

A thesis submitted to the Department of Environmental Sciences and Policy of  
Central European University in part fulfilment of the  
Degree of Master of Science

**Does Nonformal Environmental Education Encourage  
Sustainable Lifestyle Choices?  
A Case Study of the Young Friends of the Earth Europe Network**



**YOUNG**  
**Friends of**  
**the Earth**  
**Europe**



Jolanta UKTVERYTĖ

May, 2013

Budapest

**Erasmus Mundus Masters Course in  
Environmental Sciences, Policy and  
Management**

**MESPOM**



*This thesis is submitted in fulfilment of the Master of Science degree awarded as a result of successful completion of the Erasmus Mundus Masters course in Environmental Sciences, Policy and Management (MESPOM) jointly operated by the University of the Aegean (Greece), Central European University (Hungary), Lund University (Sweden) and the University of Manchester (United Kingdom).*

Supported by the European Commission's Erasmus Mundus Programme



Education and Culture

**Erasmus Mundus**

## Notes on copyright and the ownership of intellectual property rights:

(1) Copyright in text of this thesis rests with the Author. Copies (by any process) either in full, or of extracts, may be made only in accordance with instructions given by the Author and lodged in the Central European University Library. Details may be obtained from the Librarian. This page must form part of any such copies made. Further copies (by any process) of copies made in accordance with such instructions may not be made without the permission (in writing) of the Author.

(2) The ownership of any intellectual property rights which may be described in this thesis is vested in the Central European University, subject to any prior agreement to the contrary, and may not be made available for use by third parties without the written permission of the University, which will prescribe the terms and conditions of any such agreement.

(3) For bibliographic and reference purposes this thesis should be referred to as:

Uktverytė, J. 2013. *Does nonformal environmental education encourage sustainable lifestyle choices? A case study of the Young Friends of the Earth Europe network*. Master of Science thesis, Central European University, Budapest.

Further information on the conditions under which disclosures and exploitation may take place is available from the Head of the Department of Environmental Sciences and Policy, Central European University.

## **Author's declaration**

No portion of the work referred to in this thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.



Jolanta UKTVERYTĖ

**ABSTRACT OF THESIS** submitted by:

Jolanta UKTVERYTĖ for the degree of Master of Science and entitled: *Does nonformal environmental education encourage sustainable lifestyle choices? A case study of the Young Friends of the Earth Europe network.*

Month and Year of submission: May, 2013.

---

Urgent solutions are needed to solve global environmental crisis rooting in individual lifestyle, economic, social and political structure of our society. Sustainable lifestyle is promoted as potential solution where individual lifestyle can greatly contribute to sustainable changes in all societal structures, while nonformal environmental education (NFEE) has been suggested to foster peoples' behaviour towards sustainable practices. This study takes environmental action perspective to investigate if NFEE patterns engage people to participate personally in solving environmental problems, which could encourage their sustainable lifestyle choices through personal change.

This study consists of two major parts based on a case study of Europe-wide environmental non-governmental organisation Young Friends of the Earth Europe (YFoEE). First, NFEE methods/strategies employed by YFoEE in its activities are collected and, second, in-depth interviews with 10 members of YFoEE are conducted to explore changes in their lifestyle after participation in YFoEE. A Framework for Environmental Education Strategies is used and an index of sustainable lifestyle criteria is created to compare the case study with previous research and to identify trends.

This study finds that relationship between NFEE patterns at YFoEE and its members' sustainable lifestyle choices after participation in YFoEE has considerable influence in daily, political and social life variables, while moderate to minor influence in variables of psychological wellbeing and spaces. Considerable impact is identified to the members' personal change as well. Recommendations are provided to education policy makers, formal and nonformal educational institutions and educators, scholars, and the YFoEE network.

**Keywords:** nonformal environmental education, nonformal environmental education method/strategy, environmental NGO, environmental action, sustainable lifestyle choices, sustainable lifestyle criteria, Young Friends of the Earth Europe.

---

## Acknowledgements

This study is inspired by my personal desire to find out if care for the environment and sustainable lifestyle is a fashionable mask or it is a must in our lives. The reason of this study roots in questioning about the unsustainable world and being surprised by the rhetoric of statements, aims and their contrast with the real life. Being overwhelmed with stated environmentalism and sustainable lifestyle slogans, I am driven to find out what sustainable life represents to young people who have been involved in environmental action. In this journey I am very much grateful to:

...first of all, the moment which brought me one night with like-minded discoverers of the world around the fire where I got to know about the MESPOM programme.

...my bellowed family – my parents Regina and Stasys and my wonderful sister Sandra for their support and motivation they gave me during these two years of studying MESPOM and their understanding that I am doing what I believe in.

...my thesis supervisor Prof. Constantina Skanavis from the University of the Aegean who enthusiastically agreed to supervise this topic and gave me valuable guidelines and suggestions how to go on with such complex study question. I am enormously grateful to Réka Futász, my Academic Writing professor, who gave me countless important advices and comments to make this thesis understandable to the reader.

...Environmental Sciences and Policy Department at Central European University, the University of the Aegean and the University of Manchester for giving me important knowledge and experience in environmental field. I highly appreciate Central European University Foundation for providing travel grant to my data collection trip to Croatia.

...the interviewees of this thesis who shared their experiences and revealed their very personal life details to make this thesis possible, and to Sophie Manson, a coordinator of the Young Friends of the Earth Europe network, who gave me so much help and information about this organisation to make this thesis worth doing.

...MESPOM for being able to meet inspiring and professional in their fields people, my professors Laszlo Pinter, Guntra Aistara, Brandon Anthony, Thanasis Kizos, and Keith White. I also thank MESPOM for bringing into my life people like Maria, Ksenia, Csaba and beautiful moments we shared with all the MESPOM'ers.

...environmental club “Žvejone” in Lithuania, Friends of the Earth Galicia and Young Friends of the Earth Europe that all gave me so much experience, inspiration and belief in my environmental interest. All the people I met there and their personal testimonies made me realise that environmental education is very powerful to encourage people to change their lives.

...the people I met in my way for showing that sustainable world is possible with their way of being and living: Patricia, Beppe, Telsche, Linga, Algirdas, Tadas, Andrius, Vidas, Justas, Analia, Thomas, Marine, Martin. Also big thanks to Vita who helped me with my English in the very beginning of my road to MESPOM.

...myself for being determined to find and follow my way into environmental education which rewards me every day with many wonders I see and encounter in the world.

# Table of Contents

List of Tables.....	ix
List of Figures .....	x
List of Abbreviations .....	xi
<b>1. Introduction.....</b>	<b>1</b>
1.1. Research background .....	1
1.2. Aims and objectives of the study .....	3
1.3. Methodologies.....	4
1.4. Scope of the study .....	5
<b>2. Research background: potential of environmental NGOs to encourage sustainable lifestyle choices through NFEE patterns.....</b>	<b>6</b>
2.1. Role of environmental NGO in NFEE .....	6
2.2. ENGO's role in encouraging sustainable lifestyle .....	8
2.3. Case study: the Young Friends of the Earth Europe network .....	9
2.3.1. YFoEE as NFEE provider through environmental action .....	9
2.3.2. YFoEE as a network.....	10
2.3.3. Membership.....	11
2.3.4. Members .....	13
2.3.5. Structure.....	14
2.3.6. Funding.....	16
2.3.7. Working methods .....	17
2.4. Summary and conclusions.....	17
<b>3. Methodologies .....</b>	<b>19</b>
3.1. The literature analysis.....	19
3.2. NFEE patterns.....	19
3.2.1. The framework .....	19
3.2.2. Data collection methods.....	21
3.2.3. Data analysis .....	21
3.3. Sustainable lifestyle choices.....	22
3.3.1. The framework .....	22
3.3.2. The target group .....	24
3.3.3. Data collection methods.....	24
3.3.4. The process of data collection.....	25
3.3.5. Data analysis.....	26
3.4. Limitations .....	27
3.4.1. NFEE patterns .....	27
3.4.2. Sustainable lifestyle choices.....	27

<b>4. Theoretical background: NFEE patterns and sustainable lifestyle choices .....</b>	<b>29</b>
4.1. NFEE patterns in sustainable lifestyle choices .....	29
4.1.1. The role of NFEE to encourage sustainable lifestyle choices .....	29
4.1.2. NFEE settings .....	31
4.1.3. NFEE methods/strategies .....	33
4.2. Sustainable lifestyle choices .....	34
4.2.1. Defining sustainable lifestyle .....	34
4.2.1.1. Definition of sustainable lifestyle .....	35
4.2.1.2. The need for sustainable lifestyle .....	36
4.2.2. Sustainable lifestyle through environmental action .....	37
4.2.3. Sustainable lifestyle criteria .....	39
4.3. Summary and conclusions .....	40
<b>5. Results and discussion: NFEE patterns and sustainable lifestyle choices at YFoEE ...</b>	<b>41</b>
5.1. NFEE patterns at YFoEE .....	41
5.1.1. NFEE settings at YFoEE .....	41
5.1.2. NFEE methods/strategies at YFoEE .....	45
5.2. Sustainable lifestyle choices at YFoEE .....	50
5.2.1. Analysis of members' lifestyle before YFoEE and influential factors .....	51
5.2.2. Analysis of index of sustainable lifestyle criteria .....	53
5.2.2.1. Daily life choices .....	53
5.2.2.2. Choices of spaces .....	56
5.2.2.3. Psychological wellbeing choices .....	57
5.2.2.4. Social life choices .....	59
5.2.2.5. Political life choices .....	61
5.2.3. Environmental action and activist .....	62
5.2.4. Personal change through environmental action toward sustainable lifestyle choices .....	64
5.2.5. Trends and findings .....	65
5.3. Summary and conclusions .....	67
<b>6. Analysis of the relationship between NFEE patterns and sustainable lifestyle choices</b>	<b>70</b>
6.1. Summary and conclusions .....	73
<b>7. Conclusions and recommendations .....</b>	<b>74</b>
7.1. Nonformal environmental education patterns .....	74
7.2. Sustainable lifestyle choices .....	75
7.3. The relationship between NFEE patterns and sustainable lifestyle choices .....	75
7.4. Recommendations .....	77
Appendices .....	79
References .....	105



## List of Tables

<b>Table 1.</b> Methods for nonformal environmental education methods collection of the case study ..	80
<b>Table 2.</b> Nonformal education strategies across EE framework .....	21
<b>Table 3.</b> Index of sustainable lifestyle criteria .....	24
<b>Table 4.</b> Questionnaire of the interviews .....	81
<b>Table 5.</b> Activities organised by YFoEE to its member groups 2007-2013.....	82
<b>Table 6.</b> Methods/strategies used by YFoEE 2007-2013.....	84
<b>Table 7.</b> Agenda of ANG 2013.....	85
<b>Table 8.</b> Feedback of the participants at ANG 2013 on YFoEE working methods .....	88
<b>Table 9.</b> Evaluation of ANG 2013, participants' feedback.....	89
<b>Table 10.</b> Example of how an event is organised with some key sessions and explanation of their content .....	90
<b>Table 11.</b> Skill share session examples.....	91
<b>Table 12.</b> The index of NFEE methods/strategies at YFoEE .....	93
<b>Table 13.</b> Nonformal learning strategies at YFoEE, question “Is there any particular YFoEE working method you like?” .....	94
<b>Table 14.</b> Demographic data.....	95
<b>Table 15.</b> National YFoE organisations.....	95
<b>Table 16.</b> Role in YFoEE.....	95
<b>Table 17.</b> Interviewees' lifestyle before joining YFoEE.....	97
<b>Table 18.</b> Influential factors to the interviewees sustainable lifestyle choices.....	98
<b>Table 19.</b> Did you make any changes in your daily life, if any? .....	98
<b>Table 20.</b> Are there any changes in the spaces you are now, if any? .....	99
<b>Table 21.</b> Do you feel any psychological wellbeing changes, if any? .....	100
<b>Table 22.</b> Are there any changes in your social life, if any? .....	100
<b>Table 23.</b> Are there any changes in your political participation, if any?.....	101
<b>Table 24.</b> Do you consider yourself as an environmental activist?.....	62
<b>Table 25.</b> YFoEE campaigns for environmental and social justice. What does this term mean to you?.....	102
<b>Table 26.</b> Personal change .....	103
<b>Table 27.</b> Development of skills.....	104
<b>Table 28.</b> Do you feel you learned something about the environment since you joined YFoEE? ..	104
<b>Table 29.</b> What does it mean to you to be a member of YFoEE? .....	105

## List of Figures

<b>Fig. 1.</b> YFoEE membership.....	12
<b>Fig. 2.</b> YFoEE structure.....	15
<b>Fig. 3.</b> A Framework for Environmental Education Strategies .....	20

## List of Abbreviations

AGM	– Annual General Meeting
ANG	– Annual Network Gathering
CJ WG	– Climate Justice Working Group
Comms WG	– Communications Working Group
EE	– Environmental Education
ENGO	– Environmental non-governmental organization
EU	– European Union
F&A WG	– Food and Agriculture Working Group
FoE	– Friends of the Earth
FoEE	– Friends of the Earth Europe
FoEI	– Friends of the Earth International
NFE	– Nonformal education
NFEE	– Nonformal environmental methods
NGO	– Non-governmental organization
SC WG	– Summer Camp Working Group
SG	– Steering Group
UN	– United Nations
UNFCCC	– United Nations Framework Convention on Climate Change
WG	– Working Group
YFoE	– Young Friends of the Earth
YFoEE	– Young Friends of the Earth Europe



# 1. Introduction

*“R. Carson’s passion displayed itself in a motivation to action, a desire to go beyond a reasonable expectation of duty. So, dying of cancer, she might have retired to her seaside home, hoping that someone more powerful would take care of things. But she didn’t and the world is a different place because of that.” Marilyn Mac Donald*

## 1.1. Research background

How to encourage a person to change her lifestyle to more sustainable one while environmental crisis is deepening and public interest toward environmental problems is decreasing? United Nations Educational, Scientific and Cultural Organisation (UNESCO 2002) declared that education should foster the values, behaviour and lifestyles that can increase concern over unsustainable practices and ensure sustainable future for all communities. As a result, *environmental education* (EE) in the past decades have been trying to educate members of society to become “more environmentally friendly”, “be a friend of Planet and Nature” or “change” in order to reduce consumption, find alternative ways for current physically unsustainable economic system and to live sustainably.

The need for sustainable lifestyle has been widely promoted on international level by Agenda 21 and Earth Summits as a way to encourage individuals to contribute solving environmental crisis and shifting the whole societal structure towards more sustainable path. However, few issues arise in reaching this aim: focus on individual lifestyle choices and the existing “attitude-action gap” which is still rising no matter of the quantity, quality and available information about the possible solutions.

Though EE is seen as essential mechanism for reaching defined goals of sustainability (McKeown 2002; UN 1992; Baines 1995), opponents and proponents of EE state that in more than 40 years EE has not achieved its mission and aims, and the desired change did not come neither to the governance, economics, nor to peoples’ lifestyle (Sauvé 1999; Martin 2001). Therefore *nonformal environmental education* (NFEE) has been referred as a critical way to actively involve people in encouraging sustainable lifestyle choices and behavioural change toward sustainability (UN 1992; UNESCO 1975; Postma 2006; Negra and Manning 1997). NFEE is one of the means of education which builds environmental awareness and educates members of society to take responsibility about the environment through nonformal settings and activities.

NFEE uses variety of methods to achieve environmental education aims, however, this study discovers confusing terminology around this topic. The existing few studies on NFEE's ways of learning use "method" (Mucunguzi 1995) or "strategy" (Monroe *et al.* 2008). Though they present almost similar means of NFEE, but the authors did not define them. Due to lack of exact definition, for the purpose of this study these two terms are combined and used as "method/strategy" to describe all educational means that are directed to a person purposely or unintentionally through NFEE patterns.

Important catalysts for NFEE are *environmental non-governmental organisations* (ENGO). One of the main principles of ENGO is to actively involve people in its activities and train them to become leaders for achieving sustainability in their communities (Negra and Manning 1997). Volunteers of an ENGO educate society members using various educational methods and techniques which have great potential to bring lifestyle change to the volunteers themselves.

Intentional working toward solutions of environmental problems in ENGO is tightly related to *environmental action* which has its educational aim to develop decision-making and citizenship skills of each learner in order to participate in democratic society toward sustainable world (Schusler and Krasny 2010; Arnold *et al.* 2009; Emmons 1997; Jensen and Schnack 1997). Moreover, environmental action encourages *personal change* which is essential but still missing ingredient in achieving sustainable changes (Edwards and Sen 2000; Almers 2013). This study analyses environmental action instead of environmental behaviour mainly because "action creates change, whereas behaviour may only perpetuate accepted norms" (Arnold *et al.* 2009, 28).

Based on the above, this study draws attention to the main **problem** of achieving sustainable lifestyle: lack of personal participation. Could NFEE patterns engage people into environmental action which potentially encourage sustainable lifestyle choices? The question presents complex problematic for several reasons. First, in social sciences there is lack of data on NFEE patterns, including its characteristics, settings, methods/strategies. Also, this study did not identify previous consistent work which addressed the question what NFEE methods/strategies ENGO use to work with its members and engage them into environmental action. Though some research conclude that volunteering in ENGO changes individuals' attitudes towards environment and their consumption (Haigh 2006; Palmer and Birch 2003; Paço do and Raposo 2007), there has been very little research conducted if participation in ENGO changes person's lifestyle to broader concepts of sustainability.

Second, despite the popularity of sustainable lifestyle term, there is little clarity on what sustainable lifestyle is in practice (Evans and Abrahamse 2009; Lorenzen 2012). Bonnett (2003, 681) highlighted the controversy of sustainability stating “everyone can find something in the rhetoric of sustainability that suits to her taste or conviction – radical environmentalist as well as modern captains of industry”. The existing definitional dispute over sustainability and sustainable lifestyle lead that to the date there is no index of sustainable lifestyle criteria per say, therefore the challenge arise how sustainable lifestyle could be promoted and assessed without knowing what it truly presents.

The **question** of this study brings all previously mentioned concepts and issues to research *does NFEE encourage sustainable lifestyle choices*. This study raises **hypothesis** that participation in ENGO encourages sustainable lifestyle choices through NFEE patterns.

The main **argument** of this study is that NFEE patterns in ENGO have an important role to encourage sustainable lifestyle choices, meaning that only personal transformation can change one’s lifestyle towards more sustainable pathways (Edwards and Sen 2000). In order to contribute to the knowledge of NFEE potential to encourage sustainable lifestyle choices through participation in ENGO, this study investigates the Young Friends of the Earth Europe (YFoEE) network. This study considers that YFoEE is a very good example of NFEE application in practice because it is Europe-wide grass-roots environmental youth-led organisation which campaigns for environmental and social justice and its working methods involve young people to participate actively in political actions, campaigns, discussions, trainings, summer camps.

NFEE patterns of YFoEE were collected and analysed because the organisation uses variety of NFEE methods/strategies in its activities. The target group for analysis of sustainable lifestyle choices is YFoEE members who have been actively involved in campaigning on environmental and climate justice, organising and participating in YFoEE activities, and contributing in building the YFoEE network. The target group uses and receives variety of nonformal education (NFE) methods/strategies at YFoEE activities which could encourage their sustainable lifestyle choices.

## 1.2. Aims and objectives of the study

The **aim** of this study is to investigate *if participation in ENGO encourages sustainable lifestyle choices through NFEE patterns*. To answer the question, a case study of YFoEE is analysed. This study is divided into two parts, each of them having its core question and **objectives**:

1. *NFEE patterns: What are NFEE methods/strategies employed by YFoEE?*
  - 1.1. To justify role of ENGO in NFEE through a case study of YFoEE;
  - 1.2. To define NFEE patterns;
  - 1.3. To collect NFEE methods/strategies used at YFoEE.
2. *Sustainable lifestyle choices: Does participation in YFoEE encourage any sustainable lifestyle choices of YFoEE members?*
  - 2.1. To define sustainable lifestyle and its criteria;
  - 2.2. To define environmental action;
  - 2.3. To conduct interviews with YFoEE members in order to find out if participation in YFoEE resulted in their any sustainable lifestyle choices;
  - 2.4. To analyze the relationships between NFEE strategies and sustainable lifestyle choices using the data of YFoEE.

To be able to answer the main question, several other questions are investigated. For example, what is NFEE? What are the methods/strategies of NFEE? What is the role of ENGO in NFEE? What is sustainable lifestyle? What are the criteria of sustainable lifestyle? Is participation in ENGO an environmental action? Does participation in ENGO encourage any sustainable life choices?

The **outcomes** of this study are the collection of NFEE methods/strategies used by YFoEE and descriptive analysis of sustainable lifestyle choices implemented by the members of YFoEE after their participation in this organisation. In order to achieve this, NFEE methods/strategies are categorised and an index of sustainable lifestyle criteria is created which bring new data about NFEE methods/strategies and consistency in analysing sustainable lifestyle. Also, the results of this study contribute to deepening the understanding of NFEE patterns and how NFEE can engage young people in environmental action and their sustainable lifestyle choices.

### 1.3. Methodologies

Three main methods are used to answer the questions raised in this study:

1. A literature review to validate ENGO's role in NFEE and to systemise NFEE characteristics, NFEE methods/strategies and sustainable lifestyle criteria;
2. A Framework for Environmental Education Strategies (Monroe *et al.* 2008) to categorise NFEE methods/strategies employed by YFoEE;
3. A descriptive study of sustainable lifestyle choices, obtained from in-depth interviews with 10 members of YFoEE.

All the methods are described in detail in the Methodologies chapter.



## **1.4. Scope of the study**

This study is descriptive and only collects NFEE methods/strategies but it is not within the scope and capacity of this study to investigate which particular NFEE method/strategy or activity was effective in encouraging lifestyle choices because such investigation would require a large sample group and a different methodology. This study does not try to find out the motivation of young people to join environmental activities, the factors that influence their environmental behaviour or their early environmental experiences, but it rather intends to identify personal lifestyle changes and sustainable choices that occurred after participating in YFoEE.

This study could not identify and did not intend to define the precise criteria of what sustainable lifestyle is. The developed index of sustainable lifestyle criteria provides general guidance to what sustainable lifestyle is considered to entail to present day.

## 2. Research background: potential of environmental NGOs to encourage sustainable lifestyle choices through NFEE patterns

*“We empower other people to take steps in their own life or in their own environment” Interviewed member of YFoEE*

This chapter provides theoretical background of environmental non-governmental organisations’ (ENGO) role in nonformal environmental education (NFEE) and its potential in encouraging sustainable lifestyle choices. After justification of ENGOs’ role, a case study of Young Friends of the Earth Europe is presented.

### 2.1. Role of environmental NGO in NFEE

It has been widely accepted that ENGO is potential to facilitate social learning and changes (Beyer 2007; Lamb 1996; Princen and Finder 1994). For example, Princen *et al.* (1994) called ENGOs as agents for social learning in global environmental crisis and economic globalisation, where deeper crisis needs more and stronger environmental advocates. The term “environmental non-governmental organisation” describes non-profit groups whose members, mostly volunteers, work within broad green agenda, employing various techniques to raise public awareness, to change policies in order to achieve social justice and to protect the environment (Boström and Tamm Hallström 2000; Rootes 2008; McCoy and McCully 1993).

Continuing, for this study ENGOs are important because they aim to actively involve people into environmental activities and train them to become leaders of their communities in achieving sustainability (Negra and Manning 1997). Though UNESCO (2002) critiqued ENGOs as pushing for environmental education agenda but having little understanding about education system’s functioning, innovation, change and development of its curriculum, ENGOs are seen as independent and free actors to raise environmental concerns and to educate society about sustainability without governmental and business constraints (Princen and Finger 1994). Moreover, ENGOs as high-values-based organisations have crucial role to encourage personal behaviour change (Edwards and Sen 2000). This suggests that ENGOs while educating young people in various environmental perspectives might influence their behaviour which has potential to contribute to sustainability goals.

Reviewing the literature, this study finds that scholars investigate NFEE in ENGOs from quite narrow perspectives. For example, ENGO's role in influencing individual consumption (Paço do and Raposo 2007), ENGOs as providers of environmental information (Martin 2001), ENGO's potential to facilitate local environmental actions (Rootes 2008) and political influence (Clark 1995; Finger 1994). NFEE in ENGOs is analysed as way to produce environmental education materials, organise seminars to pupils in schools, organise summer camps and trips to nature, or practice green consumption choices (Gadenne *et al.* 2011; Palmer and Birch 2003; Paço do and Raposo 2007; Turnock 2004).

This study argues that this common perception of an ENGO as a provider of NFEE settings and tools to particular societal groups is too narrow, and intends to broaden the understanding that NFEE learning occurs also within ENGO where its members experience change of their attitudes working in a group of like-minded people. This argument is supported by Almers (2013) suggesting that participation in ENGO leads to communal environmental actions because people hold certain values that motivate them to join environmental action and feel belonging to a group of people with similar worldviews. Working in a group and collaboration in solving environmental problems is addressed by Saunders (2008) who states that co-operative behaviour brings motivation and empowerment to individuals, which results in challenging current socioeconomic order at its very roots. Haigh (2006) finds that students, involved in land reclamation project with ENGO, feel more motivated because of working together with like-minded people and making personal contribution to improving environment.

ENGOS provide variety of settings for NFEE, but little data exists about which NFEE methods/strategies are used at ENGOs which is important to know to answer the question what methods/strategies can encourage people to change their lifestyle. A study conducted by Palmer and Birch (2003) investigate what activities Wild Life Trust UK uses to educate society on conservation issues. Such activities include, for example, walks, talks, courses, trainings, campaigning, education parks, empowerment work with youth, but this is just a grasp of all possible means. Importantly, this study did not find articles that link NFEE methods/strategies used at particular ENGO with its members' sustainable lifestyle choices after their participation in that particular ENGO's activities.

## 2.2. ENGO's role in encouraging sustainable lifestyle

Very little has been investigated on how participation in ENGO shapes person's lifestyle, though some studies support the influential role of ENGO to encourage behaviour change. For example, ENGO members are more dedicated to buy "green" products in comparison with "other" consumers in the study conducted by Paço do and Raposo (2007). In their study, the ENGO members are willing to pay premium price for environmentally safe products, and they give preference to non-polluting and greener products, are better informed about environmental issues and feel "that their individual actions can contribute to a better environment" (Paço do and Raposo 2007, 124). This suggests that involvement in an ENGO at least partly shapes values and behaviour of members of ENGO to more sustainable consumption, but this, however, covers very narrow aspect of sustainable lifestyle.

Importantly, few studies support the argument of this study that participation in ENGO is effective way to raise peoples' awareness and understating of sustainability matters (Haigh 2006). Personal participation in ENGO activities contributes to life-changing experiences (Emmons 1997) and youth environmental political participation is one of the essential keys to address sustainability (Levy and Zint 2012). Haigh (2006) confirms that after participation in land reclamation project with ENGO the students are willing to carry further their new awareness and nonformal learning to their daily life, for example, giving teaching classes, public lectures, writing articles, joining similar projects or initiating their own activities. Despite this important link between personal involvement and willingness to incorporate the new understanding into daily life, the study does not investigate if the participants managed to implement any of the stated activities in practice. This brings to the major concern of this study: if people who are engaged in ENGO practice sustainable lifestyle in reality?

