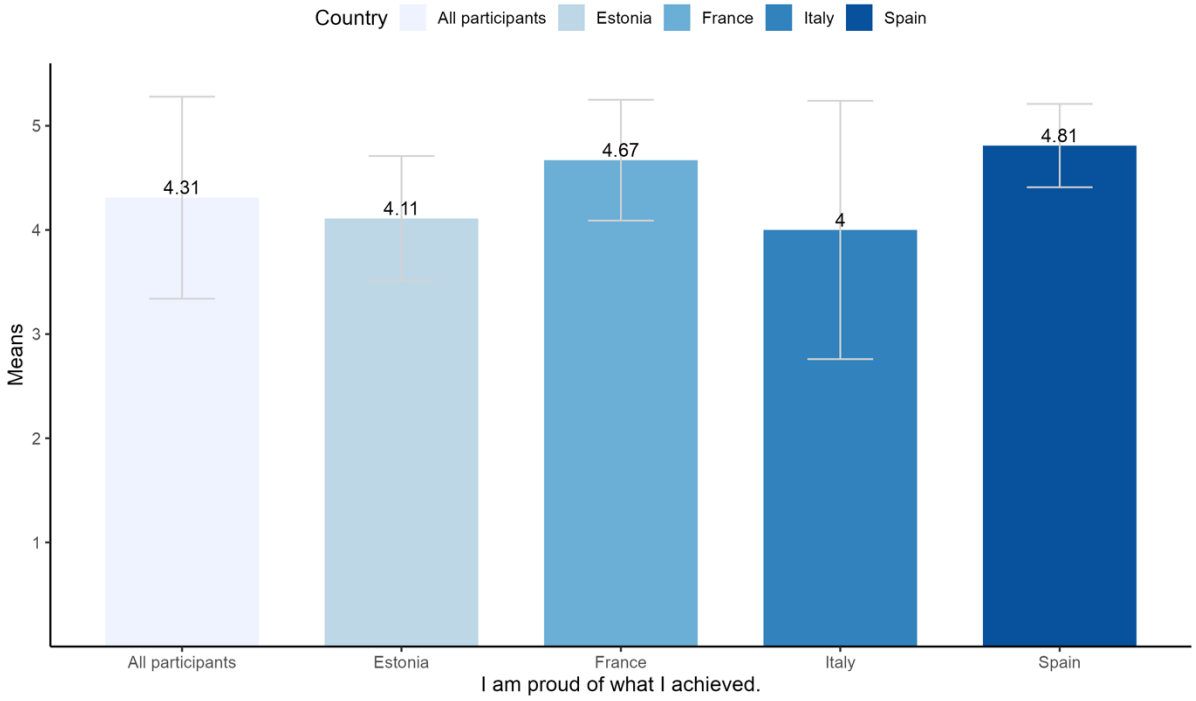
change and digital tools, meeting new people, and coming up with a story for the film. Only 8% of participants report that learning more about their community was among their favourite aspects, which is considerably lower than in the other groups. In France, meeting new people was by far the aspect participants liked best (chosen by about 17%). About 8% each liked comping up with the story for the film, learning about climate change and digital tools, and learning more about their community. None of the participants indicated that they liked best discussing and working in groups.

In the overall sample, most participants indicated that they think that they could participate well in the Climatubers workshops (85% chose to answer “Agree” or “Agree very much”). When comparing countries, we can see that Spanish participants expressed most agreement that they participated well, whereas participants in Estonia expressed the least agreement, though still thought that they participated well. Only looking at the Spanish participants across workshop series, we can see that particularly workshop series 5 and 6 reported to have participated well in the workshops. In Estonia, participants in workshop series 1 and 2 are confident that they could participate well, whereas only some people in workshop series 3



did not agree to have participated well in Climatubers. In Italy, most participants in workshop series 2 and 3 indicated to have participated well, whereas participants in workshop series 1 show a rather mixed pattern, whereby a total of 22% indicated that they were not sure, don’t agree, or don’t agree at all. In France, all participants either agreed or agreed very much that they could participate well in the workshops.

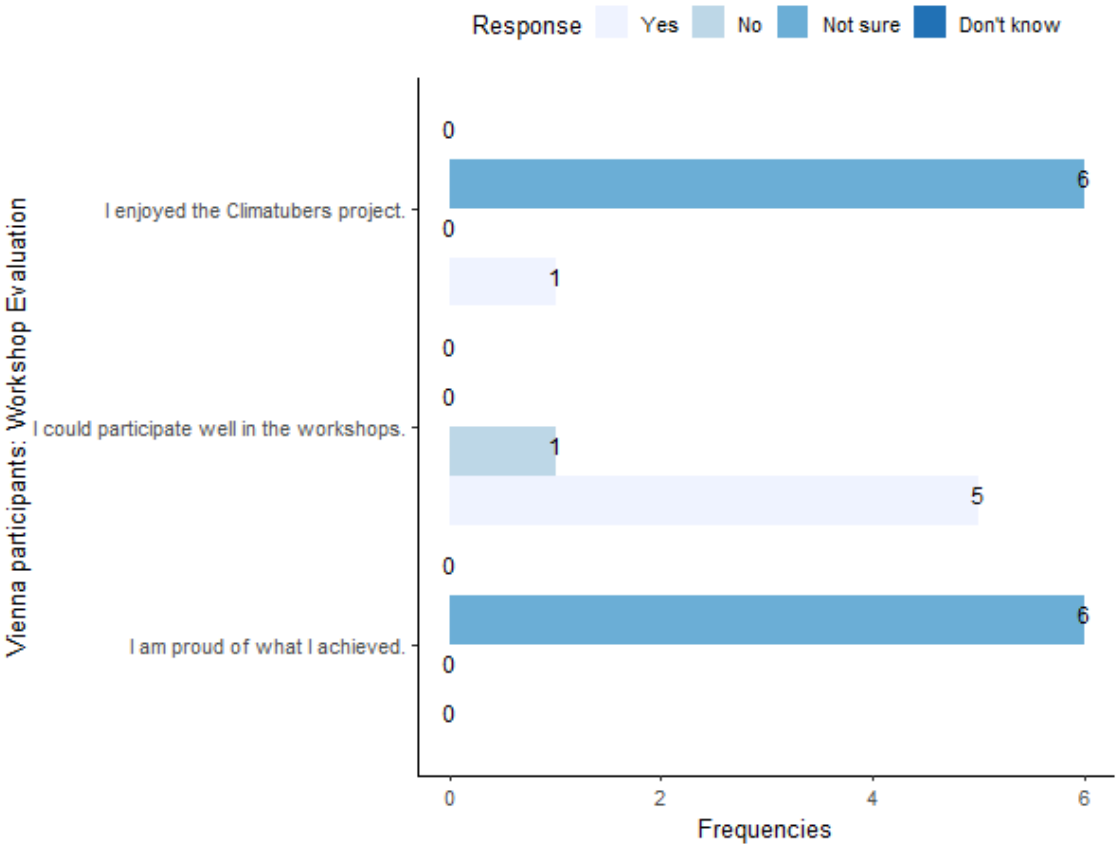
Participants were also asked to indicate whether they were proud of what they achieved. On average, participants express strong agreement towards this statement. In particular, Spanish and French participants feel proud of what they achieved in Climatubers, with a higher mean than the overall sample. In Spain and France, all participants either agree or agree very much that they are proud of what they achieved. In Estonia, one half of the participants indicated to be proud of what they achieved in Climatubers, whereas the other half is not sure. In Italy, there is again rather mixed picture, whereby most of the participants report to be proud of what they achieved, but a total of 30% of participants are not sure or don't agree.