Concluding this section, ENGO has an important role in NFEE because through its working methods it is capable to empower people to take collective action and, finally, change one's attitudes and behaviour. However, this study identifies gaps in research if ENGO through NFEE patterns can encourage sustainable lifestyle choices to people who are personally involved in ENGO's activities. To provide the foundation to this study, a case study of the Young Friends of the Earth Europe is presented in the next section.

## 2.3. Case study: the Young Friends of the Earth Europe network

### 2.3.1. YFoEE as NFEE provider through environmental action

A case study of Young Friends of the Earth Europe (YFoEE) is presented in order to understand this organisation's network, aims, membership and members, structure, funding and working methods. This analysis justifies the suitability of this organisation to provide the best data to answer the question of this study *Does nonformal environmental education encourage sustainable lifestyle choices?*

This study is the first one to investigate in-depth the case study of YFoEE because no previous research is found on this particular ENGO, and YFoEE network is purposely selected as a case study for the research for a number of reasons. First, the case study is a grass-roots coordinating organisation of Europe-wide network of environmental organisations working on environmental and social justice, which through variety of nonformal education methods involves young people across Europe to campaign voluntary on environmental issues, which has direct link with achieving sustainability and sustainable lifestyle. This network is unique because of the connection among its environmental working fields, grass-roots participation and wide geographic coverage, which gives initial foundation to research NFEE methods/strategies and sustainable lifestyle choices in this organisation.

Second, this study did not find previous studies that directly addressed the question of sustainable lifestyle choices through NFEE patterns using similar in scope case study. The selected case study has potential to provide new data on NFEE methods/strategies and lifestyle change through active participation because this network unites and non-formally educates young people, who voluntary dedicate their time for building environmental youth movement employing various participatory activities, such as campaigns, actions, summer camps, and meetings. Great variety of NFEE methods/strategies are used during these nonformal activities which provides space for individual's sustainable lifestyle choices through nonformal learning.

Another important aspect for selecting this ENGO as a case study is the author's observations made during YFoEE network events she participated in 2009-2012, including events "Act Now" in Copenhagen during Conference of the Parties (COP) 15 in 2009, Summer Camps 2009 and 2011, Annual Network Gathering (2011-2013). During the evaluations of the events, the majority of the participants expressed feeling empowered and motivated to contribute to environmental problem solving and change towards sustainability back in their home countries. Research of

YFoEE members enables to identify if their personal involvement in environmental action encourages any sustainable lifestyle choices in their real life and, if yes, does it have any relationship with the NFEE methods/strategies YFoEE employs in its activities, which all help to answer the main question of this study.

### 2.3.2. YFoEE as a network

*“Young Friends of the Earth Europe is a grassroots network of young people and youth organisations working collectively for social and environmental justice on a local, national and European level. We organise events and inspire young people to take action, on issues ranging from climate change, food and agriculture and education for sustainability – to ensure the voices of young people are heard in Europe and beyond” (YFoEE 2012a).*

YFoEE is a non-governmental grassroots network of 16 organisations across Europe. There are more than 500 people on its mailing list and more than 800 people have been directly involved in YFoEE events to date. The network started in 2007 as the initiative of a group of young people to work collectively on inspiring young people to take action in solving environmental problems (YFoEE 2012a, 2012b). The network intends to “connect similarly passionate young people across Europe, in order to share knowledge, educate and motivate” each other (YFoEE 2012a). It is a self organised voluntary- and youth-led network, which has one employed coordinator and is supported by leading European ENGO Friends of the Earth Europe (FoEE), which is affiliated with Friends of the Earth International (FoEI).

Previous studies about FoEE and FoEI provide background information and understating about YFoEE work. Rootes (2008, 18) states that “FoEI linked environmental issues with issues of democracy, human rights and social and economic justice”. FoEI is described as “highly decentralised federation (...) [which] groups campaign on the most urgent environmental and social issues of our day, while simultaneously catalysing a shift toward sustainable societies” (World Directory of Environmental Organisations 2001, 83). FoEI network is formed by many independent environmental national and local organisations around the world and engages to campaign local groups and trains activists according to each country’s problems (Rootes 2008). FoE was founded in 1969 in USA and to the date grew to an international decentralised grassroots network which works for environmental and social justice (Lamb 1996). Importantly, NGOs like FoE “help to clarify, concretize, and popularize the meaning of commonly held ideas about social justice, triple bottom lines, fair trade, animal protection, precaution, sustainability, and biodiversity” (Boström and Tamm Hallström 2000, 46). YFoEE, being a part of FoEI federation, applies this ideological framework to its aim to campaign on environmental and social

justice, and YFoEE working methods arise from grass-roots democratic setting of its mother organisations.

YFoEE is important environmental youth organisation among international youth NGO society which provides opportunities to broaden environmental perspectives for YFoEE members, and this is way to their environmental learning. This connects YFoEE members with others environmental movements in Europe and internationally, for example, on climate: European Youth Climate Movement, YOUNGO's, Earth in Brackets, Push Europe, UKYCC, Federation of Young European Greens, 350.org and other youth delegations in United Nations Framework Convention on Climate Change (UNFCCC), and on food: Slow Food Youth Movement and La Via Campesina. YFoEE supports and organises joint campaigns such as Push Europe and actively participates in United Nations (UN) intergovernmental negotiations on climate change process. The network organised successful European level long-term campaigns such as Act Now (2009), Push Europe (2011-2012) and re-CAP (2012-2013) that were initiated and led by a group of young people that are members of YFoEE from different European countries. They voluntary organised simultaneous activities around Europe and engaged in dialogue with representatives of European Parliament, initiating discussions about the needed improvements on climate change and food and agriculture policies in Europe (Manson 2013, pers. comm.).

Other big success of YFoEE has been its representatives participation in the international environmental policy meetings like the UNFCCC and UNFCCC Intercessions (since 2009): every year few representatives of YFoEE attended these events as members of environmental youth movement, took part in negotiations and reported to the YFoEE network the news and progress of the meetings. Also, parallel to UNFCCC events such as Durban in Brussels, Cancun in Brussels and Qatar in Brussels were organised for members of the YFoEE network. The activities organised by YFoEE have directly involved young people from most European countries and FoEI members from other continents (Indonesia, Argentina, South Africa, Mexico, and South Korea) (Manson 2013, pers. comm.), which confirms, that the selected case study provides a space for environmental learning and action on international scale.

### **2.3.3. Membership**

YFoEE is an umbrella and supporting organisation for 16 Young Friends of the Earth (YFoE) organisations across Europe, which work independently on issues that are most relevant to their countries. As YFoEE is a member of FoEE and forms a part of FoEI, YFoEE complies with

FoEE's fundamental environmental provisions, contributes in strategic planning processes, and dedicates its work to reaching the aims of its mother organisation through methods that involve young people from FoEE network (YFoEE 2012c). Figure 1 explains the membership links and YFoEE place within FoE and FoEI.

A group or organisation of YFoE is subordinate to Friends of the Earth (FoE) in each member country, and runs its activities within the ideological framework of FoE. Each FoE organisation in Europe is a member of FoEE and FoEI. National FoE organisations pay annual membership fee to FoEE while YFoE groups do not pay membership fee to YFoEE.

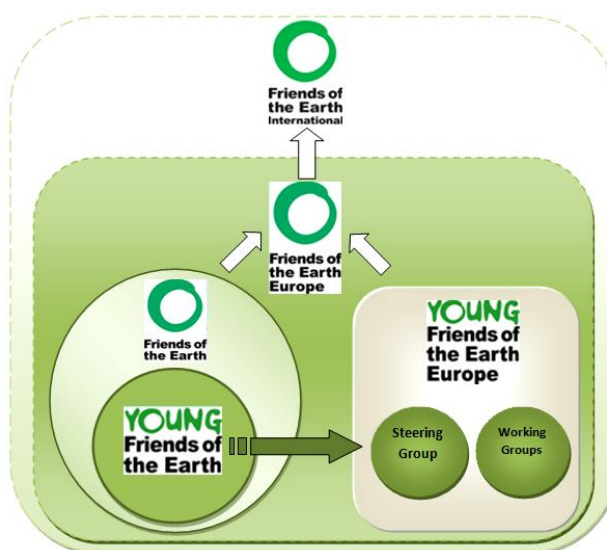


Figure 1. YFoEE membership  
Data source: Manson 2013 (pers. comm.)

YFoE member group in common practice form when young people in FoE groups want to work in different ways, for example, organise campaigns instead of mostly lobbying, work with young people, or to be more spontaneous in their campaigns. If a youth organisation does not have a mother organisation of FoE in a country, it could become an affiliate or friend to YFoEE. For example, YFoE Norway is formed under FoE Norway; although there is no FoE in Belarus, a youth group could still be a part of YFoEE as an affiliate (Manson 2013, pers. comm.). Also, not all FoEE member countries have youth groups: there are 31 organisations in the whole FoEE network but only 16 in YFoEE network. This might be because for the last 5 years YFoEE network's development priority has been dedicated to building strong partnership within the existing youth member organisations and not to actively expand to more countries or groups.



### 2.3.4. Members

YFoEE network is run voluntarily by young people, though there is little known about their profile, meaning what kind of people engage in environmental action in this network. Officially their age varies from 16 to 30, they have various occupations, i.e., students, part time or full time employed (Manson 2013, pers. comm.). YFoEE has never investigated the profile of their members, concerning race, religion, societal class, education. Member groups are from 16 EU countries, also from Georgia and Ukraine. The majority of YFoEE events are organised in Europe, depending on invitation of national groups to host the events, therefore geographical position and organisation's strong position on national or regional level might influence that certain member countries, for example, from western Europe, more actively participate in the network's events, and that some members depending on their occupation and possibilities are more able to come to YFoEE events.

Most active members have been volunteering or working mainly on environmental issues in their local FoE organisations. Naturally, some members are more involved and committed and some have been in the network since its very beginning. Young people are free to join the network once they are involved in YFoE or FoE activities in their home countries. Once they join the network, they are eligible to participate in YFoEE activities (trainings, summer camps, campaigns, Annual Network Gathering), propose their ideas or join or initiate new working groups, and become responsible for carrying out various activities with YFoEE. Importantly, the members do not have written or official commitments to the network, and they are free to leave the network at any time. There is no individual membership fee to be a member of YFoEE.

As it is common problem in many youth NGOs, YFoEE does not know the actual number of active members the network has. The network has its mailing list where the coordinator sends updates, the YFoEE newsletter 3-4 times a year, and calls to join activities. The members of various NGOs and the YFoEE network can join the mailing list. The mailing list is updated after every YFoEE meeting, where new people can subscribe to it. However, there is big rotation among members in national member groups, therefore, it is likely that some people that are on the mailing list become inactive. According to Manson (2013, pers. comm.), there are 400 people on the main information mailing list now; apart from it there are other mailing lists such as key contacts to national groups (40 people), working groups (95 people) campaigns (Act now – 50 people), or short-term activities, like summer camps. The key contacts mailing list has 1-2 individual representatives of each country/group. The other lists have volunteers from national

groups who are working on a specific topic, i.e. climate or food (Manson 2013, pers. comm.). The Steering Group (SG) and the coordinator have key contacts of each member organisation, which help them to communicate with the network and track if there are any changes in membership.

One of the many reasons why young people join this network might be explained by a session which was run at the YFoEE summer camp 2010 in Poland. The participants' answers "*Why be a part of a youth environment network in Europe?*" were: to inspire each other; a need to do youth specific work; to spend our time doing something meaningful; stronger together; we can address politics and decisions made on a European level; to be more open minded; share knowledge; coordinate actions and focus on topics; movement; networking; and motivation (YFoEE 2010). These testimonies provide initial grasp that YFoEE works not only to campaign on environmental and social justice but it is important to its members as a platform for personal, social, and environmental learning within nonformal settings.

### 2.3.5. Structure

YFoEE is an independent, democratic and participatory network. YFoEE network is not a separate or legal organisation on its own, but it is officially within the FoEE network and office (YFoEE 2012a). However, YFoEE operates independently under FoEE supervision, meaning that YFoEE's ideology, activities, communication and public visibility have to comply with FoEE standards. For example, any YFoEE's communication material that is being sent out to the public is revised by a responsible person from FoEE. YFoEE is independent to initiate project applications and campaigns that come from its members, and it is independent to choose working methods. Also, YFoEE does not have its legally binding stamp or signature therefore all official documents are signed upon agreement with FoEE.

YFoEE is constructed of two operating bodies - the Steering Group (SG) and Working Groups (WG) that are formed by the members from national groups (Figure 2). The national groups take part in various network events, and their members are entitled to participate in YFoEE operating bodies. The SG and Annual Network Gathering (ANG) have a decision making role. YFoEE has linear decisions making structure based on consensus by the representatives. Voting takes place only for the SG election. The coordinator of the network has an important position within the network's operating bodies, she keeps general overview of the progress of the YFoEE network

and is based at FoEE office in Brussels. The coordinator is an administrator, mediator and facilitator among SG, FoEE, FoEI and the YFoEE network.

The SG works as an interim decision making and development body for YFoEE between the ANG and other network events, and acts as a bridge between the FoEE office and groups in the YFoEE network (YFoEE 2011). Also, the SG takes part in the strategic and long-term thinking and direction of YFoEE, as well as defends and represents the needs of network and member groups (YFoEE 2011). The SG's role is to work as a team to ensure the ongoing development of the YFoEE network plans, activities, meetings, role of the network, strategic planning, participation in other networks, and support to other ENGOs. The SG consists of 3-8 people from different member groups. A person can be re-elected for two terms, and the work is voluntary. The SG keeps close communication through Skype and face-to-face meetings to ensure smooth functioning of the network. Another democratic and participatory decision making body is the ANG, which takes place annually and is hosted by member groups. Around 25-30 representatives from member organisations participate in this 4 days event to get to know what member groups work on, to communicate and to make decisions on structure, strategy, communication, joint activities, elect the new SG.



Figure 2. YFoEE structure  
Data source: Manson 2013 (pers. comm.)

There are three permanent working groups in YFoEE: Climate Justice (CJ), Food and Agriculture (FA) and internal Communications (Comms) working groups (WG) (Figure 2). Other working groups such as Summer Camp, Rio+20 or anti-fracking working groups are temporary and projects related, and in some cases operate as subgroups of a permanent WG. Though each member organisation works independently on environmental issues relevant to their countries, CJ WG and FA WG are the ones where member groups join to organise joint

long term campaigns. For example, it has been 3 years in a row when an event was organised by CJ WG in Brussels in line with UNFCCC meetings in Cancun, Durban, and Qatar (YFoEE 2012c). CJ WG is the first WG which was initiated in 2009, and dedicates its work to campaigning on climate and environmental justice.

Continuing, FA WG works on promoting sustainable food and agriculture system in Europe. FA WG organised re-CAP campaign in 2012-2013, which involved 9 member groups, and they expressed their demands on more sustainable food and agriculture system in European Union (YFoEE 2012d). In 2013 FA WG finalised Manifesto on Sustainable Food and Consumption, which provided guidelines for the whole network on campaigning for sustainable food and agriculture system. In addition, Comms WG is responsible for internal and external communication tasks. For example, Comms WG releases the newsletter, manages the webpage, social media, and promotes improvements for internal communication, as well as keeps in touch with FoEE. The working groups work independently from the SG, though at least one member in SG is a member of the CJ and FA WG. Every working group has its coordinator, mailing list, and is open for new members to join. Also, every working group has its own working methods, which involve and educate the members of the group and the whole network on environmental and social justice issues.

### **2.3.6. Funding**

YFoEE activities run on self-initiated and self-organised projects and provide financial support to YFoEE members to participate in its activities. They are initiated by the SG, the coordinator and the WGs and member groups. The projects are funded by various public funding sources, mainly EU and non EU youth funds (e.g. the European Commission's "Youth in Action" programme, and the Council of Europe's "European Youth Foundation"), FoEE, and other smaller foundations (Manson 2013, pers. comm.). For example, the funding of year 2012 consisted of FoEE membership fees (29%), European Commission (63%) and other (8%). The projects do not provide income to members for organising activities. The projects cover 70%, in some cases 100%, of members' travel expenses to YFoEE event, 100% of their accommodation and food costs during an event. The financial support is considered to be important to young people to able to join YFoEE events, which leaves the network open for people from various socioeconomic class.

### 2.3.7. Working methods

YFoEE's working methods and its working process reflect the mission and the aim of YFoEE – to contribute in achieving social and environmental justice in the world. The information above about the YFoEE network provides initial base to consider that YFoEE activities employ variety of NFEE methods/strategies in order to take non-violent action and participate in changing society (YFoEE 2012a). It is important to note that YFoEE events do not have intention and commitment to improve local environment (e.g., conservation, cleaning activities, community gardening) or directly educate local people. Most of the events last for determined time in a hosting member country, but organising them takes long time, especially when the major preparation is done online among the YFoEE members, in nonformal setting.

YFoEE supports member groups in their campaigns if the issue corresponds with YFoEE and FoEE ideological framework. Though every member organisation works on its own environmental issues and applies different working methods, YFoEE's role is to facilitate the communication among the member groups and carry out various common activities for the whole network. For example, YFoEE organises activities so the members from national groups could come to trainings, summer camps, joint actions, and long term campaigns on climate justice and food and agriculture, share knowledge and experience online (YFoEE 2012e). This is one of important factors to select this organisation as a case study because it provides nonformal means to young people from different countries but working on similar environmental issues to come together, participate, share and learn.

Summing up, the case study of YFoEE is selected as an appropriate example to investigate if participation in environmental action in environmental NGO (ENGO) results in any sustainable lifestyle choices in relation to nonformal environmental education (NFEE) patterns. YFoEE is environmental grass-roots voluntary youth-led organisation which operates in Europe to campaign on environmental and social justice. In doing that, YFoEE uses variety of NFEE settings and methods/strategies which eventually educate its members and encourage personal and lifestyle change toward more sustainable pathways, which is a concern of this study's empirical part.

## 2.4. Summary and conclusions

This chapter presented the role of ENGO to encourage its members' sustainable lifestyle through NFEE patterns. The literature review identified that ENGO is very important to

provide means to environmental learning through NFEE patterns because it brings practical learning to a person and influences her environmental behaviour and knowledge. However, very little is known if ENGO is potential to encourage its members' sustainable lifestyle choices in real life. Therefore Europe-wide ENGO of Young Friends of the Earth Europe is chosen as suitable case study to investigate if people who participate in environmental action on climate and social justice change their lifestyle toward more sustainable patterns.

### 3. Methodologies

Three methodological approaches are chosen to answer the questions of this study. Detailed explanation of the framework, data collection and analysis are presented in this chapter.

#### 3.1. The literature analysis

Peer reviewed online journals, articles, publications and scientifically acknowledged books are used to *validate environmental NGOs' (ENGO) role in nonformal environmental education (NFEE), to systemise NFEE characteristics, NFEE methods/strategies, and sustainable lifestyle criteria*. The literature sources were accessed using online scientific databases such as EBSCO, Science Direct, Taylor and Francis, Emerald and Elsevier through The University of Manchester, Lund University and Central European University online libraries. The online journals “Canadian Journal of Environmental Education”, “The Journal of Environmental Education”, “Environmental Education Research”, “Environment and Behavior” and “International Electronic Journal of Environmental Education” are mostly used in this study because of their relevance to this study’s topic and objectives. Also, the literature analysis included revision of international agreements and core editions that are important to this study such as “Agenda 21”, “Our Common Future”, “The Belgrade Charter”.

Publically accessible information about Young Friends of the Earth Europe (YFoEE) from YFoEE webpage and Facebook was used to describe and analyse the case study. Internal YFoEE documents were provided by the coordinator of YFoEE upon the author’s request.

#### 3.2. NFEE patterns

##### 3.2.1. The framework

The methodology is created to answer the first questions of this study *What are NFEE methods/strategies employed by YFoEE?* This study suggests that collection of the NFEE methods/strategies of YFoEE provide better insight what NFEE methods/strategies are used to work with young people and encourage their participation in environmental issues, which eventually could contribute to their sustainable lifestyle choices.

To systematically collect and categorise NFEE methods/strategies used by YFoEE, a framework “Framework for Environmental Education Strategies” (Monroe *et al.* 2008) is applied. The

authors of the framework propose to categorise nonformal education (NFE) methods/strategies into 4 categories of interventions (Figure 3). The four categories are defined depending on their interventions' objectives:

1. *Convey information* – to disseminate information and raise awareness;
2. *Build understanding* – to exchange ideas and provide dialogue, to build a sense of place, to clarify and enhance the understanding of information and issues, and to generate concern;
3. *Improve skills* – to build and practice skills;
4. *Enable sustainable actions* – to build transformative capacity for leadership, creative problem solving, monitoring.

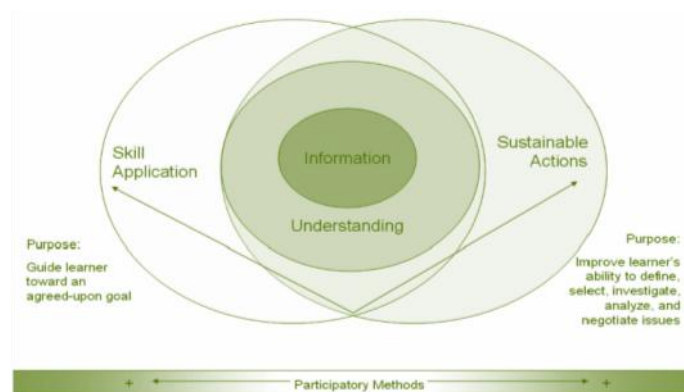


Figure 3. *A Framework for Environmental Education Strategies*  
Source: Monroe et al. (2008, 211)

The goal of the framework is to summarize and organise possible methods/strategies for EE. The framework includes nonformal and free choice learning strategies and it is also recommended for NGOs use. This model is the only one which this study found as suitable for this study's aims which indicate that there is little research done to categorise NFEE methods/strategies according to their intervention objectives. For example, another framework suggested by Fien *et al.* (2002) uses categories of information, communication, education and capacity building to categorise methods used by World Wildlife Fund for Nature, but this model do not comply with the needs of this study mainly because it lacks categories which could categorise the settings and methods/strategies of NFEE that encourage peoples' participation.

For the given reasons above, the Framework for Environmental Education Strategies is considered to be applicable for the analysis of the case study. The framework has three key attributes within its process of application: education, educators and learners. This complies with the case study where young people receive EE while being educators and learners themselves. The principle of the model is that if more participatory methods/strategies are used in any one of the categories it is more likely that a category is going to converge with another category.



The model does not fully address the needs of this study because of lack of methods/strategies to engage to act. Participation as an important factor to engage peoples' sustainable living is widely recognized by scholars and international agreements, however, this study did not identify any consistent category or index of such methods/strategies. Therefore this study suggests including one more important category in the Framework for Environmental Education Strategies, named *Engage participation*, with an objective of intervention to connect information, understanding and skills into practice through personal experience. Based on the case study's working methods/strategies, such category is missing to practically involve people, especially young, into environmental learning process through participatory methods/strategies.

### 3.2.2. Data collection methods

In order to categorise NFEE methods/strategies at YFoEE, first, this study collected the methods/strategies used by YFoEE. The data of NFEE methods/strategies at YFoEE was collected in four ways:

1. *Revision of YFoEE activities;*
2. *Live observation and documentation of YFoEE Annual Network Gathering 2013 (ANG);*
3. *Collection of participants' feedback on YFoEE working methods at ANG;*
4. *Interviewing 10 members of YFoEE at ANG.*

Detailed description of each of the method is provided in Table 1 (Appendix 1). This complex methodology for collection of NFEE methods/strategies is chosen in order to collect detailed data which could provide in-depth understanding what methods/strategies YFoEE uses in its activities, which could be identified as NFE methods/strategies. Surveying the members of the YFoEE network about NFEE methods/strategies would have not been effective in this study for several factors: limited human memory, limited attendance of activities, and limited time.

### 3.2.3. Data analysis

The Framework for Environmental Education Strategies is applied to categorise the collected data of NFEE methods/strategies that YFoEE employs in its activities and an index of NFEE methods/strategies is created. The data of NFE methods/strategies is coded using "Open Coding" method (Strauss and Corbin 1996) according to the "strategies for intervention" (Monroe *et al.* 2008) where every category has its nonformal learning strategies (Table 2).

Table 2. Nonformal education strategies across EE framework

Category	Nonformal learning strategies
<b>Convey information</b> (natural sciences)	Information campaign, electronic media, internet resources or website, poster, brochure, sign, news article, exhibit, announcement.

<b>Build understanding</b> (show relation between things)	Workshop, presentation with discussion, charette, interactive website, simulation, case study, survey, focus group, interview, peer to peer training, action research, issue investigation, environmental monitoring, guided tour, guided nature walk.
<b>Improve skills</b> (if people can make good choices, do to something different)	Coaching, mentoring, demonstrations, technical training, environmental monitoring, providing a chance to practice a specific skill or work on a task, persuasion and social marketing that modify social norms, including: modelling, commitment, incentives, and prompts to encourage skills building and behaviour change.
<b>Engage participation</b> [Suggested by the author of this study]	Participatory methods/strategies that bring every individual to her experience personally.
<b>Enable sustainable actions</b> (actively participation in decision making)	Adaptive collaborative management, action research, training for organisational effectiveness, facilitation partnerships and networks, joint fact finding, mediation, alternative dispute resolution, negotiated rulemaking, learning networks.

*Data source: Monroe et al. (2008, 212) and one category suggested by the author of this study.*

### 3.3. Sustainable lifestyle choices

#### 3.3.1. The framework

The second part of this study aims to find out *Does participation in YFoEE encourage any sustainable lifestyle choices of YFoEE members?* This study investigates *personal change through environmental action* rather than behavioural change through environmental awareness. Many scholars have paid attention to behaviour change, mainly focusing on daily consumption, investigating variables such as environmental values, attitudes, behaviour intention, knowledge, and intention to act (Hungerford and Volk 1998; Barr 2003; Chao 2012; Hines *et al.* 1987). Despite this, a commonly used Environmental Behaviour Model by Hungerford and Volk (1998) to investigate EE's influence to peoples' behaviour is not applicable to this study because it does not represent the variables that could help to answer the principal question of this study *are there any sustainable lifestyle choices that people made after being personally involved in campaigning on environmental issues?*

This study uses descriptive framework which consists of three variables: *environmental action, environmental activism, and sustainable lifestyle*, presented in the introduction. They are important as addressing the question of the research. Variable of environmental action was chosen because “action creates change, whereas behaviour may only perpetuate accepted norms” (Arnold *et al.* 2009, 28).

This study sets boundaries of a *lifestyle*. According to Giddens (1991, 81) “the lifestyle is a set of social practices that an individual embraces”. Hobson (2001, 198) raises that lifestyles are not “only containers of the multiple demands of modern living, but also are replete with meanings, habits, preferences, memories and others”. Therefore data collection of members' individual

lifestyle includes broader variables, for example, their previous involvement in environmental organisations, similar activities in the past, or attitude to environmental and social justice.

Understanding the complexity and practical impossibility to define precise criteria of sustainable lifestyle, an *index of sustainable lifestyle criteria* with 5 variables is developed by the author of this study, which are suggested as a framework for further analysis of sustainable lifestyle (Table 3). The index was created based on scholars' investigations of sustainable lifestyle: 60 papers mentioning sustainable lifestyle were read by the author, and the criteria were taken from every article that analysed sustainable lifestyle. This study created 5 variables upon their representative criteria, suggested in the literature. The criteria and the sources of literature are presented in alphabetic order and do not match the sequence because number of authors suggested the same criteria and different criteria in the same study.

Table 3. Index of sustainable lifestyle criteria

No.	Variables	Criteria	Authors
1.	<b>Daily life</b>	Animal rights, boycott of products, type of clothing, eating habits (raw food, vegan, vegetarian), give away (freecycle), growing food, labelling schemes (fair trade), local and organic food, lower ecological footprint, paying premium price for green products, personal care, preparation of food, purchase decisions, recycling, reducing (waste, packaging), reduction of car use, reduction of energy use, reduction of flying, reduction of water use, rejection of purchase, reuse of water, transport (use of public transport, waking, cycling), type of fuel, type of vehicle.	Anable 2005; Bamberg and Schmidt 2003; Barr and Gil 2006; Barr <i>et al.</i> 2011; Black and Cherrier 2010; Choo and Mokhtarian 2004; Douthwaite 1996; Evans and Abrahamse 2009; Gadenne <i>et al.</i> 2011; <i>et al.</i> 2005; Goodman and Goodman 2001; Grankvist and Biel 2001; Guagnano <i>et al.</i> 1995; Hobson 2001; Hocking and Kroksmark 2013; Jones 2001; Lorenzen 2012; McDonald <i>et al.</i> 2012; Micheletti and Stolle 2012; Norberg-Hodge <i>et al.</i> 2000; Nordlund and Garvill 2003; Paavola 2001; Schrader and Thøgersen 2011; Schultz <i>et al.</i> 1995; Seyfang 2007; Spaargaren 2010; Svensson 2012.
2.	<b>Spaces</b>	Activities (sport, green camps), application of sociotechnical systems (rainwater catchment, photovoltaic panels), bringing more nature to the city, building sustainable homes, education (sustainable universities), employment (nature conservation, NGO, education), living place (ecovillage, shared house), shopping places (supermarkets, organic food stores, markets, farmers), transportation system, travelling (ecotourism), workplaces (nature parks).	Barr <i>et al.</i> 2011; Evans and Abrahamse 2009; Honey 2006; Lipke 2001; Low <i>et al.</i> 2005; Martin and Jucker 2005; Miller and Bentley 2012; Spaargaren 2010; Spaargaren and Cohen 2010.
3.	<b>Psychological wellbeing</b>	"Being an example", "doing something good", "good life vision", appreciation of nature, frugality, intuition, listening to yourself, religion, simplification of life/voluntary simplicity, spirituality.	Almers 2013; Barrett 2009; Crowe 2013; De Young 2006; Elgin 2006; Evans and Abrahamse 2009; Hossay 2006; Huneke 2005; Levett <i>et al.</i> 2003; Lorenzen 2012; McDonald <i>et al.</i> 2006; Negra and Manning 1997; Postma 2006; Taylor 2009; Zavestoski 2001, 2002.
4.	<b>Social life</b>	Community-well being, cultural exchange, giving presentations and talks, human rights, involvement in community building (setting a	Barraza <i>et al.</i> 2003; Emmons 1997; Evans and Abrahamse 2009; Featherstone 1991; García-Valiñas <i>et al.</i> 2012; Giddens 1991;

		club or action group), media, nonformal and participative education, social events (conferences, camps), social justice, volunteering.	Hobson 2002; Magis and Shinn 2009; McLaren 1996; Rootes 2008; Scott and Gough 2008.
5.	<b>Political life</b>	Action group, belonging to a party, collective and direct action, creation of new socio-economic institutions, participation in democratisation of democracy.	Hobson 2002; Larsen 2009; Princen and Finger 1994; Rawcliffe 2000; Rootes 2008; Schumacher 1984; Seyfang 2007.

*Sources: provided in the table.*

### 3.3.2. The target group

The target group of this study are Young Friends of the Earth Europe (YFoEE) members (age 16-30). They are from European countries, from various occupations and educational backgrounds. Many network members have been volunteering or working mainly on environmental projects at YFoEE for several years. There are more than 500 members on YFoEE's mailing lists (Manson 2013, pers. comm.), therefore, the target group gives a random distribution of all possible members. However, to narrow down the sample, YFoEE's Annual Network Gathering 2013 (ANG) was selected for data collection. 24 people attended the event. All the participants were representing their home organisations that form part of the YFoEE network. An initial assumption was made that these people were most active in their country organisation therefore they could provide the best data.

10 members of all the people who attended the event were selected and interviewed. The only criterion for selection of the interviewees was their previous participation in any of YFoEE events. This criterion was selected because of the aim of this study to investigate if participation in YFoEE encouraged sustainable lifestyle choices to its members. If a member participated for the first time in an event, she/he would not be suitable for this study because logically she/he could not have direct previous experience with YFoEE.

### 3.3.3. Data collection methods

Quantitative research methods are considered not suitable to collect data for this study's scope for number of reasons. Quantitative research was conducted in studies that addressed behaviour change in narrow perspective, mainly daily actions. Also, quantitative questionnaires sent to target groups seemed to have low response rates in Saunders (2008), Paço do and Raposo (2007) and Haigh (2006) studies. The members of the case study are involved in many activities, therefore, after consultation with the YFoEE coordinator, it was expected that the reply rate might be similarly low.

In contrast, all studies similar in scope conducted semi-structured open-ended interviews to investigate lifestyle through participation in environmental activities (Almers 2013; Arnold *et al.* 2009; Emmons 1997; Jensen and Schnack 1997; Monroe *et al.* 2008; Schusler and Krasny 2010). Their approach brought in-depth data to their analysis. Such method was applied to this study as providing in-depth data for the analysis of sustainable lifestyle. As García-Valiñas *et al.* (2012) observed this method helps to avoid problems related to construction of an index where a questionnaire with closed answers would not allow to the target group to elaborate on their personal experience and would restrict their individual choices. The method used to collect data for this study has been long practiced in studies within similar scope and this gives sufficient background for its application in this study.

A questionnaire consisting of 5 main clusters was prepared by the author (*Narrative* questions: Current activities, Experience at YFoEE, YFoEE methods, Sustainable lifestyle practices; and *Demographic* questions) (Table 4, Appendix 1). Demographic questions were based on structure used by Digby (2013). All the interviews were recorded using Olympus voice recorder VN-1100PC with a permission of the interviewees. The questions were semi-structured because it was important to guide the interviewees to reflect upon the variables of the index of sustainable lifestyle criteria to be able to collect data for the analysis using the index. Apart from sustainable lifestyle practices, other questions provide data on YFoEE members' perceptions, learning and commitment to volunteer for YFoEE. The questions of the cluster "current activities" were asked to analyse what people involved in such organization do in their life and if their activities apart from being in the YFoEE network relate to their environmental interest. All the questions are considered to be important to understand the profile of people who are involved in YFoEE.

### 3.3.4. The process of data collection

10 members of YFoEE were interviewed by the author. The interviewing took place during the ANG of YFoEE in Jagnjedovec, Sunny Village venue in Croatia 11<sup>th</sup>-15<sup>th</sup> April 2013. The ANG was an important event for the whole network where representatives of YFoEE member organisations, Working Groups and Steering Group came to discuss the agenda for activities in 2013 and summarised the work of 2012, discussed on strategic planning, as well as trained participants using various workshops and techniques. This event was selected as the most representative event to sample the target group, and there were no other YFoEE events suitable to this study's data collection period.

The ANG was an intensive event with many activities every day. The time for the interview was agreed with every interviewee personally. The interviews were conducted at various times during the day (afternoon, evening) in various settings of the venue (outdoors, indoors). Every interviewee could select the most preferable place for the interview. The interviews lasted from 22.32 minutes to 1.06 hour. The time of the interviews varied because the interviewing took place between the sessions of the event and some interviewees had tasks in organising the sessions.

Research ethics was one of principle requirements for data collection process. The interviewees selected place themselves for the interviews which guaranteed the anonymity and intimate atmosphere so that the interviewee could feel free and comfortable. No other people were present in these places. The interviewees were asked to chose a symbol so to ensure their anonymity. Every interviewee before the interview was informed about the topic and the aim of the study, the method of interviewing, and was asked if the interview could be recorder using digital recorder. The author lively asked the questions to every interviewee individually, but the order of the questions varied according to the flow of the interview. Also, after the interview all the interviewees were asked if they had any questions to the author. All the interviewees filled in a 10-questions demographic questionnaire before or after the interviews.

All the interviews were downloaded to PC and to USB drive after every interview in order to avoid loss of data. One interview was conducted via Skype a week and a half after the event due to limited time the person had at the event. The interview was recorded with Olympus voice recorder VN-1100PC and the interviewee provided answers to the demographic questions via email.

### **3.3.5. Data analysis**

Data of the interviews was transcribed and categorized according to the questions of the interview. The statements in each question are categorized using “Open Coding” method which is analytic process identifying concepts and their properties in data and conceptualising it by giving a representative name “in vivo code” (Strauss and Corbin 1996). The “Open Coding” method conceptualises the data by grouping answers entries with similar entries that stand for common characteristics and the data is analysed using sentence coding.

The index of sustainable lifestyle criteria is analysed separating each variable (daily life, spaces, psychological wellbeing, social and political life), and comparing the criteria that are suggested in

the index with the statements of the interviewees. The study uses descriptive analysis to discuss one criterion at a time and at the end of the discussion identifies trends and phenomena of YFoEE influence to its members' sustainable lifestyle. The evaluation of influence is set to "minor", "moderate" and "considerable" scale. This study uses qualitative methodology with open-end questions, therefore not all the interviewed people gave answers for the same criteria, for example, one person talked about food and recycling, while other person talked about food and clothing. Therefore, in the discussion only numbers of people who provided informative answers in every criterion are shown.

### **3.4. Limitations**

#### **3.4.1. NFEE patterns**

The index of NFEE methods/strategies of YFoEE does not indent to be finite because of lack of data, time and financial constrains to conduct consistent study of NFEE methods/strategies. The index of NFEE methods/strategies indicates possible contribution to encourage members of YFoEE to practice sustainable lifestyle.

An obstacle is encountered in defining which method is precisely NFEE method/strategy, moreover, the use of terminology of NFEE method or strategy is not well defined in the literature. The coding into categories of nonformal learning strategies seemed unclear for some NFEE methods/strategies; however, no guidelines to define the NFEE methods/strategies to concrete categories are suggested by the authors of the framework. To overcome this, all identified NFE methods/strategies used at YFoEE activities are documented.

#### **3.4.2. Sustainable lifestyle choices**

The major limitation of this study in research of sustainable lifestyle choices is lack of precise criteria of sustainable lifestyle upon which the interviewees could elaborate their answers. For example, category of sustainable daily life is very broad, and the reply depends on what a person considers to be important to mention in this category. Even more, the category of psychological wellbeing appears to be abstract. However, this study did not identify any sustainable lifestyle index by previous research, and having such index is a baseline for descriptive analysis whether participation in YFoEE has influenced its members' sustainable lifestyle choices.

The case study is a wide-spread network of people around Europe but only 10 people of YFoEE network were interviewed. Due to the time and distance limits of the research project it was not

possible to interview directly all people previously involved in YFoEE activities. Also, only one event was organised by YFoEE at suitable time for data collection period, and it was not possible to interview more people at YFoEE's Annual Network Gathering 2013 because they did not comply the criteria of selection.

Other important limitation is influential factors to the interviewees' current lifestyle. Some interviewees are active members in other environmental organisations and groups and some were involved in environmental movements before joining YFoEE. Therefore, to set boundaries of sustainable lifestyle choices only because of participating in YFoEE is challenging for this study. Nevertheless, all the interviewees acknowledged the influence of other environmental networks on certain issues, and it was possible to identify considerable influence of YFoEE on its members' lifestyle in certain variables.

Another limitation of this study is respondents' honesty. Witzke and Urfei (2001) critiqued that if environmental activists are interviewed, they could overstate their environmental morale and action because of feeling guilty if they do not do enough for the environment. However, this is general limitation for environmental behaviour studies where people could easily overstate their environmental practices. For this study, the interviewees were trustworthy and honest people. Also, a space for privacy and anonymity was ensured which was very important to obtain honest answers.



## 4. Theoretical background: NFEE patterns and sustainable lifestyle choices

This chapter analyses nonformal environmental education (NFEE) patterns and sustainable lifestyle choices in order to provide theoretical background of concepts concerning NFEE settings and methods/strategies and sustainable lifestyle choices from perspectives of its definition, relationship with environmental action and sustainable lifestyle criteria. The analysis of the literature will help to identify the state of the game and existing gaps in knowledge of NFEE patterns and sustainable lifestyle choices which will set baseline to answer the questions of this study.

### 4.1. NFEE patterns in sustainable lifestyle choices

*“How things are taught is as important as what is taught in inspiring people to take action in their own lives”* Trapeze Collective

This section lays theoretical foundation to analyse the question of this study *What are nonformal environmental education (NFEE) methods employed by YFoEE?* This chapter completes the objective to *define NFEE patterns* by analysing the role of NFEE to encourage sustainable lifestyle choices and the settings and methods/strategies of NFEE.

#### 4.1.1. The role of NFEE to encourage sustainable lifestyle choices

NFEE has received very limited attention from social and environmental science researchers. For example, NFEE does not have its well established definition, characteristics, or settings therefore this study is willing to support NFEE importance to sustainable lifestyle choices. Before analysing NFEE patterns as a pathway to encourage sustainable lifestyle choices, it is important to define NFEE as an educative system, its roots and potential in changing behaviour.

NFEE is a part of *environmental education* (EE) which is learning system directed “to establish a holistic and sustainable relationship between humanity and the biosphere” (Mac Donald 1997, 81). NFEE aims to achieve EE goals “to develop a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward

solutions of current problems and the prevention of new ones.” (UNESCO 1975, 3). NFEE came to international arena at the Intergovernmental Conference on Environmental Education in 1977, where it was agreed that “nonformal education also has an extremely important role to play” (UNESCO 1977, 12). The Belgrade Charter established internationally the need for NFEE (UN 1992). This gives support that NFEE is internationally initiated and accepted means for changing peoples’ behaviour toward environmentally sound practices.

NFEE is suggested as continuous, interactive and integrative learning system which promotes environmental values and attitudes outside formal education system, enabling individuals to think about their impact to the biosphere, to act and participate in sustainable living (Clover 2000; Hidalgo and Godoy 2010). NFEE system, contributing to EE goals, was initiated expecting behaviour change and responsible action which would result to the development of responsible environmental behaviour, increased environmental literacy, would strengthen public participation in decision making and will direct to achieve sustainability goals (Postma 2006; Negra and Manning 1997; NAAEE 2009; Clover 2000; Hidalgo and Godoy 2010). Continuing, NFEE provides a space to develop values, critical thinking, respect and understanding of diversity of knowledge and opinions (Smith and Williams 1999). This is particularly important in order to develop environmental leaders who are able to encourage others to take action, not only to educate for general environmental literacy (Chawla 1999).

However, concerns over EE agenda state that it faces risks of manipulation, indoctrination and moralism (Potsma 2006) and teaching for a particular agenda (Jickling 1994). Also, EE is critiqued as very narrow education for nature, outdated and needs to be phased out as soon as possible (Martin 2001). Moreover, Gough *et al.* (2001, 179) stated that “education cannot be expected to “save the planet”. The dispute over NFEE arise because EE is pointed as an abstraction which rises from various points of views of what, from whom and to whom sustainability is dedicated and promoted (Jickling 1994; Mitcham 1997).

Despite the critique, there is evidence that participation in NFEE activities increases environmental knowledge and attitudes of young people (Digby 2013). People who got direct contact with the nature while visiting natural parks, their attitude toward conservation and protection of the environment changed to more supportive views (Negra and Manning 1997), while young people who take part in environmental activities improve their environmental learning and other behavioural characteristics (Schusler and Krasny 2010). This supports that

NFEE as learning system is powerful to change peoples' attitudes and behaviour toward more environmentally sound. However, to the knowledge of this study, there are no studies that investigated NFEE relationship with sustainable lifestyle choices, which is the intention of this study.

#### 4.1.2. NFEE settings

What are NFEE settings that could encourage sustainable lifestyle choices? Reminding, for the needs of this study, NFEE “settings” describe the context in which NFEE occurs, covering broad aspects such as *NFEE providers, criteria and characteristics, principles, programs, content and target groups*. They are analysed in this section because they are important to understand if the case study could be justified as NFEE provider in order to analyse NFEE patterns in this organisation.

First, the term “nonformal environmental education” (NFEE) represents nonformal aspect of a learning system. Nonformal education (NFE) can be considered as organized activities outside formal educational institutions (Merriam and Caffarella 1999; Peffer *et al.* 2013; Skanavis and Sakellari 2007). However, ENGOs are rarely analysed as NFEE **providers** which is the case study of this research. For example, the literature suggests that NFEE providers are learning networks, churches, and voluntary associations, environmental learning and EE centres, interpretive facilities, state, county, and city parks, national wildlife refuges, and arboretums, botanical gardens, museums, zoos, and governmental organisations, clubs, service groups and various organizations (Digby 2013; Peffer *et al.* 2013; Heimlich 1993; Merriam and Caffarella 1999; Skanavis and Sakellari 2007).

Other important difference of NFEE from formal education is its **criteria and characteristics** that shape the learning. According to Hidalgo and Godoy (2010) criteria of NFEE are: (a) scope and activities of non-school education, (b) activities have been created specifically to meet certain objectives, (c) application to practice where a learner is a "subject" and not an "object" of education. In addition, most important characteristics of NFE are:

- the attendance is voluntary,
- actions arise from clearly identified necessities,
- NFEE offers to individuals opportunities to benefit,
- offers equal opportunities for the whole population,
- helps to increase educational and cultural level of various population groups,

- flexible in terms of age, income, content, setting, cultural characteristics, frequency, time.
- teaching occurs in a simple and accessible manner,
- the costs are low and developed in short term (Smutter 2006; Skanavis and Sakellari 2007).

The principles and content of NFEE are important to encourage participation and environmental learning, which practically constructs the possibility for a person to be actively involved into learning process. NFEE, being a part of NFE, compliment NFE **principles** that are intercomplimentary, decentralized, active, flexible, participative, immediate, accessible, practical, wide coverage, internally mediated and having a process of individual meaning-making (Heimlich 1993; Smutter 2006).

Furthermore, “NFEE **programs** are designed to address identified environmental, educational, and community needs and to produce responsive, responsible benefits that address those identified needs” (NAAEE 2009, 6). NFEE programs are type of policy instrument according to every country’s decision to promote sustainable lifestyles through funds accessible to public organisations (Postma 2006; Sauvé *et al.* 2005). NFEE activities are created to reach determined objectives of present wide and heterogeneous list of functions that education accounts for (Hidalgo and Godoy 2010). Given that, NFEE programs are shaped by the goals of NFEE provider, which in turn complies with broad educational goals to encourage sustainable lifestyles. Partly, NFEE programs are also perceived as a way to respond to local environmental problems that have direct impact to local community and therefore are accepted by locals with more favour (Skanavis and Sakellari 2007). The initial guidelines of NFEE **content** for youth meet these principles:

- Illustrate the links between the local and the global environment;
- Make connections between social issues and the environment;
- Enable individuals to convert their environmental concern to action;
- Develop skills in changing things at political, social and practical level;
- Enhance understanding of the ecological processes that sustain life and our own relationship to the environment (Rogers 1995, 132).

As providers and aims of NFEE are so broad, its **target groups** vary depending on the NFEE programmes. NFEE mainly focuses on general public, and particular social or occupational groups (Mucunguzi 1995). Monroe *et al.* (2008, 210) characterises NFEE target groups as “learners who take advantage of opportunities created by professionals or who engage in their own learner-created experiences by accessing widely available information and opportunities

available from multiple providers who are not necessarily working together”. This suggests that NFEE providers are professionals or individuals who share their experiences. In addition, mostly scholars address NFEE from a “top-down” perspective - “teacher-to-learner”, where mainly the “teacher” is some organisation or institution providing their NFEE programmes to general public (Grundy and Simpkin 2001; Digby 2013; Peffer *et al.* 2013; Schusler and Krasny 2010).

On the contrary, taking an example of Young Friends of the Earth Europe (YFoEE), this study claims that “local” and “top-down” perception of NFEE is too narrow and broader perspective of NFEE provider and receiver is needed. However, to the knowledge of this study, there are not consistent studies on NFEE and its methods/strategies which are created and practiced from “peer-to-peer” perspective, where the creator of the programme is itself a peer learner and an educator.

Summarising, NFEE settings differ from formal EE settings mainly in its context such as criteria, aims, characteristic, content, process, and target group. This brings some guidance and initial support what NFEE is, and this will be analysed in the empirical part of this study comparing these NFEE settings with YFoEE.

#### **4.1.3. NFEE methods/strategies**

Implementation of NFEE requires activities that are constructive and promote group work which enforces collaboration to reach a common objective (Hidalgo and Godoy 2010). NFEE activities are created using various methods. The previous sections’ analysis shows that NFEE is dedicated to raising awareness, knowledge and environmental literacy, therefore, this section analyses possible NFEE methods/strategies that would comply with these aims.

In the literature the understanding of what a NFEE method is very broad and unclear. For example, which method is formal and which is nonformal? Unfortunately, very little clarity exists in this topic. For example, Monroe *et al.* (2008, 215) conclude that formal and nonformal EE “use similar but not identical methods to accomplish the same goal”. The same authors distinguish formal and nonformal education methods/strategies in the Framework for Environmental Education Strategies, which was presented in the Methodologies chapter. Reminding, the framework suggests categorising NFEE methods/strategies into 4 categories: to convey information, build understanding, improve skills, and enable sustainable actions.

This study within the framework suggests including NFEE methods/strategies because they are presented as NFEE methods/strategies. For instance, such as performing arts, music, drama, posters, video, and posters (Mucunguzi 1995); sporting activities (hiking) and habitat restoration (Crohn and Birnbaum 2010); writing letters, emails, and demonstrating (Levy and Zint 2012); community gardening, food systems, open space preservation, community beautification or education, organizing community information fairs, ecological experiments green building, media, presenting policy recommendations to legislators (Schusler and Krasny 2010). This, surely, presents a small part of NFEE methods and tools, but draws a baseline to categorise NFEE methods/strategies employed by the case study.

In addition, based on the case study of YFoEE, this study claims that apart from the methods/strategies used for NFEE, the process and tools of NFEE are highly important to engage people to learn in participatory way. Despite this, very little is researched on the process of NFEE in the literature. Therefore this study intends to provide some initial insights of NFEE process and if it has role to encourage peoples' participation.

Concluding, the literature review provides some initial guidelines to what could be considered as NFEE method/strategy. It is important to have better information about NFEE methods/strategies because they could help identify some relationships under which people would be more engaged taking sustainable lifestyle path. Furthermore, the framework of this study will be compared with NFEE methods/strategies of YFoEE in the empirical part of this study.

## 4.2. Sustainable lifestyle choices

*"We are left to wonder how much is enough" Alan Durning*

### 4.2.1. Defining sustainable lifestyle

This section defines *sustainable lifestyle*, its importance in the present society as a response to environmental problems, it introduces the existing *dispute over sustainable lifestyle* and presents the *index of sustainable lifestyle criteria*. The investigations in this section provide background to analyse sustainable lifestyle choices in the case study.

#### 4.2.1.1. Definition of sustainable lifestyle

Based on the literature review in the previous section of nonformal environmental education (NFEE), this study emphasises that sustainable lifestyle is a desired outcome of NFEE and environmental NGOs (ENGO) activities. However, the term “sustainable lifestyle” combines two words each of them presenting different meanings, therefore, it is important to define what these words mean in this study.

First, the definition of *sustainability* is still widely interpreted depending on present individual and economic needs and global policies, although it is more known what unsustainable is rather than what sustainable is (Fricker 2006; Larsen 2009; Meadows *et al.* 2010; Huckle 2001). For clarity, this study chooses concept of “sustainability” which was first introduced by World Commission on Environment and Development in 1987 and defines meeting “the needs of the present without compromising the ability of future generations to meet their own needs” (UN 1987) which is achieved within 13 general indicators for a sustainable community (LGMB 1994).

Second, this study builds its research upon definition *lifestyle* as “a set of social practices that an individual embraces” (Giddens 1991, 81). Hobson (2001, 198) raises that lifestyles are not “only containers of the multiple demands of modern living, but [they] also replete with meanings, habits, preferences, memories”. This suggests that lifestyle includes broader variables, for example, in case of the target group of Young Friends of the Earth Europe (YFoEE), this study states that lifestyle is influenced by peoples’ previous involvement in environmental organisations, similar activities in the past, encounter with environment in childhood, or beliefs on environmental and social justice.

This study does not intend to provide its own definition of *sustainable lifestyle* but provides concepts of how sustainable lifestyle is perceived and takes pathway to analyse sustainable lifestyle from broader perspective where many aspects of one’s lifestyle are presented. The early concept of “sustainable lifestyle” arose in second turn of XX century with famous publications “Living the Good Life” (Nearing and Nearing 1989), “Silent Spring” (Carson 2012) and “Limits to Growth” (Meadows *et al.* 2010) that advocated the need of sustainable living in every person’s life. Later on, Earth Summits held during 1992-2012 broadened sustainable lifestyle concepts to more social, political and cultural perspectives, not only focusing on individual consumption patterns or pro-environmental behaviour.

Continuing, to present day concept of sustainable lifestyle starts to involve number of segments and actors instead of narrowed environment-friendly attitude (Spaargaren 2010) where meanings, habits, preferences, memories and others have influence to a lifestyle (Hobson 2001). Moreover, sustainable lifestyle has been related to concepts of social justice, interdependence, sufficiency, spirituality, responsible choice, intuition, and the meaning of life (Postma 2006; Elgin 2006; Fricker 2006; Hungerford and Volk 1998; Barrett 2009).

In addition, searching for sustainable lifestyle definition “sustainable lifestyle” can be considered “as a process which in turn implies that individuals have – and move between – multiple bundles of social practices” (Evans and Abrahamse 2009, 500) which does not necessarily mean reducing environmental impact in all processes of one’s life. In support to this, perceiving individual’s lifestyle only from perspective of environmental impact reduction would make little sense in nowadays world (Hobson 2001). Given that, this lays foundation for this study to analyse sustainable lifestyle from holistic perspective, where peoples’ life practices, values, experiences, motivations are also important to sustainability apart from their environmental behaviour.