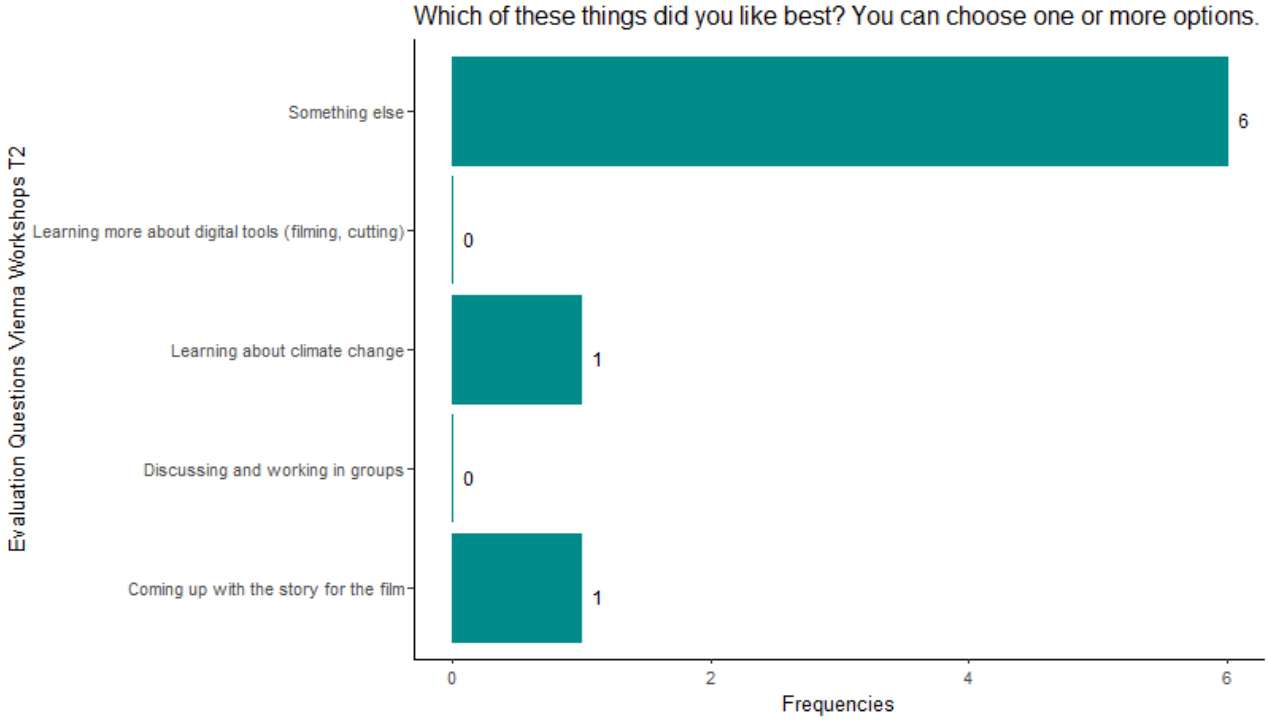
The final question asked participants to write about the experiences they made in the workshops and whether they can be useful for them in the future. Many participants responded in their native language. A table containing all responses can be found in the annex.

In Austria, participants responded using three printed images of thumbs up, an "unsure"-looking emoji face, and a thumbs down. Participants were asked to provide an assessment of the skills questions using these printed images, and due to this method, responses are only available on the group level. Results are reported in the figures below.

Almost all participants indicated that they are not sure whether they enjoyed the Climatubers project and whether they are proud of what they achieved. In contrast, almost all participants confirmed that they could participate well in the workshops.



One participants each indicated that the thing they liked best about the workshops were learning about climate change and coming up with a story for the film. Six others reported that they preferred something else.



4.6. Potentials of the PV Method: Results from the SWOT Analysis

As part of the evaluation of the PV method, project partners completed a SWOT analysis evaluating the potential of PV with the goal of providing concrete suggestions for the future implementation and potential upscaling of PV. Figure 2 provides a summary of the strengths, weaknesses and challenges, opportunities, and threats associated with the PV approach that can guide its future implementation and potential upscaling. In addition, the final chapter of this section summarises key recommendations for practitioners who consider implementing PV themselves.

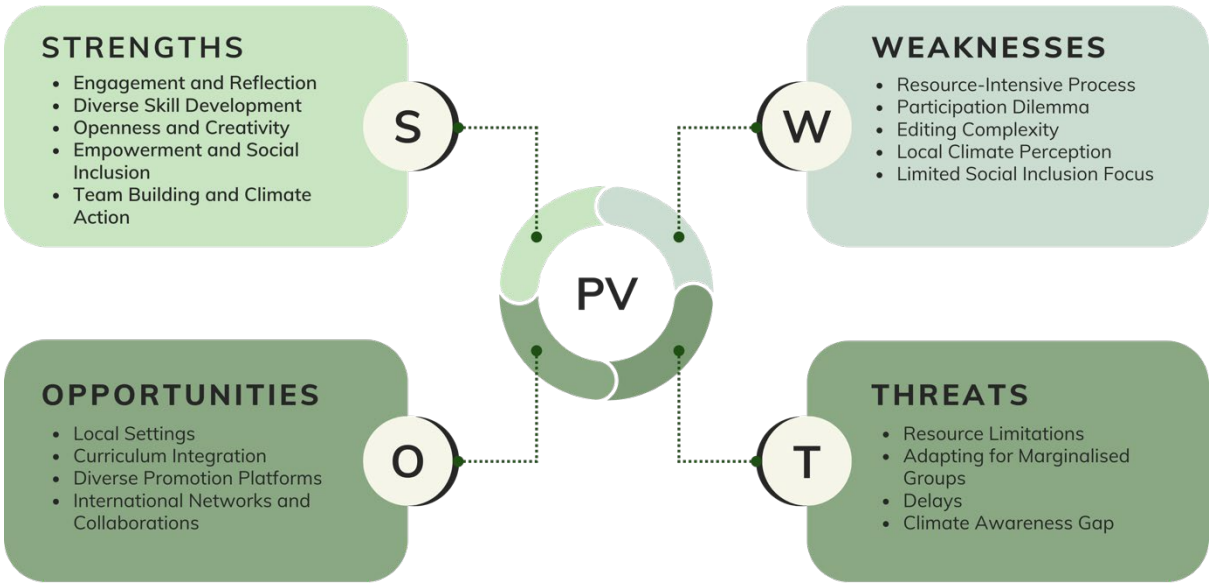


Figure 2. Results from the SWOT analysis.

4.6.1. Strengths

According to the project partners, the Participatory Video method shows several strengths.

First, it effectively fosters **engagement** with the complexities of climate change, even among participants new to the subject, thereby promoting **reflection** throughout the process of narrative development. The workshops provided a safe space to open up discussion and for participants to be confronted with different opinions and emotions, which might not be possible with participants' family or peer group.

Participatory Video also facilitated the development of **diverse skill sets** among participants, enabling them to contribute meaningfully while nurturing personal growth and skills enhancement.

A crucial attribute of PV is its encouragement of **openness and creativity**, thereby providing a platform for exploration and experimentation. This is also an attractive quality in the recruitment process and especially appealing to participants with an affinity for digital tools, such as youth. Further, the duration of the workshop process allowed also those participants who require more time to become comfortable and contribute to the activities.

Beyond its technical facets, PV holds the potential for **empowerment and social inclusion**. It equips participants with the means to voice their opinions, bolster their digital competencies, which are crucial to manage everyday life, and establish connections with peers and their community, thereby fostering a sense of belonging. Through this experience, participants can take on the role of active citizens, sharing effective messages and provoking debates.

Additionally, PV's collaborative nature not only promotes **teamwork** and compromise but also extends its impact to active involvement in **climate action** initiatives beyond the workshop environment, as was the case in Granollers regarding the Let's Clean Up Europe campaign organised by a group of Climatubers participants in Granollers in 2022 and 2023.