However, this study encounters the major challenge to identify sustainable lifestyle choices because of the absence of clarity and existing certain confusion what to consider as a *sustainable lifestyle choice*. This study takes approach that multiple strategies are indispensable while the goals and approaches of sustainability are uncertain and unclear, suggesting that sustainable lifestyle choices are broad and cover every single aspect of one’s life.

#### **4.2.1.2. The need for sustainable lifestyle**

Why is individual lifestyle promoted as part of solution to environmental problems and as pathway to sustainability? There is wide agreement that environmental problems evoked from individuals are still rising, and people need to change their lifestyle (Coyle 2005; Paavola 2001; Wackernagel and Rees 1996; De Young 2006). For example, exploitation of resources because of population growth threatens to exhaust or unalterably disfigure forests, soils, water, air, and climate (Durning 1993).

Continuing, sustainable lifestyle has been suggested as very potential solution for the most environmental problems while empowering individuals to consider their lifestyle and to participate actively in changing current unsustainable practices (Ulvila and Pasanen 2009; Edwards 2010; Hossay 2006; UN 1992, 1987; Spaargaren 2010). However, application of



sustainable lifestyle practices into real life highly depends on personal commitment and motivation (Fricker 2006; Hossay 2006; Hungerford and Volk 1998). This study analyses potential means to encourage sustainable lifestyle choices through NFEE patterns so that the need for sustainable lifestyle would transform into real actions.

However, individualisation of sustainability is not enough in long term, and social and environmental action is needed on a wider scale because otherwise focusing on individuals will continue the problems they are trying to solve (Wardle 1996). As Hossay (2006, 225) argues that “[consumption] is a political problem which requires political solution”. Moreover, focusing on individualism restricts people and takes them away from meaningful participation in social change processes (Maniates 2001). Therefore, an alternative vision is needed in sustainable lifestyle which goes beyond the focus of consumerism and is the source of potential change through enriching social networks and giving attention to public institutions (Maniates 2001; Fine and Leopold 1993; Seyfang 2007; Spaargaren and Cohen 2010; Evans and Abrahamse 2009).

In addition, number of authors criticize sustainable lifestyle based on individual level to effectively tackle environmental problems for various reasons: (1) while perception of environmental problems is global, the consumer has to take responsibility for solution of environmental crisis with her own choices, which takes away attention from institutions and producer industries and make them immune to sustainability; (2) focus on individual ability and motivation to change one’s lifestyle or adopt some changes, and (3) highly depends on institutional and social infrastructure to be able to provide means for sustainable lifestyle (Evans and Abrahamse 2009; Barraza *et al.* 2003; Burgess *et al.* 2003; Maniates 2001; Carolan 2004; Fricker 2006; Hobson 2001; Hossay 2006; Jha and Murthy 2006; Spaargarten 2010; Levett *et al.* 2003; Maniates 2001; Paaviola 2001; Sanne 2002; Seyfang 2004, 2007; Thøgersen 2005). This study acknowledges the critique to sustainable lifestyle from individual perspective and investigates how it embraces in practice through the case study.

#### **4.2.2. Sustainable lifestyle through environmental action**

Personal involvement in *environmental action* is one of highly important factors to encourage sustainable lifestyle choices through personal change and, potentially, to overcome the “attitude-action gap” (Roth 1997; Schusler and Krasny 2010). The goal of environmental action is “to improve all ecological relationships, including the relationship of humanity with nature and people with each other” (UNESCO 1975, 3). Reminding, this study analyses environmental

action instead of environmental behaviour because action is addressed to create changes where behaviour only fortify accepted norms (Arnold *et al.* 2009). For instance, youth which is engaged in environmental action, plan and take action to contribute to solve environmental problems instead of modifying certain behaviour such as saving water or recycling (Jensen and Schnack 1997). This study identifies main potential of environmental action to empower individuals to act addressing two major problems: “attitude-action gap” and lack of attractive model for sustainable lifestyle.

First, environmental action is a way to overcome the problem of “attitude-action gap”, where the awareness is not acted upon (Hobson 2001), which is major concern of environmental education in encouraging sustainable lifestyle. For example, a phenomenon exists in: “(1) the contradiction between practice and theory where young people understand the need for integrated transportation system, but are eager to have their own car, (2) the dilemma between personal image and exploitation of workers which produced expensive trainers, and (3) the understanding that fast food is unsustainable but still they like it and they visit fast food restaurant frequently” (Grundy and Simpkin 2001, 131).

Furthermore, “action-attitude gap” represents the problem of leading sustainable lifestyle possibly because sustainable lifestyle became “as a restrictive set of practices, which ultimately means having to “go without” (Hobson 2001). This is particularly important to young people where, for example, radical environmentalists such as vegetarians and conservationists do not impose attractive role-model (Grundy and Simpkin 2001). This study argues that understanding of sustainable lifestyle is misleading and is willing to bring more insights to whether people who are involved in environmental action overcome the “attitude-action gap” and if sustainable lifestyle is attractive to the members of ENGO.

Second, one of the factors how young people can be engaged in sustainable lifestyle is empowering them with a strategy that they have a partnership with (Grundy and Simpkin 2001). This study supports that environmental action is a mean to build positive partnership from various perspectives, like personal growth and social connections, for example, people who participate in environmental action develop positive features such as physical and psychological safety, supportive relationships or positive social norms (Schusler and Krasny 2010).

Importantly, people participating or leading environmental activities are considered as *environmental activists* (Short 2009; Monroe 2003) but it is little known if participation in environmental activities encourages sustainable lifestyle choices. Environmental activists are thought to lead sustainable lifestyle (Seguin *et al.* 1998; Stern *et al.* 1999) and this study's results bring new concepts on environmental activism in relation to sustainable lifestyle choices.

#### 4.2.3. Sustainable lifestyle criteria

One of the major obstacles to investigate the aim of this study *if participation in ENGO encourages sustainable lifestyle choices through NFEE patterns* lays in complexity of defining sustainable lifestyle: what is sustainable lifestyle? Though sustainable lifestyle is advocated to help reaching sustainability, it is very little known what this term “sustainable lifestyle” presents in real life.

This study critiques the popularity of use of term “sustainable lifestyle” without deeper investigation what it might mean in reality and makes an attempt to provide some guidelines what to consider as sustainable lifestyle, as there is lack of coherence in the literature upon what criteria to categorise and evaluate sustainable lifestyle choices.

This study creates an index of sustainable lifestyle criteria based on two main perspectives on sustainable lifestyle encountered in the literature: (1) “consumerism”, which has become the main topic on international environmental and development agenda as a practical tool to reorganise conventional consumption and production (UN 1992; OECD 2002; Seyfang 2007; Thøgersen 2005; Spaargaren and Cohen 2010; Gadenne *et al.* 2011), and (2) “beyond consumption”, which has been already supported by increasing number of research in political, social, economical, and spiritual sustainability (Carolan 2004; Young 2000; Christof 2000; Postma 2006; Elgin 2006; Fricker 2006; Hungerford and Volk 1998; Barrett 2009). For example, “spiritual poverty” is a concept which has been introduced as the main reason for consumerism driven society and overconsumption of resources (Hossay 2006; Barrett 2009; Edwards 2010) while “voluntary simplicity” has been analysed as way of reducing consumption through life-fulfilling activities that bring individual, social and political change such as building friendships, volunteering, taking part in demonstration (Elgin 2006; Huneke 2005; McDonald *et al.* 2006).

Reminding, the process of collection of such criteria was briefly presented in the Methodologies chapter. 5 variables are identified and used in the analysis of data: *daily life, spaces, psychological wellbeing, social life, and political life*. The index of sustainable lifestyle criteria is used as a framework

for the empirical part of Sustainable lifestyle choices section (chapter 5), analysing if the target group of the case study apply any of the suggested sustainable lifestyle criteria in their life. Importantly, this index does not intend to be finite because of broad understanding of what sustainable lifestyle holds generally and is an attempt to bring together bits of information from various literature sources. This index is used to compare data of the target group with the suggested criteria of sustainable lifestyle.

Concluding, the literature review supports that sustainable lifestyle is promoted as a set of individual and social practices that could reduce environmental impact through “consumerism” and “beyond consumption” patterns, such as political and social construct. Environmental action is suggested to contribute to higher personal commitment and personal change towards sustainable lifestyle. This study proposes an index of sustainable lifestyle criteria according to the previous studies to analyse if people of the case study implemented any sustainable lifestyle criteria after their participation in the case study of Young Friends of the Earth Europe (YFoEE).

### 4.3. Summary and conclusions

Highlighting the main points of the literature review, humanity is facing environmental crisis which tightly relates to individual consumption, economic, social and political constrains. Scholars suggest nonformal environmental education (NFEE) as a way to foster learning which would lead to sustainable lifestyle. Furthermore, sustainable lifestyle is promoted and supported as a way to contribute to environmental crisis solving, whereas environmental non-governmental organisations are identified as catalysts for personal and societal change through NFEE patterns that are received within personal involvement in environmental action settings.

Nevertheless, there is little known about how actually engage people to change their lifestyle. The case study of YFoEE is selected because it combines NFEE methods through environmental action which potentially can encourage people to practice sustainable lifestyle choices. In order to provide answers and identify phenomena of the main question of this study *Does NFEE encourage sustainable lifestyle choices*, the next chapter Results and Discussion analyses the results of the case study and addresses the identified concerns over NFEE and sustainable lifestyle choices in the literature review.

## 5. Results and discussion: NFEE patterns and sustainable lifestyle choices at YFoEE

This empirical chapter presents the results of the case study analysis in two sections: NFEE patterns in YFoEE and Sustainable lifestyle choices in YFoEE. Each of the sections comes back to the questions of this study and analyse the findings from the data collection using the frameworks of this study, discussed in Methodologies chapter. This chapter provides conclusions for each of the main sections and a general one at the end of this chapter.

### 5.1. NFEE patterns at YFoEE

This empirical section presents the results of collection of nonformal environmental education (NFEE) methods/strategies of Young Friends of the Earth Europe (YFoEE) and answers the question of this study *What are NFEE methods/strategies employed by YFoEE?*. The empirical part is divided into sections where the first one compares NFEE settings suggested in the literature review with NFEE settings at YFoEE, and the second one presents the collection of NFEE methods/strategies at YFoEE according to the Framework for Environmental Education Strategies described in Methodologies section. The collected data of NFEE methods/strategies at YFoEE is presented in Appendix 2. The contribution of this part of the study brings more insight on what NFEE settings are and combines together various NFEE methods/strategies that could be used engaging people into sustainable lifestyle practices.

Importantly, YFoEE is not the author of all nonformal education (NFE) methods it employs. Some NFE methods used at YFoEE were created by the members of the network, some members brought their methods from their experiences and some methods were adopted from other grass-root movements or NFE toolkits (Trapese Collective, Art Literacy, The Change Agency). As stated by Manson (2013, pers. comm.), the index of YFoEE's NFEE methods is free to use for educational means by any organisation.

#### 5.1.1. NFEE settings at YFoEE

As identified in the literature review it is not very clear what NFEE settings are. This section gives more knowledge about them presenting YFoEE's NFEE settings and comparing them

from a perspective of NFEE *programs, principles, criteria and characteristics, content, providers and target groups*.

The collected data reveal that YFoEE does not have specific NFEE **program** or intentionally dedicates its activities to educating local community. The YFoEE network is a closed group of Young Friends of the Earth (YFoE) organizations across Europe, and YFoEE activities are not directed to a particular target group in order to raise environmental awareness or encourage sustainable lifestyle choices.

However, all of the YFoEE network organizations work specifically on local community environmental education. For example, ProNatura Jugend (Switzerland) specialises in conservation and works with children in outdoor education, Youth and Nature (Norway) organizes summer and winter camps for youth, BUNDjugend (Germany) organizes trips to nature for youth, Youth Group of FoE Spain (Spain) develops programs for kindergartens and schools to be involved in local food supply system. This could mean that people who come from member countries shape the educational content of YFoEE, too.

In contrast with suggestions in the literature, YFoEE does not intend to solve local environmental problems. YFoEE works on international policy level using NFEE approach for its activities. This could be seen from Table 5 (Appendix 2), where main activities were participation in international and European Union policy discussions on climate change and agriculture and their impacts to local communities and the environment. Also, the demands represented by slogans show they are dedicated to international policy makers. This shows that YFoEE employs methods that are not directly dedicated to local community's needs which would suggest that NFEE setting could have international aspect too.

YFoEE programs are mostly funded by publically accessible funds, which confirm that NFEE providers use publically available funds in their activities (Postma 2006; Sauvé *et al.* 2005). However, YFoEE receives part of its funding through some member organisations and membership fees of its mother organisation. This expands understanding of who funds NFEE in general. Participation in YFoEE activities costs very little or nothing to its members (Table 6, Appendix 2), which provides opportunities to everyone to participate.

In addition, this study finds that the content of YFoEE methods/strategies is shaped by its members because YFoEE has its grass-roots **aims**, which is driving force for all YFoEE activities. The programs at YFoEE events are closely related to its ideological aim: campaign for achieving environmental and social justice, which links to the aim of Friends of the Earth International.

NFEE activities have to achieve their determined **objectives** (Hidalgo and Godoy 2010), which is a case of YFoEE. For example, campaigning on environmental and social justice meets the main goal of the YFoEE, its network and the whole Friends of the Earth Federation. This is illustrated with YFoEE's activities during last 5 years (Table 5, Appendix 2). YFoEE activities are dedicated to build and strengthen the YFoEE network, for instance, organising summer camp, Annual Network Gathering, or working group meeting. YFoEE has another objective – to educate themselves, i.e., young people within the YFoEE network. This is achieved using various nonformal methodologies, methods and tools in nonformal space (Table 6, Appendix 2). Also, the members of the YFoEE network are educated in broad environmental, social and political dimensions using various NFEE methods/strategies (Table 5, Table 6, Table 8, Table 10 and Table 11 in Appendix 2), which suggest that these methods could potentially contribute YFoEE members' values, behaviour, learning and personal change.

The **content** of YFoEE activities is well illustrated by two YFoEE working groups – Climate Justice and Food and Agriculture, and their events (YFoEE 2012c, 2012d). For example, most of the activities organized since the beginning of YFoEE were campaigns on climate justice (Table 5, Appendix 2). Also, YFoEE released handbooks and action guides to give background on climate change problematic and guidelines organising an action (Manson 2013, pers. comm.). Another example is Food and Agriculture “Manifesto” which presents problems in current food and agriculture system. These editions reveal the structure that YFoEE follows: starting with a problem, presenting solutions, and what young people can do about it, i.e., *problem-solution-action*. This partly reveals how YFoEE sets up a program for an event, which could be considered as a pathway to “empowerment” (Hungerford and Volk 1998).

Table 5 (Appendix 2) shows that the program of activity differs according to the type of event, but YFoEE follows environmental and social justice content in all its activities. For example, summer camps have more Skill sharing and presentations sessions; annual network gatherings are focused on structure and strategy discussions and the Steering Group (SG) elections; events in

Brussels are related to United Nations Framework Convention on Climate Change (UNFCCC) meetings or UNFCCC Intercessional are focused on actions and training. Also, YFoEE addresses environmental and social justice problems in its activities. For example, environmental, political and social content of YFoEE activities is suggested by: (a) names of campaigns (b) actions, and (c) slogans in actions (Table 5 and Table 6, Appendix 2). These names reveal that YFoEE uses creative slogans to show its concerns on environment and community needs for change.

Continuing analysis of content, YFoEE activities do not directly address the need for sustainable lifestyle which would suggest this organisation does not intentionally work toward encouraging living sustainably, however, members of YFoEE are educated in this topic using various indirect means. Methods of Open space and Skill share suggest many examples of “peer-to-peer” education on sustainable lifestyle and environmental activism which occur during YFoEE events (Table 11, Appendix 2). This suggests that YFoEE members who participate in such events receive information on sustainable lifestyle issues without it being formal.

YFoEE is NFEE provider, where all people join and participate voluntary in creating activities (Merriam and Caffarella 1999). YFoEE **activities** are organised outside formal educational institutions, which confirms that YFoEE works in nonformal settings (Merriam and Caffarella 1999; Peffer *et al.* 2013; Skanavis and Sakellari 2007). YFoEE employs nonformal settings in the way the members organise the activities because the YFoEE network does not have any purposely appointed environmental educator, either environmental education (EE) programs or even a working group on EE. Even more, such educators are not at least currently needed because YFoEE members initiate the activities themselves.

Continuing, “bottom-up” approach is used to initiate YFoEE’s activities. All the receivers, **the target group**, of NFEE at YFoEE are young people (age 16-30) from YFoEE member organisations around Europe, they have various occupations, education, income, culture, knowledge and experience in environmental issues. Every member is able to suggest any activity within YFoEE aims or start new working group or mailing list on a particular issue (Manson 2013, pers. comm.). For example, there are specific skill share and open space sessions or energisers, where all participants can propose to share any knowledge, skill or game they know (Table 5, Appendix 2). This suggests “peer-to-peer” learning is essential and practiced at YFoEE activities.



Apart from this, YFoEE is capable to initiate nonformal learning system. The activities are initiated by working groups and the SG where people meet to decide on events, prepare programs of events and their content. However, this structure evolved through the years and was initiated and created by the members of YFoE national groups and is still evolving (Manson 2013, pers. comm.). Importantly, these people are not NFEE professionals but have some knowledge, skills or just initiative that are valuable for developing program of an activity to other YFoEE members. In some cases, expert mentors are invited who work on specific issues such as activism, climate change, strategic planning (Table 6 and Table 7, Appendix 2). Also, the members use various other sources to develop an activity such as guidelines, working tools or handbooks. This clearly indicates that “peer-to-peer” education is dominant at YFoEE which broadens perspectives of NFEE provider and receiver where in case of YFoEE a member of YFoEE is a learner and a teacher herself.

Concluding, this section presented and analysed the NFEE settings at YFoEE willing to find out if YFoEE could be considered as NFEE provider and if YFoEE’s settings for learning comply with NFEE settings. The analysis shows that YFoEE works indirectly on NFEE but it works within NFEE settings. This descriptive analysis provides evidences that YFoEE activities take place in non-school atmosphere, has certain objectives, and their application is initiated by and dedicated to YFoEE members, which fulfil the criteria of NFEE (Hidalgo and Godoy 2010). Also, YFoEE covers the suggested characteristics of NFE (Smither 2006; Skanavis and Sakellari 2007), and NFEE principles (Heimlich 1993; Smither 2006). Comparing YFoEE activities’ content with NFEE content (Rogers 1995), YFoEE activities’ content fulfils the needs of the NFEE content. The analysis supports that YFoEE is NFEE provider for environmental, educational and community needs on European level and brings new insights to how NFEE settings could be broadened using example of YFoEE.

### 5.1.2. NFEE methods/strategies at YFoEE

The literature analysis found many gaps in knowledge about NFEE and this section is dedicated to the objective of this study *to collect NFEE methods/strategies used by YFoEE*, which is important to answer the question of this study *What are NFEE methods/strategies employed by YFoEE?*

The Framework for Environmental Education Strategies (Monroe *et al.* 2008) has been applied to investigate NFEE methods/strategies at YFoEE. The methods/strategies were collected according to the methodology (Chapter 3) and the data is presented in Appendix 3 (1-Results).

Table 12 (Appendix 3) presents the methods/strategies used by YFoEE in its various events. Though this table does not intend to be complete due to limited data, however, it provides good data to categorise the nonformal methods/strategies according to the framework suggested by Monroe *et al.* (2008). The collection of NFEE methods/strategies at YFoEE shows that this organisation uses variety of NFEE methods/strategies to convey information, build understanding, improve skills, encourage participation and enable sustainable actions. This collection provides more data on which methods could be used for NFEE for environmental learning.

Analysing the framework of nonformal learning strategies it is important to note that YFoEE campaigns are dedicated more to policy making mechanism but when it comes to YFoEE activities they are designed to build a movement of young people and enhance their understanding of environmental issues, mainly on climate change and food and agriculture system. This study, based on the fact that YFoEE unites environmental organisations, states that people who come to YFoEE events have some background awareness and understanding about environmental issues or at least are partly interested in them because they are members or volunteers of YFoE national groups, therefore YFoEE uses convey information methods/strategies to build knowledge only in two its working fields.

YFoEE does not use direct methods to **convey information** to its audience and the events are not specifically dedicated to disseminate information about certain environmental issues, but YFoEE posts information on their website and Facebook about their campaigns. Mainly, category of conveying information at YFoEE is used to build general understanding among its members because their environmental knowledge differs depending on their experience in their local organisations.

In category of **build understanding** YFoEE uses various outdoors, indoors, group and individual work activities, group sessions and presentation, provide sustainable food, invite people to present various issues in order to build the members' knowledge and understanding about the YFoEE network, member groups, working setting and surroundings, YFoEE aims and planned activities. All these methods/strategies could be considered as nonformal which potentially contributes to environmental learning.

**Improve skills** category demonstrates very broad range of methods/strategies that YFoEE employs in its work with young people in order to encourage and support them to take initiative to act on solving environmental problems. Such methods/strategies cover intellectual, psychological and social development (Schusler and Krasny 2010) that contribute highly to personal development and change toward more responsible and active citizenship.

Continuing, **engage participation** category, which is proposed by this study to be included into the NFEE framework, covers many methods/strategies that engage a member of YFoEE to participate in the process of YFoEE activity. This category suggests that these participatory methods are essential to engage people personally to dedicate their time to environmental action which in the end might encourage sustainable lifestyle choices, presenting potential to overcome the “attitude-action gap”.

YFoEE’s NFEE methods are dedicated to enhancing learning and active participation. The principles of environmental and social justice also influence YFoEE’s working methods that are direct, inclusive, empowering, non-violent, bottom-up, collaborative, democratic, and creative (Manson 2013, pers. comm.). In case of YFoEE, NFEE methods/strategies are involving and participatory, and it is established in a number of methods. For example, every member of YFoEE can contribute to development of such methods/strategies with innovations, creativity and self-reliance that proactively involve other people.

The last category to **enable sustainable actions**, as it is described by Monroe *et al.* (2008), leaves space for interpretation because the framework provides quite broad description what such strategy could represent. Therefore this study considers sustainable actions as active participation in decision making on political and community scale. The methods/strategies in this category present active involvement in political sphere where members of YFoEE are encouraged to participate into bringing changes to the society.

To provide more insight to this section analysing the *index of NFEE methods/strategies used by YFoEE* data from the interviews with 10 members reveal that YFoEE uses variety of nonformal methods. The question “*Is there any particular YFoEE working method you like?*” was asked to 10 interviewees. One person acknowledged “*I do like a lot of the tools we [YFoEE] use*”. Their answers are categorised according to the framework (Table 13, Appendix 3). The interviewees provided

the reasons why they liked their choice which gives more in-depth understanding about NFEE methods/strategies.

Continuing, the data reveal what the interviewees like about the methods/strategies used by YFoEE. The interviewed members state that they like open platforms for sharing, everyone's ability to contribute, horizontality and spaces for exchange, energy and youth naivety, freshness, engaging people, bring people together, everyone being able to think, direct personal experience, network gatherings. This suggests that the interviewed people like participatory methods where they can work with people and experience personally, which supports this study's problem where lack of participation leads to poor motivation to sustainable living. Convey information category was not mentioned by the interviewees. An assumption could be made that participants already have some background knowledge about environmental issues therefore most their attention is taken to learning a particular skill and building understanding or being engaged in some participatory action or activity.

Comparing the index of NFEE methods/strategies employed by YFoEE with the findings in the literature review, it could be noted that most of these methods fulfil the criteria of NFEE. Therefore this study considers that methods/strategies that YFoEE employs during its activities are suitable to educate young people non-formally and support their environmental learning which eventually evolves into action, which could potentially bring personal change to a participant itself and encourage her sustainable lifestyle choices.

The index of NFEE methods/strategies employed by YFoEE is not finite, but provides the main educational methods that YFoEE uses in its activities. However, one can argue that the index does not reveal what environmental message each method intends to transmit, but this is not within the scope of this study.

Moreover, the index does not represent other important features of participation in YFoEE events: **structure** and **settings** of the events, which contribute to nonformal learning. YFoEE has self-developed methodological *structure* for its events and working manner which have been evolving since YFoEE's early start. Similar methods are used for continuous events (ANG, summer camps, campaigns). The structure of YFoEE activities is described using an example of a summer camp:

*"We have a kind of flow. Very first day is setting the scene: getting to know each other, getting people to understand what YFoEE is and getting people to present what they groups are, so people have context and knowledge. Then by the*

*second or third day we start focusing a bit more in-depth on the topic, the content, hearing from people about issues they are working on, so you are doing a bit more on real knowledge building about climate justice, food and agriculture or genetically modified crops or something, this could be like skill shares, really building knowledge on content. And then we get to this point in the program where people are very comfortable with each other: they have known each other for three days, we had some very nice social activities, like two hours trip, and then you get into where you are able come together and start brainstorming ideas of what you could work on together, start actually planning, so we always kind of do this around at forth day of our summer camp. And the very last day is very practically focused: pulling together these plans the people have come up together, giving means to people to follow these up, quite concrete action points, quite concrete tasks and support so after this activity people can still stay involved.” (Manson 2013, pers. comm.).*

Such structure is used in most of YFoEE activities to mobilise and campaign for change, educate themselves and others, strengthen and develop the YFoEE network (structure, resources, people) (YFoEE 2012f). The nature of the working methods and process itself provide space for continuous learning at YFoEE events which makes strong claim to influence personal behaviour and lifestyle in long term.

The *setting* for NFEE during an activity is also important because it shapes the learning and engagement of a receiver of information. Some examples of nonformal settings during YFoEE’s activities that comply with NFEE characteristics are:

*Sitting in a circle, detailed outline of planned activities for one year, colourful labels for suggestions and ideas to every participant, vivid colours or one-style design, appearance (costume design: penguins, nuclear plant workers, farm animals), use of signs and symbols, colourful notes, drawing on wall, use of photographs, use of flashlights, outdoor and indoor games and energisers, close to the nature, 24 hours no-flight refund, shared apartments, female accommodation provided.*

Concluding this section, the aim of this section was to collect NFEE methods/strategies employed by YFoEE using the Framework for Environmental Education Strategies. An index of NFEE methods/strategies was created using data of YFoEE. Comparing the index of NFEE methods/strategies with findings in the literature review it could be noted that most of these methods/strategies fulfil the criteria of NFEE. This study concludes that YFoEE applies variety of NFEE methods/strategies in order to educate young people and to engage them into environmental action.

The index created based on the framework suggested by Monroe *et al.* (2008) and the author of this study presents NFEE methods/strategies in 5 categories: convey information, build understanding, improve skills, engage participation and enable sustainable actions. Analysing the index, this study concludes that various nonformal methods/strategies have effect in various dimensions to YFoEE’s members. Firstly, they inform young people about climate and environmental justice, introduce to various working techniques, give training in various topics, help young people to join campaigns together with other youth networks, engage to sustainable actions on political level, and, finally, they provide space for personal development and change.

## 5.2. Sustainable lifestyle choices at YFoEE

This section answers the question *Does participation in YFoEE encourage any sustainable lifestyle choices of YFoEE members?* In this part of the study, the data from the interviews based on the questionnaire (Table 4, Appendix 1) is analysed and presents findings and trends using the framework of *sustainable lifestyle criteria, environmental action* and *personal change*, all previously discussed in the literature review. The variables of the index of sustainable lifestyle criteria (*daily life, spaces, psychological wellbeing, social life and political life*) are analysed comparing the criteria that are suggested in various literature sources (Methodologies chapter) with the statements of the case study's interviewees. Reminding, this study used qualitative methodology to collect data, therefore not all the interviewed people provided answers for the same criteria and therefore only numbers of people who provided informative answers in these criteria are shown.

The analysis groups and describes the interviewees' statements according to the index of sustainable lifestyle criteria and analyses the trends. The analysis suggests new elements to be included in the discussion of sustainable lifestyle which are captured in the interviewees' lifestyle choices after participating in Young Friends of the Earth Europe (YFoEE). Reminding, YFoEE's influence to the interviewed peoples' lifestyle is evaluated as "minor", "moderate" and "considerable". Before the actual analysis of the index, the interviewees' previous lifestyle and influential factors are presented. The discussion is supported with the interviewees' quotes<sup>1</sup>.

The biographic results (2-Results: Biographic data, Appendix 3) provide background information for further data analysis to be able to identify trends if current or past involvement in YFoEE influences interviewees' sustainable lifestyle choices. The results reveal that interviewed people are young adults from western and central Europe, holding or nearly accomplished higher education degree, employed full/part time or volunteering for national YFoE groups (Table 14, Appendix 3). Most of the interviewees were actively involved in their national or local YFoE activities before joining YFoEE (Table 15, Appendix 3). Since joining YFoEE, all the people participated, organised or took leading role in various YFoEE events (Table 16, Appendix 3).

This study is highly concerned about the anonymity of the interviewees because they are involved in environmental action on international environmental policy level, and concern arises that their

---

<sup>1</sup> *Signs in quotes:*

Sign [xxx] is used for clarification of the phrase of the interviewee. Sign (...) is used to skip some words in the phrase that are not relevant for the subject of discussion.

identity could be easily revealed if the study provides even their interview coding. Therefore further analysis does not provide the interviewees coding next to interviewees' statements.

It is important to note that the interviewees' replies were given at that particular moment, and it is likely that many criteria of sustainable lifestyle practices, environmental action or personal change are not mentioned. A quantitative investigation would provide more accurate data but this is a task for another study.

### 5.2.1. Analysis of members' lifestyle before YFoEE and influential factors

*Lifestyle before* joining environmental activities is an important factor to determine if there are any changes toward sustainable lifestyle after being involved in environmental action (Thøgersen 2005; Almers 2012). Analysing sustainable lifestyle choices after participation in YFoEE it is important to know the lifestyle the interviewees had before joining YFoEE. All the interviewees mentioned their lifestyle before joining YFoEE though there was no particular question in the questionnaire about this and their answers emerged during the interviews.

The interviewees stated they were practicing sustainable lifestyle choices to some extent before joining YFoEE. The variables are created "in vivo code" using the interviewees' statements (Table 17, Appendix 4). The variables present different lifestyle choices, but some people practiced various choices in number of variables, for example, the same person ate very little meat, was interested in nature and was environmentally conscious.

- *Personal impact*: 5 people stated they were already conscious about their personal impact.
- *Interest in environmental issues*: 4 people had interest in environmental issues.
- *Eating habits*: 1 person was vegan, 3 people were vegetarians, and 2 people ate very little meat.
- *Transport*: 1 person gave preference to bike, 2 people gave preference to public transport, 2 people reduced their flying, and 1 person did not fly at all.
- *Purchase*: 1 person bought from local shops and 1 person purchased little in general.
- *Nature*: 2 people were interested in nature.
- *Social connections*: 2 people were in touch with like-minded people.
- *Other: clothing, waste*: 1 person recycled and 1 person used second-hand clothing.

During the interviews, the interviewees mentioned their daily life, spaces and social life variables before joining YFoEE. All 10 interviewees mentioned at least one sustainable lifestyle practice they practiced before becoming members of YFoEE which gives some initial guidelines to state

that the interviewed people were already interested in sustainable living. Assumingly the people practiced more sustainable lifestyle practices but did not mention them during the interviews.

The majority of the interviewees considered themselves being environmentally conscious, trying to minimise their personal impact and already involved in environmental activities before joining YFoEE. This was supported by the fact that all the people were members of YFoE national organisations or other environmental groups before they came to YFoEE. This could be compared with the results that people who hold certain environmental literacy are more likely to save energy in their homes, recycle, purchase environmentally safe products (Coyle 2005). A trend reveals that before joining YFoEE the interviewees had initial awareness, practiced sustainable lifestyle practices and were involved in environmentally aware groups to some extent.

Another important factor in sustainable lifestyle choices is *influential factors*. All the interviewees stated that their current lifestyle is also influenced by other factors apart from YFoEE (Table 18, Appendix 4).

- *Family*: 4 people had positive and 3 people negative experiences in their families in relation to the environment.
- *Social connections*: 2 people had social connections that encouraged their sustainable daily life practices.
- *Organisations*: 7 people had working or volunteering experience in other environmental organisations.
- *Life processes*: 6 people were going through various processes in their life that were influencing their sustainable lifestyle choices.

All of the 10 interviewees stated at least one element of influential factors. Apart from this, the biographic results (2-Results, Appendix 3) show that 7 people have environmental studies background in higher education. As lifestyle is such complex process that a person goes through (Hobson 2001; Lorenzen 2012), this study takes in account that all these influential factors are connected to the interviewees' present sustainable lifestyle choices.

A trend reveals that all 10 interviewed people were influenced by other factors in their current lifestyle apart from YFoEE. However, this study is not capable and does not intend to isolate influential factors from sustainable lifestyle choices that the interviewees made after participating in YFoEE activities.



## 5.2.2. Analysis of index of sustainable lifestyle criteria

### 5.2.2.1. Daily life choices

Individual daily life practices are abundantly covered in the literature, suggesting that personal actions contribute more or less to sustainable lifestyle. This study finds that the focus on personal daily actions is quite narrow, mainly giving attention to car use, recycling and purchase habits (Anable 2005; Barr and Gil 2006; McDonald *et al.* 2012; Paavola 2001; Svensson 2012).

The criteria of daily life was suggested to the interviewees, however, it is interesting that all the interviewees addressed almost the same daily habits: food, transport and purchase, few statements on waste and energy (Table 19, Appendix 4): This suggests that the interviewees relate daily life criteria to these action as being representative for environmentally friendly daily life, though none of the interviewees mentioned important criteria such as water.

#### 1. Food (7 people):

- *Eating habits*: 1 person became not strict vegan from “*I tried not to eat very much meat*”, 1 person became vegan from being vegetarian, 1 person was encouraged to remain vegetarian, 2 people started to eat less meat.
- *Local/organic food*: 2 people became aware of the origin of their food, 2 people started to give preference to organic and local food.
- *Preparation of food*: 2 people discovered new ways of making good vegetarian/vegan food.
- *Growing food*: 1 person became interested in growing food.

#### 2. Purchase (5 people):

- *Decisions*: 2 people purchased environmentally friendly goods, 2 people became more aware of their consumption.
- *Rejection*: 1 person avoids certain type of products and shopping places.
- *Clothing/ labelling*: 1 person buys sustainable clothing.

#### 3. Transport (8 people):

- *Public transport, walking, cycling*: 6 people expressed using public transport (bus, train) and bike, 3 people gained positive attitude to travelling long distance by train or bus, 1 person from using often public transport started to walk more, 1 person who did not fly a lot before started to travel by train most of the time, 1 person started to promote public transport use in her/his family.
- *Reduction of car use*: 2 people do not have car, 2 people do not drive a car, and 1 person stopped using car from being car addicted and started to use public transport and bicycle more.

- *Reduction of flying*: 1 person did not fly before and this remained very important, 1 person who did not fly a lot before started to have personal rule to not fly in Europe as much as possible and avoid events where she/he needs to fly, 1 person cut down flying in Europe.

4. *Other* (4 people):

- *Lower ecological footprint*: 1 person saw that it is possible to organise low ecofootprint event.
- *Reduction of energy use*: reduction of electricity (1 person) and renewable energy use (1 person).
- *Waste recycling*: 1 person changed view on recycling, 1 person tries to recycle.

The data bring some support to the question of this chapter *Does participation in YFoEE encourage any sustainable lifestyle choices of YFoEE members?* Organic local food and vegetarian diet are suggested as criteria for sustainable consumption (Goodman and Goodman 2001; Micheletti and Stolle 2012; Evans and Abrahamse 2009; Lorenzen 2012; Hocking and Kroksmark 2013; Seyfang 2007), while preferences to public transport instead of car and reduction of flying are considered to lower citizens environmental impact (Hocking and Kroksmark 2013; Barr et al. 2011). The results in these criteria demonstrate that the interviewed members of YFoEE tend to choose “environmentally friendly” means of transport for their commuting and long distance travel and made significant changes in food criteria comparing with their lifestyle before YFoEE.

This study reveals other side of sustainable practices, where not only aspect of environmental impact is important but also what sustainable lifestyle choices give to a person:

*“YFoEE events made me realise how easy it is to take a train to go everywhere, like night trains, just changing and doing the travelling to Norway or Hungary, I would do that more easily now as well.”*

*“It become more positive, I really enjoy making nice food which comes from local producer, that makes you really happy, and it is not something that I have to do.”*

*“I had never thought of actually getting a bus to London or Brussels, it [YFoEE] has opened my eyes.”*

In these cases, the people enjoy these newly-emerged dimensions of travel, because this is not a must to do but something more which broadens perspectives how long distance travel could be made and brings positive feelings to the interviewed people. This study suggests that sustainable lifestyle in daily life has to include positive outcomes of these practices, especially in making people feel good, positive and enjoy which could be suggested as attractive model for sustainable life.

Though all the interviewed people made some changes in their daily lifestyle after participation in YFoEE, but 5 people state that YFoEE did not encourage daily life changes, for instance:

*"No, I don't learn anything here for that. These are things that I already know and do or know how I could do better. I really don't think that YFoEE has affected my life that way. I still eat meat. I didn't give up flying completely."*

*"I haven't done any drastic changes. I just continued the way I have been."*

*"I was the same person before when it comes to habits."*

*"I am still stuck in this more easy or cheap way."*

This is closely related to the interviewees' lifestyle before joining YFoEE, discussed previously, where all the interviewed people had certain sustainable daily life practices. Moreover, three statements reveal that though the interviewed people are aware of ways to change their lifestyle but they have not done this yet. This partially refers to the "attitude-action gap" and barriers to action (Hobson 2001) when things are known in theory but not acted upon in real life. From another perspective, this might support the critique presented in the literature review that solutions of global environmental problems are left to individuals' choices, motivation and abilities. Therefore some interviewees possibly have other preferences than to be perfectly sustainable in their daily life, like expressed by one interviewee:

*"I think we should start looking in the solutions at the policy level, because you can't force million people to recycle, that is just the scratch, that is the cover, all the package influencing the politics which would not make or allow good architecture of solutions, that's kind of other way around. Personal ecology, yes, but it has boundaries and it doesn't guarantee that somebody will completely change a lifestyle, it will just feel a bit better recycling which does change."*

This supports the critique to individualisation of sustainability, presented in the literature review, where apart from individual consumption there is a need for a bigger picture, including social and political aspects of sustainability.

The interviewees did not mention the other suggested criteria such as type of vehicle, type of fuel, raw food, animal rights, water use, reuse of water, personal care, reducing (waste, packaging), give away (freecycle), boycott of products, and paying premium price for green products. The interviewees did not suggest new sustainable lifestyle criteria which could be interpreted that sustainable lifestyle in daily life has quite well established understanding what it stands for.

Summarising, all 10 people have practiced at least one sustainable lifestyle criteria after participating in YFoEE. Considerable influence of YFoEE to its members is observed in their choice of transport means, particularly on travelling long distances by train and reduction of flight, and food.

### 5.2.2.2. Choices of spaces

Spaces are important in sustainable lifestyle analysis because a person is surrounded by various spaces every day, and individual choice for a space could contribute greatly to sustainable lifestyle or opposite, for example, living location, housing, employment place, holiday, shopping and leisure places, or type of transportation system (Barr *et al.* 2011; Evans and Abrahamse 2009; Honey 2006; Lipke 2001; Low *et al.* 2005; Martin and Jucker 2005; Miller and Bentley 2012; Spaargaren 2010; Spaargaren and Cohen 2010).

The interviewees provided data for their choices of spaces (Table 20, Appendix 4):

- *Living place:* 1 person found sustainable living place which was partly encouraged by YFoEE.
- *Workplaces:* 1 person works in vegan cafe.
- *Employment:* 3 people got their current employment partly because of participating in YFoEE.
- *Activities:* 9 people continued to attend YFoEE events voluntarily.

All the interviewed people live in towns or capitals (Table 14, Appendix 3). 7 people live in a flat, sharing with their partner, friend or alone. 3 people live in shared houses with a garden. There is no data about the interviewees' living space before their involvement in YFoEE therefore no comparison could be made. However, one person stated that experience at YFoEE was an important factor to encourage her/him to find housing with garden and communal living.

Analysing employment spaces, 8 interviewees work full or part time in YFoE member groups and YFoEE. At least 3 people have their current employment position in relation to their previous involvement in YFoEE. This suggests that participation in YFoEE encouraged some people to work in their current position at national YFoE offices. As these organisations work for sustainable changes in the world, this could be suggested that working there is a sustainable lifestyle choice, though this study did not find any study that investigated what sustainable employment means in practice.

Working place is another sustainable lifestyle criterion which could generate greater or lesser environmental and social impact. However, only one interviewee mentioned working place in vegan cafe. Begin vegan is suggested in the literature as sustainable lifestyle choice, therefore, working in vegan cafe is considered to be sustainable lifestyle choice which has some minor connection with YFoEE influence.

The spaces for activities suggest that continuous participation in YFoEE could be interpreted as sustainable lifestyle choice, which is a case for the majority of the interviewees because 9 of them participate voluntarily in YFoEE. One person's statement "*I don't look too much if an event is sustainable*" reveal that it is not so much important the sustainable aspect of an event.

The criteria, suggested in the literature like building sustainable homes, application of sociotechnical systems, sustainable activities, shopping places, transportation system, bringing more nature to the city, ecotravelling were not mentioned by the interviewees. The replies in "spaces" variable cover just very small part of more possible entries and, possibly, different methodology of data collection might provide detailed data in this variable.

Though the criteria of spaces were mentioned to the interviewees, the majority of the members could not think about changes of spaces because of YFoEE: "*Yeah, I do [but] I am not sure how related it would be to YFoEE.*" This variable presents minor influence of YFoEE to the interviewed people after their involvement in YFoEE. These results could support, as suggested in the literature, that sociotechnical innovations are not yet available to people, means of sustainable lifestyle highly depend on institutional and social infrastructure and are limited by systemic and economical pressures. Also, another important factor is that all the interviewees are young adults, 9 people rent their housing and might not have incentives or financial means to implement the suggested sustainable changes.

Summing up, this variable covers broader perspectives of sustainable lifestyle where an individual depends on economical, institutional and technological means. Participation in YFoEE has *moderate* impact to the interviewees' employment and *minor* influence in other criteria. The interviewees practice poorly sustainable spaces variable, suggesting that this variable appears to be of minor importance in the index of sustainable lifestyle criteria. This provides space for further research to frame this variable to be important for citizens.

### 5.2.2.3. Psychological wellbeing choices

Psychological wellbeing is important variable as it suggests that feeling positive feelings toward one's role in environmental issues are related to initiative to practice sustainable lifestyle (Evans and Abrahamse 2009). Table 21 (Appendix 4) presents the results in this variable:

- "*Doing something good*": 3 people expressed feeling good by doing "the right" and meaningful things.

- *“Good life vision”*: 1 person felt empowered to live her/his life in sustainable way.
- *Appreciation of nature*: 3 people started to appreciate the nature more.
- *Gaining focus*: 3 people became more focused in their environmental interests.
- *Positive feelings*: 2 people expressed experienced positive feelings.

Few interviewees expressed feeling they are contributing to solving environmental problems by participating in YFoEE. Psychological state of “doing something good”, “doing the right thing” was expressed as motivational factor to actively participate in environmental issues. Such factor, as contributing to sustainable lifestyle, is related feeling personally responsible for making a change for well-being of the world (Evans and Abrahamse 2009; Elgin 2006).

One interviewee stated that her/his good life vision has been related to living sustainably in ecovillage which, after attending some YFoEE events, became stronger because of real examples she/he got to know. Good life vision in ecovillage has relation to sustainable lifestyle as increasing motivation and possibilities to lead sustainable lifestyle (Miller and Bentley 2012).

Appreciation of nature changes peoples’ perception of human role in the world which encourages them to change their life practices (Barret 2009; Elgin 2006). 3 interviewed people stated that they felt they started to appreciate the nature more after participation in YFoEE. However, despite this important link to sustainability, this study could not state that YFoEE has direct relationship to the increased appreciation of nature of the interviewed people because of influential factors (living in town, working long hours, experience in other NGOs, and outdoorsy partner). Importantly, this shows that some people who are engaged in environmental action tend to appreciate nature, which suggests they practice this variable to some extent in their real life.

The interviewees did not mention criteria such as intuition, simplification of life/voluntary simplicity, frugality, and “being an example”. Also, this variable lacks of precise criteria how one could evaluate the change and quantitative methodology could possibly identify more accurate changes.

Two new criteria are suggested in this study: “gaining focus” and “positive feelings”. 5 interviewed people expressed feeling better after participating in YFoEE, such as being more determine what they want to do in their life and that they are capable in doing this, and changing feelings to more positive side. This supports findings that people who are engaged in environmental action develop certain psychological wellbeing competences that lead them to

more satisfaction with their life and becoming interested to take part in solving environmental problems (Almers 2013; Schusler and Krasny 2010).

Concluding, despite some positive outcomes after participating in YFoEE, this study finds *minor* YFoEE's influence to its members' psychological wellbeing. However, it could be stated that some of the interviewed people practice sustainable lifestyle in their psychological state.

#### 5.2.2.4. Social life choices

Table 22 (Appendix 4) categorises the data on social life in relation to sustainable lifestyle choices:

- *Involvement in community building*: 2 people became more actively involved.
- *Social justice*: 3 people started to have strong opinion on social justice.
- *Volunteering*: All 10 people continued or started volunteering more.
- *Cultural exchange*: 3 people stated made internationally wide connections.
- *Relationships*: 3 people built relationships with like-minded people.
- *Nonformal education*: 1 person consciously chose nonformal education instead of formal in relation to participation in YFoEE.

All the interviewed people volunteer in their national YFoE organisations or volunteer for YFoEE, or were volunteering, meaning they all have volunteering experience and 9 of them are still volunteering. All the interviewed people are actively working in various national or international level activities, and 7 people suggest they have very little time to be involved in even more activities, therefore in this variable there has been little or no changes generally. On more negative side as an outcome of active involvement, one interviewee expressed that *“I think my social life is almost non-existing. I am not having lots of time for friends, which is sometimes sad”*. Also, for the majority of the interviewees their social activities mainly were consciously formed before joining YFoEE, for example, being a part of environmental society, volunteering for number of environmental organisations, looking for similar people.

Interviewees' social connections after joining YFoEE keep important role in their present social life: *“YFoEE does have effect on my social life”*. YFoEE links similar-minded people and make friends: *“[with] some people you become really close friends. You develop this special personal connection and this stays for life”*. Not only participation in YFoEE helps to link similar people, but it also indirectly affects community building – showing a good example which influences the people that have direct

contacts with that particular member of YFoEE: *“People do know you work with this [environment] so they tend to think about it as well”*.

Another important criterion in social life is cultural exchange. It goes without saying that people involved in YFoEE meet people from different European countries and other continents. Cultural exchange is suggested as sustainable lifestyle choice possibly because it encourages respect, tolerance, solidarity and learning about cultures. Every participant at YFoEE activities is entitled to this experience, and all the interviewees have been in such multicultural environment. The data show that this is important variable to make bonds and personally get to know people from different countries that you can visit or work with.

A criterion of education shows that one interviewed person quit college after being in YFoEE and chose nonformal education pathway. The need for sustainable higher education in terms of teaching curricula and functioning was addressed by Martin and Jucker (2005), Teisl *et al.* (2010) and Mac Donald (1997). However, this study could not state that nonformal education represents sustainable lifestyle better as formal learning institutions, indicating that further research is needed to investigate what sustainable education is.

The interviewees do not mention other sustainable lifestyle criteria of social life that are suggested in the literature like community-well being, cultural exchange, social events (conferences, camps), media, formal, human rights, giving presentations and talks. However, potentially the interviewees were encouraged to practice some of these criteria too, because the interviewees work and volunteer in various environmental and social dimensions. For example, giving presentations and talks would be a very potential criterion that is practiced in organising actions in local or European level. However, this could be investigated by other study using quantitative methodology.

Generally speaking, YFoEE is a space to meet new people from various countries and build relationships. YFoEE encourages people to continue volunteering, for example, few joined local groups to support communities, some think to do more volunteering locally, but all of them remained or started volunteers for YFoEE. YFoEE could be considered as providing a platform to build international relationships and connections, forming opinion on social justice and involving young people to volunteer on local and European level.



Concluding, 4 criteria of sustainable lifestyle choices in social life were fulfilled where the interviewed people made some sustainable social lifestyle choices after participating in YFoEE. One new variable of “Relationships” is suggested as encouraging sustainable lifestyle choices. This study considers that YFoEE *moderately* encouraged the interviewees’ sustainable lifestyle choices in social life variable.

#### 5.2.2.5. Political life choices

Individual political participation as sustainable lifestyle choice is modestly covered by scholars but the literature widely acknowledged that politics have to change toward sustainable lifestyle in practice with a force of social groups and networks (Hobson 2002; Maniates 2001; Seyfang 2007). The results of the interviews with YFoEE members bring some insights if and how individual political life could be considered as contributing to sustainable lifestyle (Table 23, Appendix 4):

- *Collective and direct action, action group*: 6 people became more active in collective and direct action and/or action groups.
- *Belonging to a party*: 2 people were encouraged to decide about their participation in political parties.
- *Political engagement*: 5 people became politically engaged, including 1 person who has never been involved in political action before YFoEE.
- *Political perspectives*: 5 people broadened their political perspectives internationally and socially.

All the 10 interviewed people became more politically active, conscious about policy and interested more in political processes meaning all of them consciously were practicing sustainable lifestyle criteria to some extent. One interviewee admits that she/he could not practice more because “*there was not room for that*” as she/he has been already doing political practices. This indicates that the interviewees are taking political initiative to contribute to sustainability matters.

In the criterion of collective and direct action and joining action group 6 interviewed people stated changes in their life after participating in YFoEE. Importantly, YFoEE works to engage people to take political action, therefore increased members’ participation in activities dedicated to policy changes would suggest that people become more determine to be engaged in action. On this note, one person states that:

*“I kind of think that some of the training and some of the confident and some of people I met [at YFoEE] are one of the reasons I was able to make that step [be arrested in action] - to do more drastic from of action I really believed in.”*

3 people stated their involvement to a political party before joining YFoEE. After participating in YFoEE, 1 person joined the Pirate Party, and 1 person decided to leave the Green Party while for other person joining YFoEE did not influence her/his decision to be further involved in a political party.

The interviewees did not mention criterion of new socio-economic institutions. This study proposes the criteria of *political engagement* and *political participation* as valuable means for democratisation of the society (Princen and Finger 1994). Through environmental action within YFoEE the interviewed people changed their political interest and became more aware about policy making, especially in climate change and food and agriculture topics. Importantly, the interviewees did not only become politically more aware, but personally took initiative to contribute to positive political changes according to what they thought was important. For example, the interviewed people became involved in campaigns, actions, interested in local and European policies, joining political parties and more aware about their political decisions, and having global perspective on environmental and social issues.

Considering this, YFoEE's role in encouraging sustainable political life choices of the interviewed members is *considerable* because all 10 people expressed becoming more active in political life, which was suggested in the literature as a mean of achieving sustainability.

### 5.2.3. Environmental action and activist

The discussion about environmental action provides better insights in what kind of action the interviewed people are involved, their perceptions on what they campaign for and their environmental identity, as well as brings more insights to environmental action definition suggested in the literature.

Table 24. Do you consider yourself as an environmental activist?

<i>Agreement</i>	<i>Disagreement</i>
"Yes" "Yeah, after 3 years I would. Definitely" "Yes, of course" "Yes, I would call myself as an activist" "Yeah, absolutely" "Yes. Definitely" "Yes, but not only that" "I think so"	"Not as an activist, no, I don't think" "I am not too sure"

The majority of the interviewees (8 people) consider themselves as environmental activists. Words like "definitely", "of course" or "absolutely" support that people are certain to be

environmental activists (Table 24). The reasons for agreement of being an environmental activist are:

*"I like to use my free time as much active as I can. 3 years ago I read a book about environmental issues and I was shocked what's happening in our planet and I like to do something to make it better."*

*"I try to find ways where I can do most."*

*"(...) as long as you try to do things better you are some kind of an activist."*

*"I do take action in lots of environmental actions, demonstrations, climate camps."*

*"(...) it is really working your ass off and doing actions that are visible and get the point across"*

Most common worlds in the explanations are "active", "better", "action". It suggests that environmental activist could be defined as being actively involved in any kind of action which makes things better. One person states that taking part in environmental actions, demonstrations or climate camps represent environmental activist. However, other interviewee suggests that:

*"You don't have to know everything about the environment to be activist or you don't have to go to the demonstrations to be an activist. If you work for making something better, you could be an activist. If you recycle and then you drive your big car to work then you are not an activist, then you just want to feel good about yourself. But if you try to live your life environmentally friendly, that is good, if you do just a little bit of that, that you are an activist."*

2 people did not agree being environmental activists. The explanations of disagreement are: *"I do fly sometimes somewhere"*; *"I do eat meat at home"*; *"I think I have to do a lot more"*; *"Of course I do take part in actions but it doesn't necessarily mean activist"*. This reveals different understating of what environmental activist means to these people. According to the data, the interviewees, apart from being in leading position for 2 and 3 years at YFoEE, feel they do not do enough to be environmental activists. Examples as flying, eating meat or participating in actions are thought as not representative enough for an environmental activist.

Comparing the definition of environmental activist as "participating in or leading environmental initiatives" (Monroe 2003), the suggested term by the interviewees "make things better" could be included as an important factor to environmental activism. Though, according to this definition, all the interviewees are environmental activists, however, few people suggest that there are certain things that environmental activist should do or should not.