4.6.2. Weaknesses and Challenges

The implementation of the Participatory Video method encounters challenges due to its **resource-intensive** nature. The implementation of the method requires many different resources, ranging from the involvement of facilitators possessing diverse expertise and skills to expert knowledge on climate change or temporal and spatial resources. As one partner pointed out, there needs to be a sufficient number of workshops to convey all the contents and emphasise that it's not just a "cherry on the cake" activity. Covering the various aspects of the PV process while providing adequate space and rooms as well as affording the necessary time can be a complex task.

The **participation dilemma** further exacerbates these challenges, meaning that the method primarily targets vulnerable groups, but these groups are also the ones often lacking the necessary resources to fully engage in the PV process (e.g. lack of time; lack of mobility; lack of self-organisation). This issue could potentially lead to their exclusion from the process, hindering the inclusivity that the method aims to achieve. Relatedly, vulnerable or marginalized groups are also often those hardest to reach and to engage in a participatory process, as they might not perceive PV as having practical value for addressing their fundamental needs. Moreover, the participatory aspect is hampered if outside researchers

pre-define the broader issue to be addressed with PV, rather than giving full autonomy to the participants

The **complexity of the editing phase**, coupled with limited digital skills among specific groups, such as elders, emerges as an additional hurdle to their effective participation in the PV process. At the same time, editing is an important step in the PV method and was a skill particularly interesting to many of the target groups.

Furthermore, the effectiveness of the PV method for addressing climate inequalities and vulnerabilities is contingent on participants' **local perception of climate change impacts**. For the participants to be interested in the topic and develop their narratives, it is crucial that they are aware of the specific climate change concerns in their community or city. If participants lack this localized knowledge, they might struggle with developing their own perspectives and stories.

Finally, the incorporation of social inequalities and vulnerabilities into the PV process presents a main challenge for its implementation. While the method seeks to foster **social inclusion** and address inequalities, integrating these issues into the workshops and video narratives can be difficult and requires thoughtful handling and collaboration with these communities to ensure the process is respectful and effective. Moreover, it was mentioned that the methodology itself does not account for civic or political education, which would have supported to goal of participants' engagement in the public debate on climate policy.

4.6.3. Opportunities

Opportunities for the implementation of the Participatory Video method lie particularly within **local micro-settings** where collaboration between various stakeholders - policymakers, authorities, local NGOs, and social workers - is already established and interconnected. This context ensures a more responsive involvement from authorities, highlighting benefits for the community. Moreover, participants are more likely to engage with issues addressing personal impact, emphasizing the method's utility in tackling everyday problems. Relatedly, the support of local policy authorities from the outset can support PV implementation, as they serve as enablers, fostering the engagement of different stakeholders, offering resources, infrastructure, and a direct link between PV outcomes and policy processes.

Furthermore, integrating PV into **existing curricula** of social inclusion programs, courses, or training offers a valuable opportunity. Here, PV can serve as an educational tool for developing digital, social, and soft skills, emphasizing practical skills application rather than focusing solely on issue-based narratives. Moreover, the method's compatibility with educational programs that stress collaborative methodologies, common in secondary schools, aligns well with PV's approach.

The versatility of PV extends to its **promotion** and screening potential across diverse channels, platforms, and events. This multiplicity of options enhances its appeal during the dissemination stage of PV, especially among youth.

Moreover, **international networks and collaborations** can offer a more effective framework compared to local networks, especially in instances where localised support may be lacking. Currently, efforts involving engagement of extensive networks, including over 20 European organizations and the European Youth Forum, are in progress. While internationalization helps the goal of reaching a broader audience, PV's impact should still focus on the local level and take into account the local context to be successfully replicated.

4.6.4. Threats

The implementation and in particular the upscaling of the Participatory Video method is faced with several threats.

First, covering the necessary **resource costs** presents a significant difficulty, potentially impeding its widespread adoption. On the one hand, this regards the necessary resources in terms of time and effort. On the other hand, the multifaceted nature of PV requires diverse facilitator skills which can be overwhelming for single individuals or people working under a lack of qualified personnel. The resource-intensive nature can seriously threaten the feasibility and upscaling of PV.

Second, **adapting the method** for its specific target group, such as migrant or digitally excluded groups, is crucial. This should include a focus on empowerment to allow participants to express their ideas, explore new channels, programs, and connections. At the same time, it might be necessary to simplify the narrative structures, especially during the editing phase, to enhance inclusivity and engagement. Ideally, those responsible for social inclusion programs should possess the means to cover expenses and qualified facilitators for PV implementation.

Third, **delays** when working with external partners or under limited funds might pose a threat. Some contacts established when planning the implementation might yield results only in the subsequent months or when the project is already concluded. This is challenging as continuity and timeliness are key for implementing PV workshops. We have stressed before that in PV the process has to be the main focus and not the result. Funding agencies have to be flexible to deal with deviations in the final result.

Another constraint is the absence of funds for live webinars, a limitation that can delay the completion of online modules.

Finally, a broader challenge arises from the lack of general **awareness** regarding the social consequences of climate change. Without widespread recognition from citizens,

policymakers, educational institutions, and media, upscaling PV within social inclusion programs faces considerable barriers.

4.6.5. Recommendations for Implementation

As part of the SWOT analysis, partners were also asked to provide main lessons learned for informing the future implementation of PV and its scaling-up. In particular, these lessons learned target practitioners and everyone else who might be interested in applying the PV method.

Based on the information provided by the project partners, we identified five main areas of

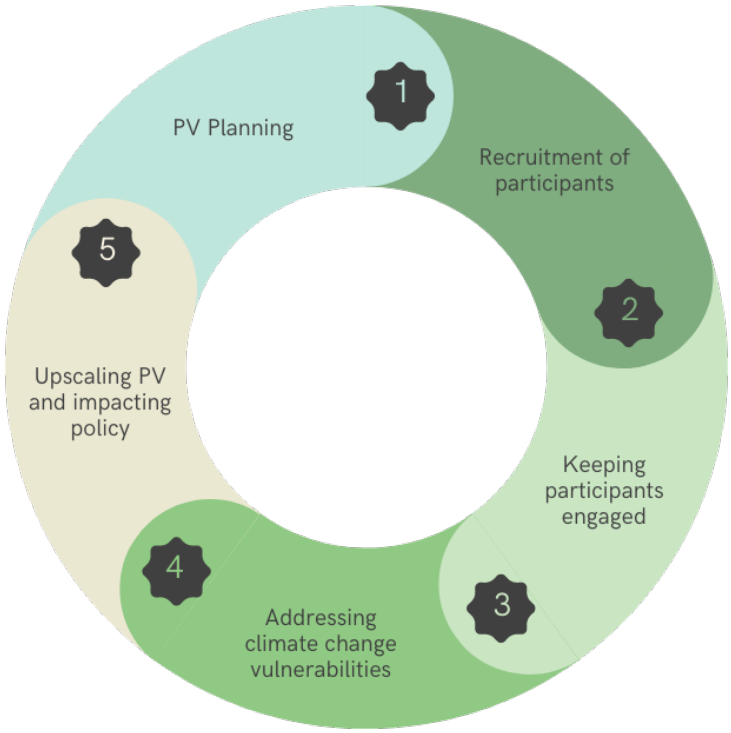


Figure 3. Main areas of recommendations for implementing PV.

recommendations (see Figure 3). First, the **planning of the PV process**, which requires general considerations as well as planning the logistics and managing expectations. For general considerations, we can provide five main lessons learned:

1. **The PV method and its implementation is resource intensive**. There should be enough time, expertise, and budget available for successful implementation and in particular, to adequately address the topic of climate change and climate vulnerability.