The interviewees mention two contradicting perspectives: that *"activists - they cause trouble, but this is only perception and the media would like to per-trade activist, but (...) it is not about violence or destroying everything"* and *"I always connected [an activist] with quite radical action that you occupy something"*. This partly explains why some people consider themselves as environmental activist or not, meaning, the definition of environmental activist is not clear and is left to personal perception and experience.

Going beyond the rhetoric of environment, one interviewee expresses that *“I would consider myself environmental and human rights activist.”* Another interviewee states *“I have learned that you can’t do anything for the environment if you don’t look after yourself or the other people around you.”* This brings new identity to environmental activist definition proposing that environmental issues are closely related to social issues. This suggestion directly links to environmental and social justice which the members of YFoEE campaign for.

As noted in the literature review, beliefs are important factors to one’s lifestyle. This study also investigates what environmental and social justice mean to the members of YFoEE because the answers provide in-depth understanding what attitude the interviewed members hold toward this complex issue (Table 25, Appendix 4) which is potential factor in their motivation to become involved in environmental action.

Environmental and social justice presents equality in the dispute over environmental issues where peoples’ race, ethnicity and socio-economic status are not discriminated (Middleton 2003), meaning that “societies whose economic systems create and perpetuate inequality also create systems of environmental degradation” (Hobson 2002, 105). The interviewees support this definition suggesting that environmental issues are directly linked to people where division of power causes inequality of share of resources among present and future generations, and where some people have to suffer the outcomes of other peoples’ actions. One interviewee proposes solidarity as an approach to reach environmental and social justice. These opinions of the interviewees might be considered as one of motivational factors of their involvement in environmental action in YFoEE and make sustainable lifestyle choices to some extent.

#### **5.2.4. Personal change through environmental action toward sustainable lifestyle choices**

Participation in environmental action has positive impact to personal change through development of person’s environmental attitudes, knowledge, skills, behaviours and social relations (Schusler and Krasny 2010). Personal change through participation in YFoEE is highly demonstrated by the interviewees in various moments during the interviews. The interviewed members developed in these ways (Table 26 and Table 27, Appendix 4):

- *Attitude:* 7 people changed their attitude toward environmental and social links, being able to make contribution and feeling that they can make a change.

- *Realisation*: 7 people were encouraged to re-think their previous ideas and give a different and broader view to them.
- *Social communication*: 6 people stated they improved their communication skills in various ways.
- *Personal development*: 4 people felt more developed personally in terms of self-confidence, becoming better person.
- *Skill development*: 4 people stated they developed new skills that were valuable for them (facilitation, working with young people, various methods).

Personal change of YFoEE members since their joining to YFoEE evolves in the achievements and evaluation sessions. Through participation in YFoEE all the interviewed members gained valuable experiences for self-development and learning:

*"For me personally it has been incredibly enriching"; "I changed a lot"; "It is an incredible experience"; "It pays off every day [with] richness of the social life, and the perspectives you gain and content you get"; "Absolutely it was worth for my personal experience and my personal learning"; "I do think it was worth it, because some things came out of it that might have not happened if I have not been so active".*

The results support previous findings on personal change through environmental action where positive youth development assets and themes emerge such as social development, psychological and emotional development, intellectual, physical, and expansion of horizons (Eccles and Gootman 2002; Volk and Cheak 2003; Schusler and Krasny 2010). As suggested, inner personal transformation is essential for positive societal changes (Schusler *et al.* 2009; Chawla 1999; Edwards and Sen 2000), which is much interconnected with sustainable lifestyle choices of the members of YFoEE. The results indicate that the interviewed members of YFoEE, after developing personally in environmental action through NFEE methods/strategies, they are more confident, capable and determined to work on environmental and social justice issues.

### 5.2.5. Trends and findings

Comparing the results with the questions and gaps identified in the literature review on sustainable lifestyle, this study confirms and contradicts previous findings as well as provides new data in various perspectives.

Coming back to the analytical questions raised in the literature review, this study supports the notion over the debate of sustainable lifestyle that this is never ending process as people have different perspectives on what sustainability presents (Evans and Abrahamse 2009; Fricker 2006; Larsen 2009). This is illustrated in this study where for some people sustainable daily life does not have so much importance as their political participation or vice versa. This attitude, however, is

closely related to their involvement in YFoEE period, suggesting that the period of engagement into environmental action influences peoples' lifestyle practices (Short 2009). Also, the findings of this study support that a term of a lifestyle has to be analysed as an ongoing process with social practices (Giddens 1991; Hobson 2001; Lorenzen 2012). The analysis of data identifies various changes the interviewed members of YFoEE lived through before and after participation in YFoEE which consequently influenced their current lifestyle. This indicates that sustainable lifestyle and living is ever lasting process with many influential factors.

This study clearly shows that sustainable lifestyle presents broader criteria, and highlights the importance to approach sustainable lifestyle analysis from two perspectives: "consumerism" and "beyond consumption". All the interviewed people practice sustainable lifestyle in 5 variables of sustainable lifestyle index to some extent. Therefore this study supports previous notions on sustainable lifestyle (Carolan 2004; Young 2000; Christof 2000; Spaargaren 2010; Hobson 2001; Postma 2006; Elgin 2006; Fricker 2006;) and suggests that it is essential to include broader perspectives of one's lifestyle in the discussion of sustainable lifestyle, having holistic approach to sustainable living.

The need for sustainable lifestyle is proved by the case study of the interviewed members of YFoEE where the interviewed people voluntary devote their energy and time to campaign on environmental and social justice, which is directly linked to sustainability. This study, based on the index of sustainable lifestyle criteria, reveals that interviewed people who campaign on environmental and social justice issues have practiced sustainable lifestyle choices in their life before joining YFoEE and started to practice them even more after their participation in YFoEE to certain extent in different variables, depending on what a person considers to be important in her/his life. This shows that the interviewed members of YFoEE overcome the "attitude-action gap" (Hobson 2001) in some criteria while in others do not, but all the interviewed members are motivated to lead sustainable lifestyle and make clear commitments to live so. This study leaves an open note for further discussions to what extent different sustainable lifestyle criteria could be considered having greater or lesser importance to sustainable living.

Discussing the concerns over sustainable lifestyle, this study provides some evidence to support the critique to sustainable lifestyle from an individual perspective, where there is a need for policy changes (Carolan 2004; Evans and Abrahamse 2009; Maniates 2001; Paaviola 2001; Sanne 2002; Seyfang 2004, 2007; Thøgersen 2005). All the interviewed people practice sustainable lifestyle

choices on individual consumption level to certain extent, however, all of them are engaged in political and social activities. This supports the definition of an alternative vision for sustainable lifestyle which would contribute in building political and social construct (Maniates 2001; Fine and Leopold 1993; Seyfang 2007; Spaargaren and Cohen 2010; Evans and Abrahamse 2009).

Low youth interest to sustainable lifestyle is addressed as having to restrict and limit oneself wants (Hobson 2001), however, the results of this study broaden insights on environmental action and its relation to change peoples' perspectives on sustainable lifestyle. Few interviewed people suggest that sustainable lifestyle practices after participating in YFoEE became easier:

*"This idea of flying less or not flying at all, buying sustainable food or trying to buy as less as possible really became so much easier. It became so much less struggle. I don't have to force myself to do things. I just do them quite naturally."*

This has direct link to personal change through environmental action (Schusler and Krasny 2010; Roth 1997; Jensen and Schnack 1997). First, all the interviewed people fall into definition of taking environmental action because of number of environmental activities they do within the YFoEE network, but not all of the interviewed people consider themselves to be environmental activists (Short 2009; Monroe 2003) which contradicts the existing notion that only hard core radical activists can lead sustainable lifestyle (Seguin *et al.* 1998; Stern *et al.* 1999). Second, this study provides evidence of personal change due to environmental action where all the interviewed members of YFoEE declared significant elements of personal change, which supports the findings by Eccles and Gootman (2002) and Schusler and Krasny (2010). Moreover, this study draws attention to further investigation of personal change through environmental action which eventually leads to sustainable lifestyle choices.

On the final note, this study made an attempt to collect sustainable lifestyle criteria upon which one's lifestyle change after participation in YFoEE could be evaluated. Some of the collected criteria in the literature were not covered by the interviewees, and the interviewees suggested new criteria in all 5 variables, revealing that sustainable lifestyle could be investigated from more coherent aspects.

### 5.3. Summary and conclusions

Through the case study of YFoEE this chapter investigated the patterns of nonformal environmental education (NFEE) at YFoEE and the interviewed members of YFoEE sustainable lifestyle choices. The results helped to answer the questions of this study *What are*

*NFEE methods/strategies employed by YFoEE and Does participation in YFoEE encourage any sustainable lifestyle choices of YFoEE members?*

The analysis of NFEE patterns provide evidence that YFoEE employs NFEE methods/strategies in its activities. Also, YFoEE was justified as a NFEE provider to young people in order to encourage their environmental learning and brought new insights that NFEE concept could be broadened where NFEE can apply methods/strategies and settings that involve people into environmental action.

The index of NFEE methods/strategies was created based on the Framework for Environmental Education Strategies (Monroe *et al.* 2008) which categorised NFEE methods/strategies used by YFoEE according to their strategies for intervention. The results showed that YFoEE employs great variety of NFEE methods/strategies in order to convey information, build understanding, improve skills, engage participation and enable sustainable actions. The study suggested that these methods/strategies have a link with YFoEE's members' sustainable lifestyle choices.

The second section of this chapter provided supportive trends to the question of this study *Does participation in YFoEE encourage any sustainable lifestyle choices of YFoEE members?*

Importantly, the majority of the interviewees stated their previous or current involvement in other environmental groups and activities, their personal interest and low impact lifestyle before joining YFoEE. Using the framework of sustainable lifestyle the interviewees' opinions were compared with the suggested criteria of sustainable lifestyle in 5 variables. *Daily life* variable showed that people were environmentally aware and practiced some sustainable lifestyle practices before joining YFoEE, however, YFoEE had considerable influence on the interviewees' daily life in transport for travel, reducing flying, and food consumption criteria.

*Spaces* was the variable with minor to moderate influence of YFoEE to sustainable lifestyle changes where few people had preferences on living place because of participation in YFoEE. It is also possible that this variable is little covered in the literature and promoted as sustainable lifestyle attribute therefore it might be not clear enough what it stands for. *Psychological wellbeing* results demonstrated changes that are categorised as sustainable lifestyle criteria though YFoEE impact is minor for the whole group of the interviewees.



Continuing, *social life* variable suggested moderate YFoEE's influence to sustainable lifestyle choices because participation in YFoEE helped to the interviewees to make new friendships and relationships, encouraged volunteering and being involved in community building. In addition, political involvement demonstrated the most changes in *political life* variable. Few people become more radical, and some people without previous volunteering experience committed to volunteer. Generally, the interviewed people became more actively involved on international, EU or national policy level.

This study showed positive relation between participation in YFoEE and personal change through environmental action which was suggested as influential factor for sustainable lifestyle choices. Another perspective for overcoming “attitude-action gap” was revealed in changed attitudes and feeling positive outcomes for one's life after taking environmental action in YFoEE.

However, how are these identified sustainable lifestyle choices related to NFEE patterns at YFoEE? The trends of NFEE patterns and sustainable lifestyle choices at YFoEE are analysed in the next chapter Analysis of the relationships between NFEE patterns and sustainable lifestyle choices.

## 6. Analysis of the relationship between NFEE patterns and sustainable lifestyle choices

*“When you think about smaller things then you also think about bigger issues” Interviewed member of YFoEE*

After all, are there any links between nonformal environmental education (NFEE) and sustainable lifestyle choices? This chapter combines the results of the previous two empirical chapters and provides answer to the main question of this study *Does nonformal environmental education encourage sustainable lifestyle choices?* The analysis of Framework of Environmental Education Strategies employed at Young Friends of the Earth Europe (YFoEE) shows great variety of nonformal methods/strategies, and data analysis applying index of sustainable lifestyle criteria reveal that all 10 interviewed members of YFoEE demonstrate number of sustainable lifestyle choices after their participation in YFoEE.

Reminding, it is not within the capacity of the study to identify which particular NFEE method/strategy encouraged sustainable lifestyle choices because there are many related and influential factors to change peoples' lifestyle. Therefore, few considerable relationships between YFoEE's NFEE patterns and its members' sustainable lifestyle choices in 5 trends are identified and proposed as influential in lifestyle changes. All of the variables include various NFEE methods/strategies of the index of nonformal learning strategies (convey information, build understanding, improve skills, engage participation and enable sustainable actions):

### 1) Conveying information to increase environmental learning

*“I already have had a good understanding about the environment, but I didn't have this social or people dimension to the environment. And I have never realised that protecting the environment is social justice issue. My understanding of linkages in the world has increased since joining YFoEE”.*

This trend combines all the sustainable lifestyle variables as the initial step to raise peoples' environmental literacy through participatory NFEE methods/strategies. All the interviewed people state their environmental learning has increased since they joined YFoEE. Importantly, environmental learning has international perspective on the problems the members faced in their home countries, including issues of climate justice, fracking, tar sands, coal bed mining, international environmental policy (Table 28, Appendix 4). In case of the interviewed people, this study suggests that their environmental learning increased in relation to being in international network, having active role in campaigns, presentations on issues and other YFoE groups, preparing material for campaigning, participating in international policy events, informal

conversations. The NFEE methods/strategies that encourage learning about the environment (Table 6, Appendix 2) are suggested as partly contributing to sustainable lifestyle choices of every interviewed person. This together with participatory and inclusive NFEE methods/strategies encourages sustainable lifestyle changes in its broad aspects.

## 2) Building understanding through YFoEE fields of work

*“If you live your life trying to be environmentally friendly, trying to recycle then you also care about if Shell is sending a new platform to drill.”*

YFoEE applies policies of vegetarian and vegan food during its events, giving preference to organic and local food, and 24 hour-no-flight refund, meaning that if travel distance to the event could be accessed in 24 hours by land/sea transport, the taking flight is not reimbursed. These policies initiated by YFoEE members themselves result to have considerable impact on becoming or remaining vegetarians, vegans, or lowering meat consumption, and having preferences to reduce flying. Moreover, the idea of little use of car, use of public transport, and reduction of flying is supported by YFoEE working group of Climate Justice, while interest in origin of food and growing food as well as preference to organic is partly encouraged by Food and Agriculture working group activities. It is important to note, that YFoEE does not impose reductionist policy on its members but shows other way of doing things, which, as expressed by most of the interviewees, result in their positive attitude to change.

All the interviewees have been members of one or both YFoEE working groups at least for half a year, including some of the interviewees are coordinators of these groups. Both working groups use variety of NFEE methods/strategies which present current issues on climate change and food and agriculture system and propose solutions (Table 10, Appendix 2). This study sees relationship between low impact lifestyle and alternative solutions to reduce consumption which partly comes from NFEE methods/strategies such as skill share, informal discussions and live examples where people share various ideas and experiences in sustainability themes (Table 11, Appendix 2).

## 3) Enabling sustainable actions through YFoEE ways of working

*“I prefer YFoEE because it is grass-roots, bottom-up so if you have new ideas what you want to do, you can”.*

The analysis of sustainable lifestyle criteria shows considerable relation between increased interest and participation among all the interviewees in their political life and NFEE methods/strategies in YFoEE political work. YFoEE work is founded on participatory and inclusive group work

methods (Table 6, Table 8 and Table 9 in Appendix 2), while campaigning on environmental and social justice has direct political implications. Significant number of the interviewees started to participate more actively in political actions and direct actions which could be linked to 15 climate justice events, 2 food and agriculture events and 1 campaign training YFoEE organised since 2007, particularly in relation to engagement in political action (Table 5, Appendix 2). 7 interviewed members experienced changes in their political awareness, engagement, and perspectives after participation in YFoEE activities which potentially have a direct link to the NFEE methods/strategies used at YFoEE such as direct actions at political institutions, action packs, group discussions on complex political topics from environmental and social perspectives, group brainstorming, and broadening political views through direct participation at international policy events.

#### 4) Engaging participation through the strategy of empowerment

*“Just meeting so many people from all across Europe, finding the same campaigns you were doing and coming the same obstacles you had, but also giving you new ideas on what you can do differently, it just gave a great sense of European community which is very important”.*

Strategy of connecting sustainable lifestyle with strategy that empowers (Grundy and Simpkin 2001; Hungerford and Volk 1998; Haigh 2006) is identified having considerable relationship between NFEE methods/strategies at YFoEE and its members' sustainable lifestyle choices. 8 interviewed members of YFoEE state they feel inspired, motivated, and supported after YFoEE events which could be linked with participatory NFEE methods/strategies doing activities together with like-minded people, which was addressed by few studies (Almers 2013; Haigh 2006; Saunders 2008). The interviewed members raised that being in YFoEE network meant to them meeting inspiring people, feeling a part of bigger picture, having a role (Table 29, Appendix 4). The YFoEE working methods/strategies are very much linked to raise these feelings among the members (Table 8, Appendix 2), where the strategy of empowerment transforms into commitments (Table 9, Appendix 2).

#### 5) Nonformal education settings and personal development

*“It is something you usually don't learn in school and you don't learn it just in normal job but work with yourself and develop yourself.”*

Analysing sustainable lifestyle choices, YFoEE's NFEE methods/strategies have considerable link to personal change. All the interviewed YFoEE's members state they have changed personally (Table 26, Appendix 4). Personal change is suggested to be one of important factor to encourage sustainable lifestyle choices (Roth 1997; Schusler and Krasny 2010) and this study suggests that sustainable lifestyle cannot be achieved without personal change and development.

The NFEE methods/strategies for personal change depends on every individual but this study makes linkages with active participation, support, connection with like-minded people, positive feelings, democratic methods, engagement in activities and openness to initiative (Table 6, Appendix 2) which resulted in the interviewed YFoEE's members' changes in attitude, realisation, improved social communication skills, and personal development, mainly gaining more self-confidence, initiative, stronger believes, priorities, empathy and interaction with different people. Concrete NFEE methods/strategies were used to develop skills such as facilitation to run sessions or discussions, and various methodologies the interviewed people apply in their further work (energisers, skill share, facilitation, ground rules, invitation of speaker and group discussion after, methods with post-its, organising action, make people speak up, video action).

### **6.1. Summary and conclusions**

This study identifies 5 trends of considerable relationship between NFEE patterns and sustainable lifestyle choices in the case study of YFoEE. This partially supports the notion raised in the beginning of this study that NFEE patterns are important in engaging peoples' sustainable lifestyle choices.

During the analysis of data important factors that limit or support sustainable lifestyle choices are found: initial environmental awareness and personal encounter with environmental issues, time needed to transform environmental knowledge into action, available social networks, and technological infrastructure. This supports the critique to sustainable lifestyle where the responsibility for change is transferred to individual's capacity and motivation, therefore, NFEE methods/strategies have to broaden NFEE application in order to foster changes in society and policy.

As there are number of influential factors to personal lifestyle, this study could not provide straightforward answer to the main complex question but the identified trends show there are considerable relationships to recognize NFEE patterns at YFoEE as a potential nonformal educational system to encourage young peoples' sustainable lifestyle choices through environmental action and personal change.

## 7. Conclusions and recommendations

*“I think I changed a bit, even if not dramatically - I still don’t do all the things that I know now, but at least I know now that there are alternatives of how you live so you could live in a different way” Interviewed member of YFoEE*

This study raised the main question *Does nonformal environmental education encourage sustainable lifestyle choices?* To answer this complex question, a case study of the Europe-wide environmental non-governmental grass-roots network Young Friends of the Earth Europe (YFoEE) was chosen because the network is unique in engaging young people to take action in solving environmental problems in local and international levels through various nonformal learning methodologies.

The main question divided this study in two parts: nonformal environmental education (NFEE) patterns and sustainable lifestyle choices. Each of these questions raised a subquestion contributing to the answer of the main question, as follow: 1) *What are NFEE methods/strategies employed by YFoEE?* and 2) *Does participation in YFoEE encourage any sustainable lifestyle choices of YFoEE members?* NFEE methods/strategies of YFoEE were collected from public sources, field observation and internal YFoEE documents, and 10 members of YFoEE were interviewed.

### 7.1. Nonformal environmental education patterns

In the literature analysis this study identified poor and inconsistent knowledge about NFEE, mainly on its settings, curricula, characteristics, providers, methods, control and evaluation, as well as lack of clear terminology. Also, this study found narrow understanding of NFEE and lack of investigation on NFEE patterns through environmental action as potential to encourage sustainable lifestyle choices.

Analysing NFEE methods/strategies employed by YFoEE within the Framework for Environmental Education Strategies (Monroe *et al.* 2008) showed that YFoEE uses great variety of NFEE methods/strategies in its activities, and categorised them in 4 variables (convey information, build understanding, improve skills, enable sustainable actions). The analysis suggested including an additional variable to the framework – “engage participation” because this study found number of such methods/strategies in YFoEE activities and they are considered to be important in NFEE.

## 7.2. Sustainable lifestyle choices

This study identified the major obstacle in understanding if people practice sustainable lifestyle in the absence of clarity of what sustainable lifestyle is and what it should or could represent in reality. As a result, this study created an index of sustainable lifestyle criteria based on 60 literature sources coming up with 5 variables: daily life, spaces, psychological wellbeing, social life, and political life. This is initial attempt to clarify what sustainable lifestyle, promoted as potential solution to environmental crisis, entails in practice.

Interviews with 10 members of YFoEE provide evidence that being engaged in environmental action in environmental NGO does not mean being radical environmental activist and practicing sustainable lifestyle to its full extent. The data reveal that before joining YFoEE all the 10 interviewed members were environmentally aware, engaged in environmental action and practiced some sustainable lifestyle criteria. However, interviewees' participation in YFoEE considerably encouraged all of them to make more sustainable lifestyle choices in different variables, particularly in transport, food, joining collective action, political engagement and political perspectives criteria. Participation in YFoEE had minor influence on the interviewed members' psychological wellbeing and choices of spaces, and moderate impact on social life choices that are considered to be sustainable. The analysis suggested new criteria that could be included into discussion of sustainable lifestyle choices such as positive feelings, gaining focus, relationships, political engagement and political perspectives.

The results support that sustainable lifestyle has to include holistic perspective of individual lifestyle, apart from daily life consumption, covering spaces, psychological wellbeing, social and political life. Moreover, this study shows that participation in YFoEE considerably contributed to personal change and learning new skills of great importance to foster sustainable changes.

## 7.3. The relationship between NFEE patterns and sustainable lifestyle choices

This study made an attempt to bring more knowledge in NFEE and sustainable lifestyle field and identified some relationships between NFEE patterns at YFoEE and its members' sustainable lifestyle choices after their participation in YFoEE. Few limitations were important in this study's analysis such as small target group of 10 YFoEE members for the empirical part, lack of clarity and precision in NFEE methods/strategies, infinite index of sustainable lifestyle criteria, and other influential factors to sustainable lifestyle choices.

Significant influence is noticed in increased members' knowledge and awareness on environmental and social justice issues from local to European and global perspectives in relation to presentations, Climate Justice and Food and Agriculture working groups, skill share and open space methods, where environmental knowledge operates as initial start for sustainable lifestyle choices.

YFoEE significantly encourages the interviewed YFoEE members' daily sustainable lifestyle choices of transport and food through its 24 hour-no-flight policy and vegan and vegetarian food during all its activities. Also, YFoEE moderately encourages reduction of individual consumption or change in consumption patterns from climate change and food perspectives mainly through its working groups' areas that use variety of NFEE methods/strategies such as campaigns, group sessions, documentaries, direct actions, policy analysis.

Significant relationship is seen in increased members' interest and participation in political life, whereas YFoEE employs various NFEE methods to engage its members in policy such as political campaigns, direct actions, participation in United Nations Framework Convention on Climate Change events, discussions, sending letters to political representatives.

This study finds that positive or eye-opening empowering strategies, inspiration and feeling of unity, participatory and supportive settings, that the members experienced individually or in a group, contributed to the interviewed members' personal change. The members changed their attitude, realisation, social communication and developed personal skills toward more participatory, focused, confident and active participation in working on environmental and social justice locally and internationally. As a result, personal change could be included as potential factor into sustainable lifestyle debate.

This study concludes that NFEE settings in YFoEE have significant relation to its members' sustainable lifestyle choices after participation in YFoEE in some of their sustainable lifestyle choices. All in all, the results partly support the **hypothesis** of this study that *participation in ENGO encourages sustainable lifestyle choices through NFEE patterns* because considerable relationships were found in 2 variables while 2 new ones were suggested to be included in sustainable lifestyle research.



## 7.4. Recommendations

### For education policy makers

- Acknowledge NFEE significance in environmental education.
- Develop consistent guidelines of NFEE settings, methods/strategies, providers, target audiences, funding, control and evaluation.
- Include participatory NFEE methods/strategies into formal learning curricula.
- Initiate legislation for developing NFEE spaces (sustainability clubs, centres, hubs and camps) and provide financial support to NFEE providers.

### For formal and nonformal educational institutions and educators

- Employ variety of NFEE methods/strategies to encourage participation and personal experience in solving environmental problems.
- Integrate multidisciplinary outlook to linkages among economy, policy, and social spheres from local, national and global perspectives.
- Demonstrate links between individual lifestyle and global environmental problems through various case studies and tools.
- Bring to sustainable lifestyle concept positive feelings and empowerment strategies instead of dogmatic reductionism, restrictions and limitations.
- Broaden sustainable lifestyle perspectives taking focus from individual to more social and political scales.

### For scholars

- Bring more consistent and structured knowledge about NFEE patterns in terms of NFEE curricula, application, providers, settings and methods/strategies.
- Define clearer what NFEE method/strategy is, and bring more clarification in defining the similarities and differences between NFEE methods and strategies.
- Continue research of this complex “attitude-action gap” problem in achieving sustainable lifestyle through investigation of NFEE patterns in environmental action.
- Continue investigations of what sustainable lifestyle represents in real life and what criteria could be considered as sustainable lifestyle attributes.
- Consider conducting research of personal change and development of skills as potential variable into sustainable lifestyle debate.
- Broaden NFEE perspectives investigating the impact of NFEE providers to their members’ lifestyle.
- Conduct similar in scope studies in other organisations or in the Young Friends of the Earth Europe network using larger sample and/or quantitative methodology.

*For the Young Friends of the Earth Europe network*

- Continue providing an important platform of NFEE to young peoples' environmental learning and encouraging their sustainable lifestyle choices in longer term with NFEE methods/strategies.
- Have more activities with holistic perspective on sustainable lifestyle, addressing an individual's connection to environmental and social justice through one's current practices in daily life, spaces, psychological, social and political life contexts.
- Organise more activities which develop personal skills that are important in developing active, democratic and initiating changes members of society.
- Have more activities which bring international perspective of environmental issues which contributes to a change of perspective of personal attitude and action.
- Make evaluation studies of YFoEE's role to its members' lifestyle in longer term.

# Appendices

## Acronyms used in the tables:

AGM	– Annual General Meeting
ANG	– Annual Network Gathering
AOSIS	– Alliance of Small Island States
CAP	– Common Agriculture Policy
CJ WG	– Climate Justice Working Group
Comms WG	– Communications Working Group
D.I.Y	– Do-it-yourself
EU	– European Union
F&A WG	– Food and Agriculture Working Group
FoE	– Friends of the Earth
FoEE	– Friends of the Earth Europe
FoEI	– Friends of the Earth International
KP	– Kyoto Protocol
LCA	– Long-term Cooperative Action
MEP	– Member of European Parliament
SC WG	– Summer Camp Working Group
SG	– Steering Group
UN	– United Nations
UNFCCC	– United Nations Framework Convention on Climate Change
WG	– Working Group
YFoEE	– Young Friends of the Earth Europe

# Appendix 1 - Research methods

**Table 1. Methods for nonformal environmental education methods collection of the case study**

#	Method	Description
1.	<b>Revision of YFoEE activities</b>	Every event had its activities, and the activities had various nonformal education (NFE) methods/strategies. To acquire information about NFE methods/strategies, I contacted a coordinator of the YFoEE network via email in December 2012 to ask her if collection of these methods/strategies would have been possible. The SG and the coordinator gave their approval in January 2013, and during April 2013 the coordinator sent to me internal YFoEE's documents (notes from events, agendas, structural documents, educational materials) by email and Dropbox that could help me to track the NFE methods/strategies. The boundaries were set up to the events that strictly were organised by YFoEE and for the members of YFoEE. Importantly, these documents were created during last 5 years, i.e., long before the collection NFE methods/strategies was announced to the coordinator. It has been common practice at YFoEE that the notes of YFoEE events are written by appointed volunteers during every YFoEE activity and revised by the coordinator and responsible people from the SG later. The notes were written in English in electronic format. Also, publically available information from YFoEE activities was used (videos, photos, webpage, Facebook, newsletter).
2.	<b>Live observation and documentation of YFoEE ANG 2013</b>	I observed and documented the 5-days event of YFoEE Annual Network Gathering 2013 (ANG) in order to track NFE methods/strategies and nonformal settings used by YFoEE during the event. This study did not find any study which had documented an event in order to collect NFE methods/strategies of a particular organisation. In relation to the event's methodologies, I asked the coordinator of the network to send me the feedback of the participants about the event. The feedback was collected by the facilitator of the last session at ANG 2013. The facilitator used "hand" technique which is common at YFoEE evaluation sessions. Every participant had to draw her/his hand and write down their feedback in five different topics. The coordinator of YFoEE sent me the transcribed data by email. The feedback was valuable source of information how members of YFoEE evaluate NFE settings and methods/strategies at a particular event.
3.	<b>Collection of participants' feedback at ANG</b>	At the introductory session of the ANG I introduced my intension to collect participant's feedback on YFoEE working methods/strategies. I asked three questions: <ul style="list-style-type: none"> <li>- Which activities did encourage your learning about the environment?</li> <li>- Which working methods did you like?</li> <li>- How would you describe YFoEE working methods?</li> </ul> I reminded these questions to the participants at every morning gathering's sessions. During the last two days I used "Open book" method (Palmer and Birch 2003). I put up 3 sheets of paper with a separate question of the three questions on each of them. The location - the doors of the session's room - was visible and all the participants passed it many times a day. The participants were supposed to write their answers on these sheets. I reminded this at the two last morning gathering sessions. Unfortunately, at the last morning of the event the "Open book" method appeared to be not effective because only one answer was written. One possible explanation for that is that the meeting was intensive and the participants after the sessions left the meeting's room. Therefore at the last morning gathering's session I asked the participants for their written feedback instead of "Open Book" method. The last morning gathering's session was run outdoors. Every 21 individuals that attended the session were given a sheet of paper, a pen/marker, and were asked to write down answers to the three questions anonymously. I collected all the sheets of paper with the answers and transcribed them.
4.	<b>Interviewing members of YFoEE at ANG</b>	I interviewed 10 people who came to ANG. I used semi-structured open-end questionnaire and recorded the interviews with digital voice recorder. Palmer and Birch (2003) used interviewing method to collect NFE methods/strategies, however, they collected NFE methods/strategies that were directed to educate society members but not the members of the organisation. Apart from the main questions of this study, I asked one question related to NFE methods/strategies: "Is there any particular YFoEE working method you like?". The question was asked to provide better understanding what preferences the members of YFoEE have toward working methods/strategies and also to provide new data on NFE methods/strategies that could be included in analysis of NFE methods/strategies. I transcribed all the interviews.

**Table 4. Questionnaire of the interviews**

<i>Cluster</i>	<i>Question</i>
<b>Narrative (qualitative) questions</b>	
Current activities	<ol style="list-style-type: none"> <li>1. What do you do in your life?</li> <li>2. What do you do in your organisation?</li> <li>3. When did you join it?</li> <li>4. Do you consider yourself as an environmental activist?</li> </ol>
Experience at YFoEE	<ol style="list-style-type: none"> <li>5. How come that you came to this meeting?</li> <li>6. When did you join YFoEE? (the first event you attended)</li> <li>7. How did it happen?</li> <li>8. What did you do there?</li> <li>9. In which YFoEE activities did you participate?</li> <li>10. Were you involved in the preparation of the event?</li> </ol>
YFoEE methods	<ol style="list-style-type: none"> <li>11. YFoEE campaigns for environmental and social justice. What does this term mean to you?</li> <li>12. Do you apply this concept in your work?</li> <li>13. What do you like about YFoEE, if any?</li> <li>14. What does it mean to you to be a member of YFoEE?</li> <li>15. What feeling do you get at YFoEE events?</li> <li>16. Is there any particular YFoEE working method you like?</li> <li>17. Do you feel you learned something about the environment since you joined YFoEE?</li> <li>18. Do you apply anything that you learnt at YFoEE events in practice (i.e. your work)?</li> </ol>
Sustainable lifestyle practices	<ol style="list-style-type: none"> <li>19. Think about before you joined YFoEE and now. Did you make any changes in your daily life, if any? Could you give some examples (categories of sustainable lifestyle in daily life are mentioned)</li> <li>20. What about the spaces you are now? (categories of sustainable lifestyle in spaces are mentioned)</li> <li>21. Do you feel any psychological well-being changes, if any? (categories of sustainable lifestyle in psychical well-being are mentioned)</li> <li>22. Are there any changes in your social life, if any? (categories of sustainable lifestyle in social life are mentioned)</li> <li>23. What about your political participation, if any? (categories of sustainable lifestyle in political life are mentioned)</li> <li>24. Are there any personal achievements you feel you did with YFoEE?</li> <li>25. Finally, how do you evaluate your participation in YFoEE? Was it worth joining or was it waste of time?</li> </ol>
<b>Demographic (quantitative) questions</b>	
<ul style="list-style-type: none"> <li>• Your age</li> <li>• Gender</li> <li>• What is your position in YFoEE?</li> <li>• What is your occupation?</li> <li>• Where do you live?</li> <li>• What is your educational background?</li> <li>• Where are you from?</li> <li>• What is your religion?</li> <li>• What is your social class?</li> <li>• Do you have children?</li> </ul>	

*Source: created by the author.*

## Appendix 2 – Collection of NFEE methods/strategies in YFoEE

**Table 5. Activities organised by YFoEE to its member groups 2007-2013**

<i>Year</i>	<i>Activity</i>	<i>Date and place</i>	<i>Responsible</i>	<i>Participants</i>	<i>Main Activities</i>
<b>2007</b>	FoEE AGM	May, Hungary	Person A	10	10 young people attended and official vote passed to set up and fund YFoEE network and activities for 6 months initial period. Passing of motion to FoEE AGM to support new YFoEE network
	YouPEC	June, Berlin, Germany	Person A	150	6 day youth conference for 150 young people, 30 countries, on theme of energy and climate. Workshops, trainings, open space, actions, youth declaration and presentation to German environmental minister
	First YFoEE planning meeting	Berlin, Germany	JVDA	15	Networking and planning for YFoEE network. Set up of first YFoEE network wide campaign on climate 'Wrap up climate change'
<b>2008</b>	Farming a cool planet	September, Sweden	The coordinator and BUNDjugend	150	Joint ecocamp with La Via Campesina, alongside European Social Forum
	Countdown to Poz'n'hagen	Activity 1- Sweden, September. Activity 2- Poznan, December	The coordinator and BUNDjugend	40	6 month project for training 40 young people on climate, and preparation to go to UNFCCC in Poznan
	ANG	June, Vienna	The coordinator and person A	12	The meeting for member countries to decide on YFoEE network development, election of the first SG, drafting political statement of YFoEE
<b>2009</b>	UNFCCC Intercessional in Bonn	Germany	CJ WG	40	Part 1 of "Act now" training
	ANG	24-26 <sup>th</sup> April, Netherlands	SG	23	Planning for events, sharing knowledge, developing the network, membership
	Summer camp	August, Croatia	SC WG	70	International support action to South Africa and Honduras. Skill share, presentations
	Act Now	Ireland, France, Germany, Sweden, October	Act now regional teams	200	Part 2 of "Act now": 4 regional conferences. Presentations on climate change problem, planning of activities, organising local campaigns
	UNFCCC in Copenhagen	December, Denmark	CJ WG	40	Part 3 of "Act now" The Flood action, training, presentation of YFoEE to international "Peoples' conference"
<b>2010</b>	UNFCCC Intercessional in Bonn	4-5 <sup>th</sup> June Germany	CJ WG	12	Stop Copenhagen Accord Action Bonn Climate Action Camp "No New Coal" action The LULUCF Loophole "Lost Emissions" Climate Justice Demonstration Action against oil companies
	Summer camp	August, Poland	SC WG	45	Skill sharing, presentations Formation of F&A WG
	Cancun in Brussels	27 <sup>th</sup> November-12 December, Brussels	CJ WG	80	International Emissions Trading Association office occupation Worst Lobby Awards Energy efficiency action at European

					Commission Japanese Embassy Solidarity against cuts action
<b>2011</b>	ANG	24-28 March, Germany	SG	25	Structure and strategy discussion SG elections Formation of Comms WGs
	UNFCCC Intercessional in Bonn	15-17th June, Germany	CJ WG	25	Push Europe Green Jobs action Party of the Conferences - Spoof celebration party
	Summer camp	14-19 July, Hungary	SC WG	45	Skill share, presentations Strengthening network Meeting with local community Planning WGs activities
	SG meeting	September, Brussels	SG, the coordinator	8	Planning network activities
	Push Europe campaign	November, UK	CJ WG		Push Europe action in the UK
	Campaign Training	17-20 November, Denmark	SG	20	Training on strategy, planning, communication
	Durban in Brussels	2-10 December, Brussels	CJ WG	50	EU Up Your Targets action Climate Justice action
<b>2012</b>	ANG	24-28 March, Switzerland	SG	25	YFoEE strategic document Strengthening the network F&A WG Manifesto approval Planning WGs activities
	UNFCCC Intercessional in Bonn	May 18 <sup>th</sup> , Germany	CJ WG		"Our climate, not your business" action Action "Are you on our side?" Show your ambition for the KP and LCA "See Beyond Corporate Interest" "Equity is the Pathway to Ambition"
	WGs meeting	1-4 June, Netherlands	CJ WG, F&A WG	20	Planning WGs activities
	Rio+20	5-22 June, Europe wide	CJ WG		Action days: making posters
	YFoEE 5 years anniversary	27 June, European wide	Comms WG		Planting trees, photo with birthday cake, writing news stories. Participating member groups from Ireland, Netherlands, Germany, Bosnia, Lithuania, Austria, Croatia, Switzerland
	Summer camp	14-19 August, Spain	SC WG	45	Skill share, presentations, workshops, preparation for campaigns
	SG face to face meeting	14-17 September, Belgium	SG	8	Working meeting
	Re-CAP campaign: re- Cap 50 days of Action	September, Germany and Belgium.	F&A WG		The Good Food March Seed bombs workshop Participating member groups: Austria, Croatia, Netherlands, Austria, Germany, Cyprus, Belgium, Spain
	Qatar in Brussels	1-8 December, Brussels	CJ WG	50	Live linking with YFoEE representative at UNFCCC in Qatar, actions, discussions
<b>2013</b>	Re-CAP campaign and WG meeting	17-20 January, Germany	F&A WG	18	"We had enough" demonstration Seed bombs workshop Discuss on sustainable agriculture
	ANG	11-15 April, Croatia	Country members, SG	30	Presentations by 3 FoE international guests, discussions with FoEI chair, WGs sessions, election of new SG

Data sources: Manson (2013, pers. comm.), YFoEE (2013).

**Table 6. Methods/strategies used by YFoEE 2007-2013**

<i>Category</i>	<i>Methods/strategies</i>
<b>Facilities</b>	Non-formal, relaxed, encouraging simplicity, individual space, group working space, near the nature, environmental education centres, schools, farm or rural houses, if for campaigning purposes: youth clubs or community centres.
<b>Policies</b> (travel, accommodation and maintenance)	Vegetarian and vegan food (in some events cooking is done by appointed volunteers), preference to organic and local food, self-catering and cleaning in venue (volunteers appointed), 70%/100% of travel refund, 24 hours no-flight-refund, shared apartments, female accommodation provided. This is announced before every event.
<b>Group work agreements</b>	Be on time, respect each other, listen, speak in English, speak loud and clearly, speak up/speak down, use hand signals, be aware of language, one person speaks at the time, active participation, no-laptops and no-work during sessions, keep time, quiet after midnight to allow people to sleep, by tidy, etc. They are listed on a flipchart at every event by all participants willing to contribute to.
<b>Outdoor</b>	Bonfire, group walk in the woods or local surroundings, villages, mountains, clearing the path, land art, games in the forest, being at the seaside, lake or river, biking, camping, visiting local farmers, urban garden, canoeing in the river, outdoor sessions and games.
<b>Working</b>	Group discussion, group agenda planning, decision making, sitting in a circle, individual work, group work, giving feedback, session on expectations and evaluation, individual expression, active participation, creating ideas for positive future, detailed outline of planned activities for one year, revision of achievements (yearly), group session on YFoEE vision and mission, expressing views, use of hand signals, giving presentation and explaining issues, PowerPoint presentations or photos, colourful labels for suggestions and ideas for every participant, voting, consensus, talking stick, each participant has to express her opinion. Time given for individual thinking and writing, then follows group discussion, and later on – presentation to the audience. Participation of expert mentors (FoEE, FoEI, other movements or organisations) to run some sessions or discussions. Discussion with well-known people (e.g. campaigners or FoEE members).
<b>Training</b>	Presentations on environmental issues done by involved members (e.g. landgrab, overfishing, UNFCCC process). Training in topic such as Strategic Campaigns planning, Finding and keeping members for your group. Handbook on developing a campaign. Critical Path methodology for reaching aims. Active listening methods, physical training (building pyramid of people), press release writing, giving interview in front of camera and its revision with an expert, writing official letter or statement, online communication methods, facilitation techniques, inviting important people (from FoEE or FoEI), taking notes, video making, newsletter, group work in hands-on-practice (building rocket stove with natural materials, making natural water purification balls).
<b>Campaigning</b>	Flash mob, holding a banner, marching in group, planning in group, letter to target audience, appearance (costume design: penguins, nuclear plant workers, farm animals), vivid colours or one-style design, giving speech in public, related places (wind turbines park, premises of European Commission), sending message with flashlights, writing manifesto, creating action pack, involving concerned target group (politicians), using a loudspeaker.
<b>Leisure</b>	Party, documentary, country and culture presentation, activities with local community (i.e. archery), socialising.
<b>Games</b>	Cat and mouse, environmental behaviour game, YES or NO, energisers, to distinguish trees from pictures, group hug, temperature check, team types.
<b>Arts</b>	Dance, music making, singing, poetry, use of signs and symbols, colourful notes, use of colourful paint, space for creativity, creating slogan, banner, poster, flag, making T-shirt, drawing a flag or slogan in a group, drawing on cotton, drawing on wall, use of photographs, screen printing, face and body drawing, making video, making documentary, writing a story, use of flashlights.
<b>Media</b>	Writing support letter, sending press release, visibility of action, writing news story, writing updates during an event on Facebook and webpage, speaking with journalists, giving interview to TV programme. Slogans with environmental message: “System change, not climate change”, “Stop Copenhagen Accord, go Cochabamba, LULUCF Loophole” “Our climate is not your



	business”, “Don’t nuke the climate”, “Nuclear: a false solution”, “No carbon markets”, “You keep it hot, we get the heat”, “EU, help consumers save more energy”, “It’s getting hot in here”, “EU stop wasting energy!”, “Stop energy waste: my iceberg is melting!”, “Japan, don’t kill Kyoto!”, “Japan: stop wrecking the climate talks”, “30%=6 million jobs”, “EU act now”, “EU save Kyoto”, “EU Stand With AOSIS”, “EU: up your targets”, “Are you on our side?”, “Cheer up KP and LCA”, “Your present is our future”, “re-CAP: fair and sustainable farming NOW”, “re-CAP-ture the land”, “Instead of getting ready for Christmas we may be counting our dead”.
<b>Political</b>	Presentation in UNFCCC meeting Side events, attending UNFCCC meeting and Intercessional, actions at Japan Embassy, Polish Embassy and British Embassy, action inside European Parliament, action in front European Commission, communication with town representatives, meeting with MEP, direct link during UNFCCC conference with YFoEE representatives, creating manifesto and sending it to MEP, sending support letters to local group or petitions to country’s government.
<b>Educative</b>	Presentation of member groups, skill- and knowledge-share activities, Open space, World Café, do-it-yourself workshops.
<b>Cooperation and solidarity</b>	Support action to member groups (every participant holds a letter of a slogan), international aspect (country flags, languages), joint campaigns in member countries, invitation to YFoEE network to join events organised by a national group, joint campaigns with other youth movements, signing petition or support letter to support member group.
<b>Affiliation</b>	Final group photo, holding YFoEE flag, wearing YFoEE T-shirt, tree planting.
<b>Engagement</b>	Action points, sign up to WGs mailing lists, participating in WGs sessions, personal commitment (question during evaluation session: What you’ll do as a result of the training in the next year? What you’ll do as a result of the training in the next month?).
<b>Online communication</b>	Piratepad, Type with me, Skype, network mailing list, WGs mailing list, SG mailing list, newsletter, Facebook, Youtube, Rise-up (email lists, Crabgrass, Ether-pad)

*Data sources: Manson (2013, pers. comm.), YFoEE (2012f, 2013), internal YFoEE documents (Manson 2013, pers. comm.).*

**Table 7. Agenda of ANG 2013**

<b>Thursday 11th April</b>	
11.00-12.30	Arrivals to the office, meeting place in Zagreb.
12.30-13.00	Introduction and welcome: the coordinator gives welcoming words, get to know each other games: 1. everyone stands in a circle, everyone says her name around the circle 2. Stand in straight line according to the first letter of the name without speaking 3. Stand in line according age without speaking 4. Stand in line according to the time of travel to the meeting place without speaking.
13.00-13.30	Introduction to Zelena Akcija (FoE Croatia): Everyone sits on a floor in a circle, a president of the organisation speaks informally 30 min about the organisation, then the time is given for the questions.
13.30-14.30	Lunch. Made by volunteers (vegetarian and vegan).
15.00	Leaving for the venue with 3 organised minibuses.
17.30	Arrival to the meeting venue. The venue is located in the village, beautiful countryside setup.
17.30-18.30	Introduction to Sunny village (the meeting venue). The owner of the venue invites for traditional drinks and snacks, presents the venue – traditional style Croatian houses, workshops and old time working tools.
19.00-20.00	Dinner (vegetarian and vegan)
20.00-20.45	Informal socialising and relaxing.

<b>Friday 12th April</b>	
08.00-09.00	Breakfast (vegetarian and vegan). Appointed volunteers from the group help in dish washing.
09.00-09.30	Morning assembly. The set up of the room is that all the participants will sit in a circle on benches.

	<p>1.Presentation of agenda of the event: the coordinator presents the activities planned for the event. For the presentation old posters, colourful stickers are used. Some planned activities are re-arranged in time.</p> <p>2.Warm-up-game: All participants stand in closed circle. Every participant gets a sheet of paper and a marker. Everyone writes their names on the sheet of paper. With music sounds everyone has to start walking around in the circle. When the music stops, everyone stops in front of a paper with a name. Everyone has to draw a face line of a person. After this, the music comes and the procedure is repeated number of times drawing eyes, lips, nose, ears, hair, and the body. Everyone shows their portrait to others.</p> <p>3.A sticky tape is passed around, and everyone writes down their name on the tape with a marker, rips off a piece of the tape and sticks the piece with their name on their body (T-shirt, blouse, jumper, etc.) in a visible place.</p> <p>4.Expectometer: expectations of the event. The coordinator introduces to session of expectations using Expectometer – a-thermometer like drawing on a flipchart having blue (bottom) and red (top) sides, meaning the fulfilment of the expectations. All participants group in pairs and for 2 minutes share their expectations with each other; a post-it notes are passed and everyone participant writes down individual expectations on separate post-it notes; every participant present their written expectations and stick them on the expectometer.</p> <p>5.Group agreements. A SG member introduces to a concept of group agreements. She reads all of them that are already written on a flipchart, after this she asks to the participants to add more and writes on the flipchart with a marker. Final step – agreement of all participants using hand signals to follow this agreement. Introduction to hand signals: a SG member present main hand signals that will be used during the meeting. Agreements taken: be on time, speak up/speak down, use hand signals, be aware of language, respect each other, one person speaks at the time, don't use laptop during sessions, be proactive, be tidy.</p>
11.00-11.20	Introduction to Young Friends of the Earth Europe. Presentation of the events of YFoEE in 2012. Presentation is given by SG member.
11.20-11.30	Break
11.30-13.00	Groups' presentations: Each group has a maximum of 5 minutes to present their group and the activities they do. There are few PowerPoint presentations, participants mostly present pictures, short videos and explain them. After each presentation questions are welcomed.
13.00-14.30	Lunch (vegetarian and vegan). Appointed volunteers from the group help in dish washing. After lunch – socialising.
14.30-15.10	Introduction to YFoEE's structure. Using colourful stickers and notes, the coordinator of the network explains YFoEE structure, relationship to FoEE and FoEI. The coordinator distributes the YFoEE handbook. Time for questions.
15.10-15.30	YFoEE events calendar. Short announcements of the major themes and areas of work for 2013 using colourful notes. Presented by the coordinator.
15.30-16.00	Break
16.00-17.00	Presentation of FoEE strategy process and YFoEE vision and mission results. A member of SG summarises YFoEE strategy, which is a part of FoEE strategy process for 2014-2019. She uses visual posts and lays them down on the floor. The main focus of YFoEE is: (a) to support young people and young YFoEE groups in their struggles (b) to build a stronger YFoEE network (c) to campaign and mobilise for change (CJ and F&A areas)
17.00-18.50	Guest speaker: Representative of FoEI presents FoEI, her experience in the federation, importance of young people in the federation. She shows 2 videos about FoEI. She presents the concept of FoEI "Mobilise. Resist. Transform". After her presentation the discussion arise with the participants about green economy and sustainability, environmental struggles in other continents.
19.00-20.00	Dinner (vegetarian and vegan). Appointed volunteers from the group help in dish washing.
20.00-night time	<p>After dinner: free evening activities.</p> <p>Solidarity questions on flipcharts for after dinner informal 'silent brainstorm'. 3 questions: What does solidarity mean to you; How could solidarity help your groups work; In what ways can we show solidarity to each other.</p>

Saturday 13th April	
08.00-09.00	Breakfast (vegetarian and vegan). Appointed volunteers from the group help in dish washing.
09.00-09.40	Morning assembly. Two volunteers facilitate the session. One person shares a method they use in their organisation at the beginning of any session: everyone has to take a piece of paper and write down a name of an inspiring person to oneself, after this everyone shortly tells the name of the person and describes why this person is inspiring. After this follow the announcements of the group.
09.45-13.00	3 presentations by international guests: sharing experiences from their organisations, present environmental and social problems and ideas for solutions. After each presentation a time is given to questions.
13.00-14.00	Lunch (vegetarian and vegan). Appointed volunteers from the group help in dish washing.
14.00-15.30	YFoEE campaign working groups plans for 2013: the participants are split into two working groups on Climate Justice and Food&Agriculture. Every group has appointed facilitator of the working group and a volunteer for taking notes.
15.30-18.00	Excursion to the countryside by walking.
18.00-19.00	Informal socialising. Few volunteers help to hang bird houses in the trees.
19.00-20.00	Dinner (vegetarian and vegan). Appointed volunteers from the group help in dish washing.
20.00 – midnight	After dinner activities: informal socialising around the fireplace.
21.00-21.40	A group of the participants organise an informal session of fracking: the situation in the member countries, activities done and planning for the future. A volunteer takes notes.

Sunday 14th April	
08.00-09.00	Breakfast (vegetarian and vegan). Appointed volunteers from the group help in dish washing.
09.00-10.00	Morning assembly outdoors. Warm-up games outdoors run by the volunteers. The coordinator runs through the agenda, presents the SG elections, remind the group agreements. Everyone is welcomed to make an announcement.
10.00-10.30	Presentations of the WGs meeting: two volunteers present the notes of the WGs meeting on plans for campaigning.
10.30-11.00	YFoEE communication tools. The SG member presents YFoEE internal and external communication tools using Prezi.
11.00-12.00	A game (Mumble) is played to divide the participants into 5 groups for the session. The session uses World Café method to collect feedback on YFoEE communication tools. Every group is facilitated by a SG or ex-SG member, and the notes are taken.
12.00-13.00	Finalisation of Strategic process. 3 groups are made and everyone has a facilitator to facilitate the discussion on the strategic documents.
13.00-14.30	Lunch (vegetarian and vegan). Appointed volunteers from the group help in dish washing.
14.30-16.00	Building solidarity across the network. The coordinator presents the concept of solidarity and how it may be applied into the network. Use of flipcharts and colourful notes. Every participant has to walk around three flipcharts and read the answers to the questions “What does solidarity mean to you; How could solidarity help your groups work; In what ways can we show solidarity to each other?”. Later, all participants sit in a circle. An experience-sharing method is used between pairs where every person in a pair tells a story who international support helped them in their issue. A recent case is presented by a member group on how solidarity helped them in their local struggle. Presentation of solidarity tools in use by FoEI and discussion on which are appropriate for YFoEE, followed by small group work identifying top 3 choices you’d have for ways to show support.
16.00-16.30	Break. Playing a game “Cat and Mouse”.
16.30-18.00	Sign on document process. The member of SG presents the proposal of signing onto documents of the network, i.e., petitions, letters and campaigns from other, organisations and networks. She presents the cases when such YFoEE was asked to support a campaign or position of a member group. The process is presented with colourful notes on a flipchart. After this all participants are able to ask questions and

	give feedback. After the questions, the facilitator uses “Temperature check” method to see the agreement on the proposal.
18.00-19.00	Summer camp 2013. A member group presents the proposal for the summer camp for the network.
19.00-20.00	Dinner (vegetarian and vegan). Appointed volunteers from the group help in dish washing.
20.00-21.00	SG elections. The coordinator presents the process of the elections of new SG members. The list of voluntary self-presented potential nominees is presented. Every nominee and their alternate present their motivation to participate in SG. Sheets of paper are distributed to every group and the group has to write the names of their favourite nominee secretly and put in the voting pot. The votes are counted and the new SG for 2013-2014 is elected. Thanks are given to the old SG members.
21.00	Party: two appointed volunteers take lead in organising the activities for the party. The game of a name and animal letter is played. After, the participants present the specialities from their home countries. The party continues in informal socialising around the fireplace and dancing.