2. **Define your goals beforehand and consider what is feasible.** For instance, if the focus lies on improving digital and social skills, PV can be used very broadly for different target groups. If an equal focus lies on climate change awareness, you raise the entry barrier and it becomes more difficult and even more resource intensive to work with hard-to-reach groups.
3. **Adapt the PV-process to your context**. The 5 steps PV-process can be a useful outline for your project. However, you may need to adapt it to your context and shorten or reschedule certain activities. In particular, filming and editing demand a lot of time and specific skills, so if it is possible to plan only a small number of workshops, it might be advisable to start filming already on the first day to let the group discuss and decide how the editing process should look like, which is then done by a skilled individual, rather than let participants edit themselves.
4. **Anticipate.** Even though PV is a participatory process, the facilitator or coordinator needs to prepare many resources in advance. For instance, as climate policy and strategies in the local context are often a relevant issue, it might be helpful to identify local issues and policies and make contact with local decision-makers before you start. If they are partners of the project, even better!
5. **Allow autonomy.** To reiterate, PV is a participatory process, and as such, the participants should mainly decide the process and product of PV. As a facilitator, it is important to let go and support participants in shaping their own project.

Moreover, the logistics of the implementation should be carefully considered; partners provided four main suggestions:

1. **Be flexible.** It might be necessary to adapt the logistics of the process (timeline, duration), the format and the contents of the workshops depending on the target group/the participants, their availability, and their engagement.
2. **Engage enough facilitators.** Facilitators have many roles and tasks and need to manage a complex process. For groups that are very heterogeneous it is advisable to have more than one facilitator in place, so that they can respond to individual people and their needs, and no participant gets left behind or excluded. With several facilitators, you can split up the group or can individually support those participants requiring more support.
3. **Create a place to learn and debate.** Across all target groups, it was important to participants to have a place where learning and debating with other people with similar interests (on climate change, on social action) can take place. Therefore, the

PV workshops should offer this space in the schedule, allowing the participants to learn and debate as a continuous practice in almost all sessions.

4. **Consider your participants' schedule.** To increase engagement, consider your participants' time resources when scheduling workshops. This is especially important when mixing different target groups, as their schedules might not overlap. Based on the experience in Climatubers, elderly participants prefer the mornings, whereas youngsters and adults prefer afternoon or late afternoon. Moreover, autumn seemed to be the best time for all target groups to enrol in the workshops, which aligned with the academic calendar.

During the planning and preparation for PV workshops, it is also vital to consider the facilitator's or coordinator's as well as participants' expectations. Based on the experiences from Climatubers, there might be a mismatch of two main expectations, which needs to be addressed. Firstly, regarding the outcome: the produced videos may not have professional-level production value, and could be more fun to watch for the participants than for outside viewers. It might be that participants start the workshops with the expectation of producing a cinema-ready video, thus it is important to shift the focus on the process rather than the product. Secondly, it is important to manage expectations regarding the commitment and resources required for the workshops, as producing a video takes time and effort and participants might not have expected how effortful the process will be.

Second, the **recruitment of participants** to engage in the PV workshops sometimes proved to be difficult, which is why the project partners came up with two main recommendations to facilitate recruitment:

1. **Collaborate with existing structures.** Working from the beginning in close cooperation with an organisation that is connected with the target group (e.g. operator of youth centre) is key and can be the main door opener to find access to your target group. Make sure that these organisations have a right to have a say in the planning of the process. They know the needs of the target group! An organisation like a youth centre can also give continuity to the group.
2. **Be mindful of how you communicate.** When communicating the PV methodology, it is important to avoid technical terms or terms specific to the methodology. Rather use words that can be understood by a wider public, such as digital storytelling or video storytelling. This is particularly important when working with different target groups from different contexts.

Third, **keeping participants engaged and motivated** throughout the workshop series can be challenging; project partners developed five main suggestions for participant engagement:

1. **The PV topic should be relevant to participants.** Likewise, participants should be encouraged to approach the topic of climate change from their perspective and to tell stories about issues relevant to them. This can increase both participants' motivation and the quality of the resulting videos.
2. **Offer small incentives for participants.** Incentives, "goodies" and rewards for their participation can consist of fun, joint activities (which do not need to be directly related to the PV topic) or certificates of participation to validate their learning path.
3. **Get the group excited about the joint project.** You need to create enthusiasm for the topic you want to work on. At first you need a door opener and then time to create a certain team spirit for the joint project. Take time to see which "doors are open" and use them. Find catchy points of the topic, that make the group join the discussion. If you find resistance in the group, use them in a positive manner as an input for a critical discussion. Think of activities which strengthen relationships within the group. Changing workshop settings, going to new places and a good art of hosting may help. You may bring your participants out of their comfort zone, as long as they feel safe and comfortable. The mind-set of the facilitator is crucial as well. He/she must convey: "It Is possible to get the group excited!", "I have confidence that the group will come up with something great!", "The people that are here are the right people!"
4. **Invite experts.** You can engage experts either for providing knowledge in your workshops (e.g., on the topic of climate change, safety in the internet) or as interview partners for the videos. In Climatubers, we got very positive response on that: for participants the encounter with experts was a moment of empowerment and experts themselves enjoyed being confronted with new perspectives of the target groups. However, experts need to be able to speak the language of the group.
5. **Organise open events for dissemination where participants can play an active role.** Results of the project and the Participatory Video can be disseminated in events open to the public, whereby participants should play an active role in organising the event as well as in presenting their work during the event. This should be clearly communicated during the recruitment phase and can increase their motivation and commitment during all stages of the workshops. Don't underestimate the effect, when your work is screened on a big cinema screen. Examples for events are screenings of the Participatory Videos in a relevant location (e.g. Edison Cinema in Granollers) or organizing an event to deliver participants' policy recommendations in the City Council. Organising an event is easier if project coordinators/facilitators collaborate with local organisations.
6. **If possible, combine the PV workshops with existing climate action activities or initiatives.** This allows participants to exchange with others involved with climate change, discuss their work, and improves their social and soft skills. For instance,

Spanish participants engaged in the Let's Clean Up Europe activities for cleaning natural and green spaces, in a photo exhibition, and in the Federation of Neighbourhood Associations.

Fourth, **climate change** is a complex topics and especially addressing **vulnerabilites** associated with climate change can be difficult. Project partners provide two main suggestions to ease this process:

- **Organising a dedicated module about climate change and climate vulnerabilities.** This can include inviting experts and showcasing examples of local climate impacts, to support the participants in addressing these topics in the videos. This also includes the use of appropriate resources to address climate change. Discussing about environment and climate requires pedagogical materials and didactic planning to create a common ground and to foster discussion. Moreover, the materials should be adapted to the specific target group.
- **Be specific about climate impacts and policies.** Experience has shown that climate vulnerability is extremely difficult to address with participants, as they often do not connect climate change with their personal lives. It can be helpful to document local climate issues and find concrete aspects of these issues for discussion. Specific policies participants have heard of, which affect themselves, or their families can also kick-start discussions (e.g., CO_2 taxes, mobility plans, renewable energy infrastructure …).

Finally, project partners developed recommendations for scaling up the PV method and increasing its impact:

1. Promote the adoption of PV among existing institutions. Policymakers are more likely to care about the Participatory Video method and the videos produced if they are being **"sponsored" and disseminated by a known institution** (University, Municipality, Environmental NGO, etc) rather than by a group of unknown people.
2. **Aim for collaborators.** Partnerships with local actors can provide added values to the PV activities and helps in upscaling the PV methodology.
3. **Include secondary educational centres when working with youth.** In Climatubers, e.g. Environmental Delegates of students have been key actors of the engagement.
4. **Foster networking between different services and actors.** Promoting the local networks allows the project to grow and facilitates dissemination of the videos.

5. Summary and Conclusions

In this final chapter, we first summarise the main results from the evaluation of the Climatubers project. Then, we provide recommendations for future implementations of the PV method.

5.1. Impacts on Digital Skills, Climate Awareness, and Social Inclusion

Firstly, training on and development of **digital skills** is an essential part of PV workshops. At the same time, mastering digital tools and developing digital skills was a main appeal for participants during recruitment and emphasised as enjoyable by participants. Participants expected that digital skills would be useful in everyday life and for handling tasks such as searching and applying for jobs. The digital skills training was also experienced as more pleasant due to its hands-on and practical character. However, the different target groups showed varying initial levels of digital skills, which influenced their learning outcomes. Younger participants found it easier to work with digital tools and concluded the workshops with more advanced skills in filming and editing. In contrast, elderly participants entered with a more basic knowledge and required more time to train basic skills (e.g., handling smartphones, sending messages) at the cost of mastering more advanced tasks like editing. As we found no evidence for inter-generational peer-to-peer learning, it seems that more heterogeneous groups require more resources for adapting the digital training to individual needs and competences. Higher impacts on inter-generational learning would require the planning of specific activities for that (e.g. a buddy system in the digital skill training). We saw that the digital skills training as part of PV has the potential to improve opportunities in job application processes, as it improves the handling of digital tools and challenges participants in communication tasks. However, the digital divide should be considered, as it influences how participants can benefit from the method. Generally, digital skill training should be better included in educational programs because the lack of digital competences affects an individuals' capability of communicating and having influence on societal discourses. But digital skills training by itself doesn't guarantee that underrepresented communities can be heard. Digital skill courses should be even more related to social network management and targeted to specific people.

The Climatubers implementation of the PV method was linked to the topic of climate change, aiming to create **awareness of climate injustice and climate vulnerability**. Many of the participants joined the project workshops with little awareness of climate change or its local effects and were not familiar with the concepts of climate vulnerability or climate-driven inequalities. They perceived climate change as something distant both spatially and

psychologically. Over the course of the workshops, knowledge and awareness of climate change improved among participants. However, approaching the topic of inequality and vulnerability in the workshop setting proved difficult, as the target groups' vulnerability was not explicitly discussed to avoid stigmatisation. Rather, facilitators discussed vulnerability on a more abstract or meta-level (i.e., vulnerability of their city) rather than the level of an individual, community or social group. In this respect, the pilots would have benefited from developing a joint approach to climate vulnerability adaptive to specific target groups.

Participatory Video is a collective process, requiring joint management of tasks and roles, developing and expressing a common vision, and engaging with ingroup members as well as experts, policy makers, or strangers. Thus, PV is expected to contribute to **improved social skills and a heightened sense of empowerment and agency**. The evaluation results provide a mixed account of this. Participants self-assessed no improvements in their social skills or confidence. In contrast, workshop facilitators reported that while some participants initially struggled with expressing their ideas and being in front of a camera, many gained confidence and self-determination over the course of the workshops. The positive collaboration among participants and communication with different people (e.g. experts) was also noted, especially the experience of acting as experts of their own life. Further, the experience of being taken seriously from experts or policymakers fostered an experience of inclusivity in social settings. On the community level, there is some evidence that PV facilitated the **local dialogue on climate change** due to its focus on participants' immediate experience and reality. Exploring climate change based on their experience makes this abstract concept more tangible for participants. Topics like environmental degradation or recycling established a local connection to be explored, in some instances with the involvement of experts and policymakers. Further, PV provided a forum for groups to collaboratively explore climate issues in the context of their community. The reflection of these issues in a group of peers also provided a sense of agency, as is evidenced by some participants' motivation to act against climate change, involve local policymakers, and become active in their community. However, we cannot conclude whether these motivations and feelings of agency lasted beyond the Climatubers workshops; whether PV contributed to social inclusion, engagement with the topic of climate change, or political participation beyond the immediate community; and to which extent there will be any influence climate change policies.

5.2. Challenges during Implementation

Main challenges of PV implementation lie in the contradiction between its participatory design and external requirements; the resource-intensive nature of the PV process; and the heterogeneity of participants.

A recurring issue in the PV implementation was to design the PV project **in a participatory way while also adhering to the pre-defined agenda and objectives**. For the process to be participatory, participants should determine and control the themes of their video, feel responsible for the process, and actualise their digital, creative, organisational, and social abilities. In practice, this was overwhelming and difficult for some participants: some struggled with connecting to the topic of local climate change impacts, yet the project goals required the video to be about climate change. Depending on their initial levels of skills, some participants could not film or edit on their own or struggled with taking on tasks, thereby requiring guidance or intervention from facilitators. These issues counteract the inherent participatory element of PV. As a strategy to address this issue, facilitators suggest carefully considering participants' skills and needs beforehand and adapt the content and course schedule accordingly, and to establish connections to the local context beforehand to facilitate participants' exploration of local climate change. For instance, participants could start by filming at different locations and neighbourhoods around their city to get familiar with the local contexts.

The participatory production of videos on complex topics like climate change proved to be **resource-intensive both in its preparation and the recruitment of participants** as well as **in its implementation**. Regarding the recruitment phase, workshop facilitators reported difficulties in reaching out to and engaging socially excluded groups as well as convincingly presenting the purpose and benefit of participating. Similar to other participation projects, those who already have enough resources and the ability to articulate their needs find it easier to participate. Some pilots chose to engage participants through civil society or social service organisations as intermediaries, which was more successful than engaging individual community members. However, those participants engaged through organisations sometimes showed less intrinsic interest in climate change or motivation to participate. Facilitators suggest considering their potential target groups' needs and adapt the engagement strategy (e.g., focus on digital tools, being part in a video, or being seen by local policymakers). Further, the successful implementation of PV requires commitment from participants over a longer period, which is especially challenging when working with hard-to-reach groups. Next to the recruitment phase, we also experienced PV as resource-intensive in its implementation. It requires lots of time for workshop management and logistics, the involvement of several workshop facilitators who have different areas of expertise (in didactics, knowledge on climate change, digital tools, creative development, video production and editing, and working with marginalised communities). In principle, the implementation of PV should not require a high initial level of skills from the participants' side, yet will require more effort if participants have lower levels of skills and knowledge. In our experience, outsourcing specialised tasks to experts (e.g., professional filmmaker) can alleviate some of

these challenges, but this requires additional budget. If resources like time or budget are limited, facilitators suggested to reduce PV's complexity by working with homogeneous groups or groups already familiar with digital tools.

Relatedly, the **heterogeneity of participants** with their differing interests, motivations, and initial levels of skills and knowledge proved to be a challenge for a structured and sequential method such as PV. Facilitators needed to be flexible and adaptive in their didactical approach; identify the elements of PV that can engage a specific target group; find solutions if participants considered themselves not concerned with climate change or progressed slower than expected in their digital training; and balance how much they intervene into the tasks and group dynamic. This heterogeneity will require the modification of the method for each new group, for instance emphasising the digital aspects for older adults, the prospect of improving the community for dedicated residents, or video production and screening for some younger participants. Working with existing structures (e.g., programmes where participants are involved) can reduce this complexity. Overall, the results from the pilots show that PV is not a formulaic method, but requires knowing the participants, developing a relationship of trust, flexibility, and adapting to participants' needs. Facilitators should be open to any results, as the emphasis of PV lies in the collective process of creation, not its product. An important tool for the success of this process is the facilitator's skill to raise interest and facilitate a positive relationship with and between participants. The multitude of these requirements can be both a benefit and limitation of PV.

5.3. Recommendations

In this final section of the *Group Evaluation and Framework Analysis Report*, we provide recommendations based on the experiences and lessons learned in Climatubers. These recommendations are targeted to different audiences interested in implementing PV.

Project managers and **facilitators** interested in implementing Participatory Video should consider the following recommendations:

1. **Leverage Strengths**: Utilize the inherent strengths of PV to foster engagement with climate change complexities and nurture personal growth among participants. Create a safe space for open discussions that encourage participants to share their opinions and emotions.
2. **Skill Development**: Provide participants with opportunities to develop diverse skill sets through PV. Customize workshops to meet the specific needs and interests of participants, enhancing their ability to contribute effectively.

3. **Empowerment and Social Inclusion**: Emphasize the potential of PV to empower participants by improving their digital competencies and fostering a sense of belonging within their community. Encourage participants to become active citizens, engaging in climate action initiatives beyond the workshop environment.
4. **Timely Planning and Execution**: Plan PV workshops with a focus on continuity and timeliness. Anticipate potential delays when working with external partners or limited funds, and proactively address any challenges that may arise.
5. **Awareness Building**: Raise awareness about the social consequences of climate change among citizens, policymakers, educational institutions, and media. Highlight the potential impact of PV within social inclusion programs to gain support and recognition.

Social inclusion program planners and **educational institutions** interested in supporting PV implementation in their institution should consider the following recommendations:

1. **Targeted Approach for Specific Groups:** Customize PV for specific target groups, such as migrants or digitally excluded individuals. Focus on empowerment and simplify narrative structures, especially during the editing phase, to enhance inclusivity and participant engagement.
2. **Qualified Facilitators and Resources:** Ensure that qualified facilitators and necessary resources are available for PV implementation. Consider providing financial support to cover expenses related to PV workshops.
3. **Resource Allocation:** Recognize the resource-intensive nature of PV and allocate sufficient time, personnel, and expertise for successful implementation. Explore partnerships with local NGOs, social workers, and organizations to enhance available resources.
4. **Awareness and Education:** Advocate for the integration of PV into educational programs as a tool for developing digital, social, and soft skills. Emphasize the practical benefits of PV and its potential for personal growth and skill enhancement.

Policy authorities and **climate policy stakeholders** with the aim of supporting the implementation of PV in their community, city, or region should take the following recommendations into account:

1. **Local Micro-settings:** Leverage established collaborations between stakeholders, such as policymakers, authorities, and local NGOs, to create a supportive environment for

PV implementation. Emphasize the benefits of PV for the community and encourage local authorities' involvement from the outset.

2. **Integration into Curricula:** Integrate PV into existing social inclusion programs, courses, or training to develop digital, social, and soft skills. Emphasize practical skills application and collaborative methodologies, aligning with the approach of PV.
3. **Advocacy for Inclusion:** Support initiatives that aim to include marginalized and vulnerable groups in PV projects. Recognize the importance of inclusivity in addressing climate change and promoting social empowerment.

6. References

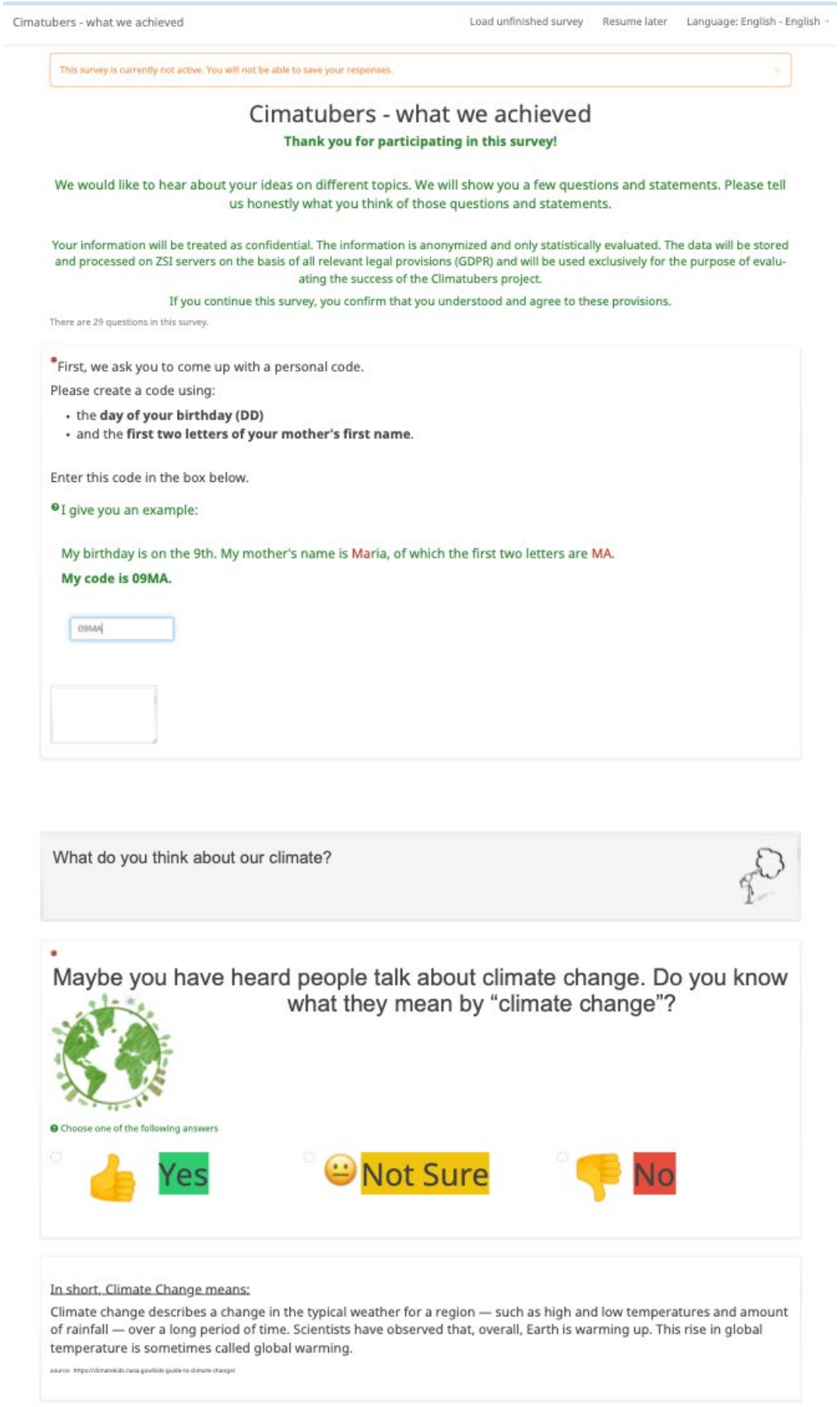
Hsieh, H.-F., & Shannon, S. E. (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, *15*(9), 1277–1288. https://doi.org/10.1177/1049732305276687

7. Annex

7.1. Materials

7.1.1. Self-assessment Questionnaire for Participants (English Version; T2)

The images below depict an export of the original online survey used for the participant evaluation. The questionnaires were translated to the local languages, except for the Estonian pilot. The questionnaire below represents the T2 questionnaire, which is identical to the T1 but also includes questions about workshop evaluation.



Cimatubers - what we achieved

Load unfinished survey Resume later Language: English - English

This survey is currently not active. You will not be able to save your responses.

Cimatubers - what we achieved

Thank you for participating in this survey!

We would like to hear about your ideas on different topics. We will show you a few questions and statements. Please tell us honestly what you think of those questions and statements.

Your information will be treated as confidential. The information is anonymized and only statistically evaluated. The data will be stored and processed on ZSI servers on the basis of all relevant legal provisions (GDPR) and will be used exclusively for the purpose of evaluating the success of the Climatubers project.

If you continue this survey, you confirm that you understood and agree to these provisions.

There are 29 questions in this survey.

*First, we ask you to come up with a personal code.

Please create a code using:

- the **day of your birthday (DD)**
- and the **first two letters of your mother's first name**.

Enter this code in the box below.

I give you an example:

My birthday is on the 9th. My mother's name is Maria, of which the first two letters are MA.

My code is 09MA.

09MA

What do you think about our climate?

*

Maybe you have heard people talk about climate change. Do you know what they mean by "climate change"?

Choose one of the following answers

Yes Not Sure No

In short, Climate Change means:

Climate change describes a change in the typical weather for a region — such as high and low temperatures and amount of rainfall — over a long period of time. Scientists have observed that, overall, Earth is warming up. This rise in global temperature is sometimes called global warming.

What do you think about our climate?

I care about climate change.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

What do you think about climate change?

Humans do a lot to make climate change worse.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

What do you think about our climate?

Climate change can change the place where I live.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

What do you think about our climate?

Climate change can have bad effects for me.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

What do you think about our climate?

I talk to my friends or family about the environment or the climate.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

What do you think about our climate?

I would volunteer in my community to help the environment or the climate.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

What do you think about politics?

*

Politicians do enough for our climate.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

What do you think about politics?

*

I don't understand politics. It's too complicated.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

What do you think about politics?

*

I **can** influence what politicians do.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

What do you think?

I have good chances on the job market.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

What do you think?

I enjoy being in education or training.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

What are you able to do with a smartphone or camera?

I know how to take pictures with my smartphone or camera.

Choose one of the following answers

👍 Yes | 😐 Not Sure | 👎 No

What are you able to do with a smartphone or camera?

* I know how to make a video with my smartphone or a camera.

Choose one of the following answers

Yes Not Sure No

What are you able to do with a smartphone or camera?

* I know how to edit a video with my smartphone.

Choose one of the following answers

Yes Not Sure No

What are you able to do with a smartphone or camera?

* I know how to edit a photo with my smartphone.

Choose one of the following answers

Yes Not Sure No

What are you able to do?

*

I know how to share something on Social Media.

Choose one of the following answers

Yes Not Sure No

What are you able to do?

*

I know how to create a social media post.

Choose one of the following answers

Yes Not Sure No

What are you able to do?

*

I can make up a story and write it down or draw it.

Choose one of the following answers

Yes Not Sure No

What is easy or difficult for you?

*

I can defend my opinion against others.

Choose one of the following answers

Yes Not Sure No

What is easy or difficult for you?

*

I am afraid of speaking in front of a group.

Choose one of the following answers

Yes Not Sure No

What is easy or difficult for you?

*

I like working in a group.

Choose one of the following answers

Yes Not Sure No

What is easy or difficult for you?

*

I normally finish the tasks I have to do.

Choose one of the following answers

Yes Not Sure No

What do you think about Climatubers?

*

I enjoyed the Climatubers project.

Choose one of the following answers

Agree very much | Agree | Not sure | Don't agree | Agree not at all

*Which of these things did you like best?

You can choose one or more options.

Check all that apply

- [ ] Learning about climate change 
- [ ] Learning more about my community 
- [ ] Discussing and working in groups 
- [ ] Coming up with the story for the film 
- [ ] Learning more about digital tools (filming, cutting) 
- [ ] Meeting new people 

What do you think about Climatubers? 

*I could participate well in the workshops. 

Choose one of the following answers

Agree very much	Agree	Not sure	Don't agree	Agree not at all
				

What do you think about Climatubers?

*I am proud of what I achieved.

Choose one of the following answers

Agree very much

Agree

Not sure

Don't agree

Agree not at all

Think about the experiences you made in the workshops. Can any of it be useful for you in the future? How?

Submit

7.1.2. Assessment Questionnaire for Workshop Participants

Reflections after the Workshops

Please fill in this form after each Pilot Workshop and send to ZSI (lindorfer@zsi.at, kkoller@zsi.at).

Workshop Nr.: … / … (out of)

Date:

Person and organisation filling in this form:

Main Topic in the Workshop:

Nr. of participants: … / ….

1. **What is your overall assessment of the workshop?** The workshop was … (1 = insufficient - 5 = excellent)

   1 2 3 4 5

2. **How did you perceive participants?** Please try to give an overall assessment of the group. Please rate from 1 to 5 (1 = Not at all , 5 = Very much) or N/A.

   During the workshop, …

   - … participants were interested in learning about climate change and its effects.

     1 2 3 4 5 Not applicable

Additional comments (if you chose “Not applicable”, please also explain why)

- … participants were interested in learning about digital tools (filming, cutting, etc).

1 2 3 4 5 Not applicable

Additional comments (if you chose “Not applicable”, please also explain why)

- … participants enjoyed creative parts of the workshop (e.g. design of storyboards)

1 2 3 4 5 Not applicable

Additional comments (if you chose “Not applicable”, please also explain why)

- … social interactions between participants were positive and constructive (e.g. teamwork, mutual respect, participation and exchange, etc.).

1 2 3 4 5 Not applicable

Additional comments (if you chose “Not applicable”, please also explain why)

- … participants were capable of implementing the planned activities and tasks.

1 2 3 4 5 Not applicable

Additional comments (if you chose “Not applicable”, please also explain why)

- … participants seemed confident about themselves and their work.

  1 2 3 4 5 Not applicable

Additional comments (if you chose “Not applicable”, please also explain why)

3. **In general, how did you perceive the participants in the workshop?** (were they interested and motivated? Were they overwhelmed by the content? Did they have fun and interact? Did they consume content passively? etc.)

4. **Lessons learned.** Please evaluate the workshop and indicate your thoughts in the tables provided below. Indicate what you think was a success, how it impacted the participants and facilitated our outcomes, and what you would recommend. Also indicate what you think were problems during the workshop, how they impacted or impaired the workshop, and what you would recommend to solve or avoid those problems in the future.

Evaluation and thoughts in terms of <u>LOGISTICS</u> (agenda/time management, workshop environment, material, etc):

Table 1, **"positive" lessons learned**: what worked out (especially) well? Please describe individual "items".

	Lessons learned - description (success)	Impact	Recommendation for future (items to add or remove)
No 1	*example: we handed out nice project leaflets including information on the project and a participant bingo game for team building*	*participants really enjoyed the bingo and knew more about each other at the end of the day*	*next time would adapt the bingo categories according to…*
No 2			
….			

Table 2, **"negative" lessons learned**: what did not work out (very) well? Please describe individual "items".

	Lessons learned - description (problem)	Impact	Recommendation for future (items to add or remove)
No1			
No2			
….			

Evaluation and thoughts in terms of <u>CONTENT and DIDACTICS</u> (was the content clear and easy to understand? How was the "learning experience" for the participants? Could everybody follow and participate? How did the competences of participants and content provided match? etc.)**.**

Table 3, **"positive" lessons learned**: what worked out (especially) well? Please describe individual "items".

	Lessons learned - description (success)	Impact	Recommendation for future (items to add or remove)
No1			
No2			
….			

Table 4, **"negative" lessons learned**: what did not work out (very) well? Please describe individual "items".

	Lessons learned - description (problem)	Impact	Recommendation for future (items to add or remove)
No1			
No2			
….			

7.1.3. Qualitative Interview Guideline for Workshop Facilitators

8. Interview Guideline – Climatubers Partner Interviews

Aim of the interview: collect lessons learned on the implementation of th PV method in the local context + evaluate the achievements on expected outcomes and impacts (skill development, empowerment, etc.)

For every question it is important to see if there are differences according to target groups (age, gender, socio-economic background)!

Also, it is important to answer honestly and with a critical view. We learn most from our challenges and mistakes… it is not important how successful/perfect the workshops were, but what we learned from it.

Recruitment

How easy or difficult was it to find/recruit participants?

Which strategies worked to recruit participants? What motivated people to join?

Was there any bias (gender, age, socio-economic background) in the recruited sample? (who did also NOT join? Who couldn't be reached?)

Was your group of participants already a "community"? (did they know each other)

Where did the participants start from?

- How would you evaluate the basic awareness on climate issues?
- To which extent did participants think they were personally affected by climate change?
- How would you evaluate the basic level of digital skills?
- How would you evaluate the level of inclusion in the local community?

PHASE 1: DIAGNOSIS (sensitizing on the CC topic, finding interesting aspects for the film…)

How did you experiences the diagnoses phase in general?

Which strategies and tools worked to support the diagnosis phase?

What did you find challenging? And how did you deal with these challenges?

How did you experience the participants?

How was the "learning experience" for the participants? What was the most important gain for participants? *(maybe the most important outcome was not the one planned or expected?)*

How did participants approach the topic of climate change? How did they choose the topic of the film? What was your role in choosing the topic? (*wie sehr wurde das Thema "aufgedrängt")*

What was your most important learning?

PHASE 2: STORYBOARDING

How did you experience the storyboarding phase.

Which strategies and tools worked to support the storyboarding phase? (also in terms of awaken interest, motivation, etc)

How do you think participants experienced the storyboarding phase?

What were challenges during storyboarding? And how did you deal with these challenges?

How was the "learning experience" for the participants? Which skills could participants develop (social, digital, creative)?

What was the most important gain for participants?

What was your most important learning?

PHASE 4: Digital Skill Training

How did you experience the digital skill training phase?

Which strategies and tools worked to support the digital skill training phase? (also in terms of awaken interest, motivation, etc)

How do you think participants experienced the phase?

What were challenges during digital skill training? And how did you deal with these challenges?

How was the "learning experience" for the participants? Which skills could participants develop (social, digital, creative)?

What was the most important gain for participants?

What was your most important learning?

PHASE 3: PRODUCTION - SHOOTING

How did you experience the production phase?

Which of the participants were involved in which roles and in which tasks?

How did they organise the shooting?

How do you think participants experienced the shooting phase?

What were challenges during shooting? And how did you deal with these challenges?

How was the "learning experience" for the participants? Which skills could participants develop (social, digital, creative)?

What was the most important gain for participants?

What was your most important learning?

PHASE 5: CURATION

How did you experience the curation phase?

Which of the participants were involved in which roles and in which tasks?

How do you think participants experienced the curation phase?

What were challenges during curation? And how did you deal with these challenges?

How was the "learning experience" for the participants? Which skills could participants develop (social, digital, creative)?

What was the most important gain for participants?

What was your most important learning?

SHARING

We are still in the beginning of the sharing phase, but do you already have something to say on the strength and weaknesses of this phase in the project?

IN GENERAL:

Any highlights in the workshop series? (Something that surprised you positively? Something that went especially well?...)

How did you experience the social interaction? (peer learning, cross-generation communication, inclusion effects, etc)

- Which positive interactions took place?
- Which tensions or disagreements arose?

How did you keep up the motivation of participants throughout the process?

How did you approach the "vulnerability" focus in the workshops? (did you explicitly make it an issue or not? What is important to consider?)

What are lessons learned on roles in the project? (both roles of workshop facilitators and of participants in the process)

Any learnings on a good setting of workshops in terms of participant needs (location, timing/lenght, "feel good atmosphere", etc.)?

WRAPPING UP:

[this is for potential use in the online modules]

This was already the last question. Now, before we finish, I would like to ask you to briefly summarise, in a couple of sentence, your most important points.

For you personally, what is the most important thing you could learn from Climatubers?

8.1. Participants' responses about workshop implementation

Think about the experiences you made in the workshops. Can any of it be useful for you in the future?		
Free text answers	Country	Workshop Series
The workshops were definitely useful for future video projects - I learned that making a story board for your video is more useful than I thought at first. Very fun and active workshops - thank you!	Estonia	1
Coming up with new ideas, participating well in a group, sharing my opinion and respecting others, sharing responsibilty. I think these skills will benefit me in any working situation and also in more familiar communication.	Estonia	1
Communication skills, and being upfront with miy opininons	Estonia	1
No, i already knew everything that was taught..	Estonia	3
Learned how to hold my hands still while filming with no stative. New editing skills.	Estonia	1
Yes, I learned a lot about filming and editing, where and how I can do that.	Estonia	2
I am not sure, maybe. I can't yet say.	Estonia	3
Rolls, story, how to plan time.	Estonia	1
Je pense que quelquefois c'était un défi pour agréer dans le groupe mais, du coup, nous avons fait les compromis. On doit toujours travailler avec d'autres alors c'était très utile.	France	1
Franchement, je ne suis pas satisfaite de notre travail. Tout au long de la création du projet, la communication n'était pas bonne, ni l'organisation . Les gens derrière le projet sont des gens très sympas et bienveillants ayant des idées intéressantes et utiles, mais toute l'équipe, y compris nous les	France	1

étudiants, on pouvait faire beaucoup mieux. L'échange, la répartition des taches, le rythme, l'approche...tout était trop compliqué comme manière et très peu improvisé et naturalisé. Ainsi, on a beaucoup parlé et moins tenté nos idées. De fait, on a perdu du temps important et la qualité du produit final est compromise. A part ça, les gens que j'ai rencontrés sont top et je suis ravie d'y avoir participé ! Ce que je retiendrais de ce projet, c'est le positivisme et l'idée de faire quelque chose d'incitant le respect de l'environnement, la préservation de la planète et la bonne attitude de chacun de nous envers la vie en société.		
L'aver conosciuto nuovi luoghi e imparato alcune tecniche di ripresa video a me sconosciute.	Italy	1
Bellissimo	Italy	1
può essere utile nella mia vita lavorativa, ma soprattutto per vivere meglio a contatto con l'ambiente che mi accoglie.	Italy	1
Probably the group work can be useful for future projects.	Italy	1
I learnt how to take good photos; that's really helpful	Italy	1
Il lavoro in gruppo e migliorare nell'utilizzo degli strumenti digitali	Italy	1
Parlando dell'attività sullo storytelling può essermi utile per interessarmi al mondo dello storytelling ed imparare a comunicare in maniera più efficace.	Italy	2
Nell'ambito del laboratorio sul videomaking può essermi utile per diffondere in maniera efficace un messaggio che mi sta a cuore.	Italy	2
Spoiler: NO	Italy	1
Surely**,** I understood some of the bad behaviors that contribute to make our environmental situation worst, so first of all I know what to do and what not to do. Then, I think that knowing all these information about climate change but also about videomaking could help me in my future job, even if I don't know which is going to be.	Italy	2

I think that all the things I learnt and discovered with this project could be useful while finding a new job in the future.	Italy	1
I believe that the skill that I learnt, especially storytelling and video making, can be useful both in the present and in the future.	Italy	2
It’s helpful for anyone who is interested in climate change and helping the environment of course, but also for anyone who is interested in filmmaking such as myself that can improve their skills.	Italy	1
Eja perché mi ha aiutato a lavorare in gruppo	Italy	1
I think improving my video editing skills will help me a lot to express myself in the future.	Italy	1
può tornarmi utile per l'esperienza che mi può dare quest'attività	Italy	1
Si	Italy	1
cambiamento climatico: per sensibilizzare più amici o familiari video making: per possibili progetti scolastici o per i social	Italy	2
Working in a group is a skill that is extremely important; I feel like this was the most beneficial aspect for me. I also think that videomaking, and especially storytelling skills are very useful, because they teach us how to convey a message efficiently	Italy	1
.	Italy	1
Tutte le attività svolte durante il progetto potranno essermi utili in futuro in quanto la vita e il lavoro richiedono non solo competenze specifiche ma anche il sapersi relazionare in un gruppo e fare lavoro di squadra. Inoltre il montaggio video e le nozioni sul cambiamento climatico non solo sono di grande interesse ed importanza ma anche spendibili in un futuro lavorativo.	Italy	3
Mi ha aiutato a conoscere, ed essere più consapevole di ciò che posso fare per proteggere l'ambiente e divulgare abitudini più ecologiche.	Italy	3

Sicuramente faro piu uso della video camera mi cimentero' in micro video e storytelling,	Italy	3
Creare video migliori per la mia pagina.	Italy	3
Sí	Spain	2
Positiva	Spain	2
Si, puede ser útil, de momento hago videos y carteles, cosa que no creí nunca que lo haría. También me servirá para mi trabajo.	Spain	2
Me ha gustado. He aprendido y, estoy satisfecha	Spain	2
lo aprendido y explicado recortar fotos ,editar etc etc.....	Spain	3
manejar el movil	Spain	3
he apredido hacer videos fotos whatsapp	Spain	3
todo	Spain	3
Si, sobretot l'edició de vídeos.	Spain	4
Si	Spain	4
Seguro	Spain	5
Si,he aprendido muchas cosas.	Spain	5
Si	Spain	5