Monday 15th April	
08.30-09.30	Breakfast (vegetarian and vegan). Appointed volunteers from the group help in dish washing.
10.00-10.30	Morning assembly. Two volunteers facilitate. One game is played outdoors. Time given for announcements and practical arrangements.
10.30-12.00	What's next for YFoEE in 2013-2014: overview of activities and tasks ahead for YFoEE and its groups. The coordinator presents the flipchart with YFoEE events for 2013-2014, and member groups are invited to present their activities that members from the member groups can attend. Post-its are given and every member group presents their activities of international importance.
12.00-12.30	Action points. Agreeing what follow up action needs to be taken, by who and by when. One person collects actions points from the plenary on a big flipchart, then types them up and sends around to everyone.
12.30-13.00	Reflexion and feedback from the Network Gathering 2013. The coordinator facilitates the session. A sheet of paper is distributed to everyone and everyone draws their hands and writes in every finger few words about the event. Every finger means different feedback about the event: Thumb- what was the best bit; Index- most useful, Middle- what surprised you the most, ring finger- what you will commit to, little finger- what could have been better. After this, all the participants present their feedback-hand. Later, the coordinator gives evaluation of the venue sheets to fill in to every participant.
13.00	Lunch (vegetarian and vegan). Appointed volunteers from the group help in dish washing. Tidy up.
14.00-16.00	Meeting with new SG members. The coordinator meets with the new SG and presents their new tasks. Everyone divides the tasks and area of work and agrees on the next meeting.

*Data source: author's observation at ANG 2013 (created by author, the last day – with S. Manson's contribution).*

*Note:* Morning gatherings are run by volunteers, as well as games. After each session a space for questions is left. Notes are taken by volunteers.

**Table 8. Feedback of the participants at ANG 2013 on YFoEE working methods**

Question	Feedback
1. <b>How would you describe YFoEE working methods?</b>	All inclusive; some of the activities were for me a bit in rush because of time; interactive, creative, made-up (i.e., we make them up ourselves based on experience); colourful, simple; process-focused (i.e., care taken to think about how methods support individuals process of learning); peer-to-peer; flat-structure; inspiring; equality, but it takes a lot of time; efficient; very effective; very inclusive; challenging; inspiring; energetic; energetic; positive; encouraging; motivating; motivating; inclusive;

	encouraging; inspiring; supportive; participatory; equality; motivating; consensual; horizontal; fun; attempting to be participatory; relaxed and inspiring; informal; simple structure; interactive; educational peer-to-peer; diverse methods; interactive (people work actively); engaging; accessible; inspirational.
<b>2. Which working methods did you like?</b>	Equality – all can speak and, thanks to the hand signs, get their turn; group work; little groups sharing experience; pair work and small group work; hands on and practical things; games; world café/conversation based ones; brainstorming in groups; open space sections (learning each other); small groups, post it notes, flipcharts; presentations; group work – splitting into groups and brainstorming; presentation with discussion; mindmaps for brainstorming; brainstorming; skill share sessions; informal sessions; skill share; skill sharing; the group work; the active workshops; world café; workshops; smaller groups; open sessions; sharing facilitation; discussions in small groups; discussions in smaller groups about communication methods and working groups; group work; discussions; games; market; brainstorming for summer camp; discussions and idea-finding in small groups; smaller group discussion.
<b>3. Which activities did encourage your learning about the environment?</b>	Being introduced to what others have done and/or are working on –very inspiring; little groups and lectures; hearing stories and testimonies from other young people; visuals – short movies and documentaries; listening to others at the ANG; preparing workshops, sessions for the others; all of them, though mostly any presentations from other countries; sharing ideas with open mind to accept; excursion; informal chatting (spontaneous); ANG in Switzerland; excursions (i.e., ANG in Switzerland) (ProNatura); ANG; the longer talks about specific topics, including those over the dinner or lunch; the presentations from international representatives of FoE; informal session on fracking; talk and listening to others experience; presentations and international guests about their country's struggles; eating vegan meals at events; meetings/seminars/trainings; discussions about different topics shows me where I'd need some more knowledge, description of the other groups of their activities and campaigns gives a lot of ideas and motivation rises; informal discussion on fracking.

*Data source: collection of data at YFoEE ANG 2013 (collected by the author).*

**Table 9. Evaluation of ANG 2013, participants' feedback**

<i>Question</i>	<i>Feedback</i>
<b>Best bit (Thumb)</b>	The place of the meeting; meeting so many people and standing for steering group; meeting all these people that inspire me; venue, food, nice and interesting people, weather and everything; the helpful, pro-active group; group atmosphere, lots of laughing; knowing that people from different countries share ideas and thoughts; meeting YFoEE and learning about groups, being in a beautiful venue and country; sunny village- the venue, international speakers and session on fracking; getting to know the people and the network, building bonds and friendship; presentation on national organisations and activities, especially international guests; friendliness of venue and hosts; getting new people actively involved in the network, sharing our good and bad experiences when it comes to activism; the people and exchange of thoughts; having international participants; the hike on Saturday; finding new friends and great food; arriving here.
<b>Most useful (Index finger)</b>	Networking with youth; creation of new fracking email list; learning about all the different activities and objectives of groups, and being introduced to YFoEE; getting an overview and getting involved and motivated to start being active in YFoEE; starting to think about solidarity and understanding this word; feedback on the strategy proposal; understanding the processes and structure of YFoEE to take home, informal discussion and development of working group on fracking; introduction to structure of network; work and discussions in small groups; YFoEE structure and communications overview; learning from people about communications tools; learning about issues on other continents, strategy paper and communications session; getting information on YFoEE; feedback on strategy; getting good advice and contacts; what other groups are doing; meeting new people.
<b>Most surprising (middle finger)</b>	Actions on transgenics very creative; how big and active Zelena Ackija is; how committed everyone is; almost same topics and issues faced in each country; amazing venue and people and affect this had on the meeting; the venue and amazing people behind it; highly active participation; YFoEE gathering completely



	welcomed international visitors and made us feel part of the family; how similar many of the issues we work on are; the discipline and professionalism of everyone participating; diversity of organisations and activities- especially size and focus; so many new people joined the new steering Group; so many people interested in SG; the dedication of the steering group; the kindness of Tanja and Danko; how big some of the YFoE groups are; how many great things are happening; to notice how much we become part of this 'family'.
<b>What I'll commit to (ring finger)</b>	Inform friends of the earth Latin America and the Caribbean about activities around YFoEE; the steering group; steering group, summer camp and climate justice working group; get more involved and do much more; everything; Steering Group; I will participate more in environmental campaigns and events actively; I will share FoE South Africa work in various ways (articles, website), keeping up the connection and solidarity, and fracking group; joining the steering group; developing an active youth group in Bulgaria; writing an article for the website in the near future; fracking and working on communications; steering group; climate justice working group; steering group for one year; push Europe and fracking working group; growing our group; being on the steering group.
<b>What could have been better (little finger)</b>	Extra time at nights on a specific topic someone wants to share; how far away the toilets were from where we were staying; warmer water for showers; warm water; more wall space to put up posters, planned some sessions more; more balanced use of methodologies, more space/time for discussions on content; never could be better, awesome YFoEE with internationals; nothing, it was great; collaboration between groups and skill-sharing; opportunities for people to speak up and encourage contributing and responsibility; more skill-sharing; not getting ill, being more prepared on my parts; more brainstorming; nothing; time-keeping; nothing; unsure; shouldn't have missed my train and arrived late.

Data source: Manson (2013, pers. comm.).

**Table 10. Example of how an event is organised with some key sessions and explanation of their content**

<i>Session</i>	<i>Detail for session</i>	<i>Specific objectives for session</i>
<b>Introduction and welcome</b>	Welcome to the camp. Get to know everyone, name games, spread good atmosphere. Run through programme, introduce team and YFoEE and purpose of camp, run through practical information and 'rules' for house. Make and agree a 'group agreement', introduce facilitation tools/hand signals to be used.	Everyone is clear of agenda of camp, have agreed ground rules, we are prepared for a smooth running, participatory summer camp, it is clear to everyone what the camp is for.
<b>Expectations and motivation for joining camp and YFoEE</b>	Slightly more detailed getting to know each other, without being too heavy or tiring. Focus on facilitating conversations between participants about why they have come here. Based on questions (mini world café).	Get to know each others' motivation for coming to summer camp, and more deeper why they are involved in environmental activism. To provide for the organising team a sense of peoples' expectations for the summer camp and programme.
<b>Introduction to YFoEE network and CJ and F&amp;A WG campaigns</b>	Introduce YFoEE: the network, structure, what it works on and who is in the network (15 minutes). Introduce YFoEE areas of work: campaigns (climate and food) and network development, support and communication (i.e. Comms work, structures work, ANG).	Give participants a taste of what YFoEE does and purpose of network. Introduce that the key focuses of the network are our campaigning work, and also our educating/training/developing/strengthening the European network.
<b>Introductions to national groups, including short break/energiser</b>	20 groups 5 min. maximum each. Focused on an introduction to people and organisations they are from, and what they do in their country and why (main environmental/social problem).	Everyone has a chance to speak and participate in the camp. We get to see how diverse the network is, what everyone is working on, and have a personal introduction to every individual and group participating in

		the camp. It makes people see the linkages and crossovers to their own work/issues/campaigns/organisations in their own countries.
<b>Introduction to Climate Change and climate justice</b>	<p>1. Introduction to the session.</p> <p>2. What latest projections of climate change and science are - why is this an issue for young people and an issue of justice?</p> <p>3. Look broadly at the UNFCCC and that it exists, and what are the major issues within it (corporate control, government inaction, topics).</p> <p>4. EU level politics introduction. What is current situation and inaction. Present YFoEE's Push Europe/1 cent and Durban in Brussels as 2 next big things to take action against all the above.</p>	Give all participants grounding on why we are talking about climate change. What is the latest scientific reason that climate change is a threat to us as young people and most vulnerable people in the world. Introduce major issues of the UNFCCC and problems within it and importance of this in UN talks, and look at EU level which gives people an understanding and motivation to join push Europe and Durban in Brussels.
<b>Food and Agriculture, an introduction</b>	Broad introduction to the topic and issues. Introduction of key things important/highlighted by YFoEE: Nyeleni and food sovereignty, Meat production and consumption and Solutions (permaculture).	Give an introduction to what role food production and consumption has on the world and its general impacts on social and environment. Present why YFoEE is starting to work on this (that many of our member groups are interested) and present in a few detail some of the main, key relevant points (i.e meat consumption in the west, soy and intensive farming, i.e pig business), Solutions such as permaculture, food sovereignty and the Nyeleni forum.
<b>Facilitation training session</b> (2 or 3 sessions of 2 hours each)	2-3 training sessions focused on: Facilitation; Facilitation/Consensus/Delegation Based on template workshop outlines that YFoEE already has.	Give essential facilitation training (beginner and more experienced) that participants will use in skill share, rest of camp, and back home in their local groups.
<b>Introduction to Skill share and open space programme</b> (two phase 'open space' 1-skill/knowledge share, 2-action/new ideas)	Set programme for next days, explain process, give people opportunity to suggest skill shares. Create agenda for phase 1 skill shares.	Skill share: Several opportunities for participants plus SG to run parallel, informal skill and knowledge shares/workshops on a range of topics, organisers/YFoEE otherwise unable to provide. Gives participants opportunity to learn and gain lots of new knowledge, plus they have a choice of what to do.

*Data source: Agenda of the Summer Camp 2011 (provided by Manson 2013, pers. comm.).*

**Table 11. Skill share session examples**

<i>Activity and event</i>	<i>Topics</i>
<b>Open Space, Summer Camp 2009</b>	Waste management; how old will you be in 2050? Campaign and involvement; North-South relationship - concept of 'development'; Programme and ideas for YouPEC 2010; Organising huge bike action; Consumption; YFoE and FoEI and your involvement towards Copenhagen; Young FoE and FoEI activities in Copenhagen; Sustainable small farms and community supported agriculture; YFoEE website; Water issues. Discussing daily actions; Building a YFoE International network; Codex Alimentarius; Barcelona in November for climate action at UN meeting; October 24 <sup>th</sup> 350 global day of climate action!; Mobilising young people; YFoEE summer Camp 10 in Hungary; Fundraising. How to do it and sharing ideas and sources; Natura 2000 and Emerald; Off the grid: spiritual community living; Vedic society and other inspiring community living stories; Climate Politics; Keeping in touch and sharing our ideas, resources and other stuff; Using the Solar Academy venue for future YFoEE events and your meetings; How to organise a good environmentalist intercultural night; Cleaning the big water tank together!; Where

	do you find hope of making change?
<b>Skill share in Summer Camp 2010</b>	Solidarity Purchasing groups: How to build a feasible alternative to supermarkets; Fundraising, with an emphasis on getting private donor funders; Corporate Lobby work in Brussels; Collecting stories on climate justice; Vegan- why, what, how?; The creation of the world - an example of environmental education lessons at primary school; Activism from Zagreb: getting and keeping people involved in civil disobedience and activism; Why false solutions are false solutions: Nuclear, Biofuels, offsetting, carbon capture and storage; How to make a website in 10 minutes; Art and design for effective activism: a D.I.Y visual resource making workshop skill share (stencilling, printing, etc).

*Data sources: notes of the Summer Camp 2010 and Summer Camp 2009 (provided by Manson 2013, pers. comm.)*



## Appendix 3 - Results

### 1. Results: NFEE methods/strategies

*Table 12. The index of NFEE methods/strategies at YFoEE*

<i>Category</i>	<i>Nonformal learning strategies</i>
<b>Convey information</b> (natural sciences)	Presentations on environmental issues done by involved members, presentation in UNFCCC meeting Side events, direct link during UNFCCC conference with YFoEE representatives, presentation of member groups, skill- and knowledge-share activities, presentation of FoEE strategy process and YFoEE vision and mission results, YFoEE communication tools, introduction to YFoEE network and CJ and F&A WG campaigns, introduction to climate change and Climate Justice, introduction to Food and Agriculture.
<b>Build understanding</b> (show relation between things)	Bonfire, group walk in the woods or local surroundings, villages, mountains, clearing the path, land art, games in the forest, being at the seaside, lake or river, biking, camping, visiting local farmers, urban garden, canoeing in the river, outdoor sessions and games, vegetarian and vegan food, preference to organic and local food, group discussion, group agenda planning, individual work, group work, creating ideas for positive future, detailed outline of planned activities for one year, revision of achievements (yearly), group session on YFoEE vision and mission, giving presentation and explaining issues, participation of expert mentors, discussion with well-known people, handbook on developing a campaign, presentation of agenda of the event, introduction to YFoEE's structure, solidarity questions on flipcharts, presentations by international guests, what's next for YFoEE.
<b>Improve skills</b> (if people can make good choices, do to something different)	Active listening methods, physical training (building pyramid of people), press release writing, giving interview in front of camera and its revision with an expert, writing official letter or statement, online communication methods, facilitation techniques, inviting important people (from FoEE or FoEI), taking notes, video making, newsletter, group work in hands-on-practice (building rocket stove with natural materials, making natural water purification balls). Training in topics such as Strategic Campaigns planning, Finding and keeping members for your group, Critical Path methodology for reaching aims, making video, making documentary, writing a story, use of flashlights, actions at Japan Embassy, Polish Embassy and British Embassy, action inside European Parliament, action in front European Commission, facilitation training session.
<b>Engage participation</b>	Self-catering and cleaning in venue (volunteers appointed), group work agreements, decision making, session on expectations and evaluation, individual expression, active participation, flash mob, holding a banner, marching in group, planning in group, sending message with flashlights, writing manifesto, creating action pack, using a loudspeaker, party, games, creating slogan, banner, poster, flag, making T-shirt, drawing a flag or slogan in a group, drawing on cotton, drawing on wall, screen printing, face and body drawing, writing news story, writing updates during an event on Facebook and webpage, speaking with journalists, giving interview to TV programme, Open space, World Café, do-it-yourself workshops, final group photo, holding YFoEE flag, wearing YFoEE T-shirt, tree planting, action points, sign up to WGs mailing lists, participating in WGs sessions, personal commitment (question during evaluation session: What you'll do as a result of the training in the next year? What you'll do as a result of the training in the next month?), expectometer, volunteers facilitate the session, SG elections, action points, reflexion and feedback, use of hand signals.
<b>Enable sustainable actions</b> (actively participation in decision making)	Involving concerned target group (politicians), activities with local community, writing support letter, sending press release, attending UNFCCC meeting and Intercessional, communication with town representatives, meeting with MEP, creating manifesto and sending it to MEP, sending support letters to local group or petitions to country's government, support action to member groups, joint campaigns in member countries, joint campaigns with other youth movements.

*Data sources: Table 6, Table 7, and Table 10 in Appendix 2.*

**Table 13. Nonformal learning strategies at YFoEE, question “Is there any particular YFoEE working method you like?”**

<i>Category</i>	<i>Nonformal learning strategies</i>
<b>Convey information</b>	No entries
<b>Build understanding</b>	<ul style="list-style-type: none"> <li>- Skill share: “Skill share is really cool” (Interviewee M); “I found other people skill shares really fantastic. I learned so much from each of the skill shares. For example, a skill share on ecovillage in B, I was fascinated” (Interviewee H)</li> <li>- Open discussions</li> <li>- Group discussion</li> <li>- Open space</li> <li>- Small group discussion: “It is best to put people into groups and they discuss certain things because they might feel more comfortable to discuss things and giving their opinion than sharing to the whole room. That is one of big things I have learned at YFoEE” (Interviewee H); “Small group discussions are always good” (Interviewee Ba)</li> <li>- Workshops: “I really like this method that everyone can contribute and we commonly started figuring out certain issues” (Interviewee L); “The way we do workshops: YFoEE invites a person and we need to discuss after that, or instead of inviting we put up an issue and we can discuss about that instead of having an agenda” (Interviewee V)</li> <li>- Market place</li> <li>- Group brainstorming: “I really like when we do as a group brainstorming together, or when we start off with everybody sharing of what we know a little bit about” (Interviewee M)</li> </ul>
<b>Improve skills</b>	<ul style="list-style-type: none"> <li>- Skype calls: “10 people are talking in 10 different countries, and we just are talking about the same topic and working on something and at the end something useful is the outcome of this it this very fascinating for me” (Interviewee A)</li> <li>- Facilitation: “I found the facilitation very interesting” (Interviewee H); “The way the workshop was facilitated in one seminar: he had piece of paper, it was very interactive, we were put in small groups, and this is one thing that I have learned at YFoEE events” (Interviewee H)</li> <li>- Exchange roles in facilitation: “we exchange the roles in facilitation” (Interviewee Ba)</li> <li>- Hand signals: “Before I went to YFoEE event I had no idea these hand signals existed and I found them very effective” (Interviewee H)</li> <li>- Training sessions: “That is really interesting for me because I learnt a lot of ways how to facilitate the meetings and games in between” (Interviewee Be); “I enjoy sessions which are targeted in learning a particular skill or particular issue” (Interviewee M)</li> </ul>
<b>Engage participation</b>	<ul style="list-style-type: none"> <li>- Introduction and welcome session; morning gathering, final day doing action points.</li> <li>- Expectations and ground rules: “I really like that YFoEE starts with expectations and ground rules, I think that is a really good way to work” (Interviewee Be)</li> <li>- Clear agenda: “we always have the agenda visible, colourful, clear and with ability to change it” (Interviewee Bi)</li> <li>- Participation: “engaging people in discuss things, bring people together and to learn and involve people more. YFoEE is better to make everyone to being able to think and speak about what they think” (Interviewee V); “Everyone’s participation equality is foundational principle of the way we work in YFoEE” (Interviewee Bi)</li> <li>- Group agreement: “This helps us [YFoEE] to recognize the diversity in the group” (Interviewee Bi)</li> <li>- Evaluation tools: “[the one] I really like is with a hand, closing action” (Interviewee Bi)</li> <li>- Games, being outdoors, energisers,</li> <li>- Organise events, open spaces,</li> <li>- Use of post-its and flipovers</li> </ul>
<b>Enable sustainable actions</b>	<ul style="list-style-type: none"> <li>- Bringing people inside the negotiations: “This direct personal experience” (Interviewee C)</li> <li>- Big events like Qatar in Brussels: “I think those events do teach you a lot about organising actions” (Interviewee H)</li> </ul>

*Data source: statements from the interviews.*

## 2. Results: Biographic data

**Table 14. Demographic data**

<i>Variable</i>	<i>Data</i>
Number of interviewed people	10
Age range	20-30 years old
Gender	7 females and 3 males
Having children	No one
Social class	Working class (1 person), lower middle class (3 people), middle class (4 people), upper middle class (2 people).
Geographical location	Western (7 people) and Central (3 people) Europe
Current living place	Towns (3 people) and capital cities (7 people)
Higher education in environment	7 people
Religion	“none” (5 people), “atheist” (1 person), “catholic” (1 person), “Georgian orthodox” (1 person), “spiritual” (1 person).
Occupation	Work part time, study or are looking for a job, do gardening, make photography and media work, read books, do outdoor sports, cycle, go to the nature and cultural activities, meet with their friends, are involved in political parties and other non-governmental organisations and go on demonstrations.

*Data source: demographic questions from the questionnaire*

**Table 15. National YFoE organisations**

<i>Variable</i>	<i>Data</i>
Positions in national YFoE organisations	Volunteering, have internship or working position
Tasks	Organising activities, campaigns, support the boards of their national organisations, doing fundraising, representing the organisation, coordinating and supporting volunteers, facilitating national steering group, preparing and participating in actions, developing campaigns’ materials, supporting local communities, monitoring climate related legislation, doing media work, initiating awareness raising activities (vegetarian cooking classes, spreading recipes of local seasonal and vegan food) administrating, and coordinating the national YFoE organisation.
Involvement in national YFoEE since	<ul style="list-style-type: none"> <li>- 2008 (3 people)</li> <li>- 2009 (1 person)</li> <li>- 2010 (2 people)</li> <li>- 2011 (1 person)</li> <li>- 2012 (3 people)</li> </ul>
Experience in local YFoE since	<ul style="list-style-type: none"> <li>- 2010 (1 person)</li> <li>- 2005 (2 people).</li> </ul>

*Data source: interviews’ data.*

**Table 16. Role in YFoEE**

<i>Variable</i>	<i>Data</i>
SG and WGs members	9 people, 1 coordinating person
Tasks	Planning WG activities, formulating a letter to European Parliament, YFoEE strategic process, YFoEE structures, leading sessions, and coordinating events.
Reasons for coming to ANG 2013	<ul style="list-style-type: none"> <li>- Members of the SG (3 people)</li> <li>- Willing to become members of the SG of YFoEE (3 people)</li> <li>- Help in organising the event (2 people)</li> <li>- Organisers of the event (3 people)</li> <li>- Representing their organisation (5 people)</li> </ul>
Ways of joining YFoEE	<ul style="list-style-type: none"> <li>- Through mailing list in their national YFoE/FoE organisation (3 people)</li> <li>- Personal invitation at their national YFoE/FoE organisation (7 people).</li> </ul>
Experience with other environmental organisations before YFoEE	4 people

Joining YFoEE	<ul style="list-style-type: none"> <li>- 2007 (2 people)</li> <li>- 2009 (1 person)</li> <li>- 2010 (1 person)</li> <li>- 2011 (3 people)</li> <li>- 2012 (3 people)</li> </ul>
Role in first event	<ul style="list-style-type: none"> <li>- Participants, having small role of presenting their national organisation (8 people)</li> <li>- Organising role (2 people)</li> </ul>
The first YFoEE event	<ul style="list-style-type: none"> <li>- Summer camp (3 people)</li> <li>- ANG (3 people)</li> <li>- Meeting for a campaign (4 people).</li> </ul>
Number of YFoEE attended (without ANG 2013)	<ul style="list-style-type: none"> <li>- Many events (3 people)</li> <li>- 7 events (2 people)</li> <li>- 4 events (1 person)</li> <li>- 3 events (2 people)</li> <li>- 2 events (2 people)</li> </ul>
Types of events attended	Summer camps, ANG, SG meetings, WGs meetings, UNFCCC Intercessional in Bonn, UNFCCC events in Brussels, UNFCCC meetings, Campaign Training, meeting for campaigns planning, FoEE Annual General Meetings.
Role in these events	<ul style="list-style-type: none"> <li>- Organising role (7 people)</li> <li>- Speakers and participants (3 people)</li> </ul>
Events that encouraged to join YFoEE actively	<ul style="list-style-type: none"> <li>- Campaign (4 people)</li> <li>- Summer camp (2 people)</li> <li>- ANG (2 people)</li> </ul>

*Data source: interviews' data.*

## Appendix 4<sup>2</sup>

**Table 17. Interviewees' lifestyle before joining YFoEE**

<i>Variable</i>	<i>Statement</i>	<i>I. C.</i>
<b>Personal impact</b>	<ul style="list-style-type: none"> <li>- I was the same person before when it comes to habits.</li> <li>- I already see myself as person that consumes really not much already before.</li> <li>- Long before being involved with YFoEE I always tried to minimise my personal impact.</li> <li>- I was already very environmentally conscious.</li> <li>- Maybe I lived my life even more very environmentally friendly way before I got my job.</li> <li>- Low impact lifestyle.</li> <li>- I have always been conscious, that is why I actually got involved in activism.</li> </ul>	T Bi M Ba C
<b>Interest in environmental issues</b>	<ul style="list-style-type: none"> <li>- I have always been an environmentalist.</li> <li>- I started looking for environmental things.</li> <li>- I couldn't change my football training for an action because I already had chosen action.</li> <li>- Before YFoEE for 5 years I was on a similar path, supporting different organisations, actions and petitions.</li> </ul>	Bi V Be H
<b>Eating habits</b>	<ul style="list-style-type: none"> <li>- I wasn't a vegetarian but I tried not to eat very much meat.</li> <li>- I stopped eating meat or hardly ate meat.</li> <li>- I was vegetarian before YFoEE event.</li> <li>- I am a vegetarian.</li> <li>- I have been vegetarian for 9 years almost.</li> <li>- I didn't go to restaurants, I cooked at home.</li> <li>- I was completely vegan.</li> </ul>	Bi T A L Be M
<b>Transport</b>	<ul style="list-style-type: none"> <li>- I had to take my bike everywhere.</li> <li>- I really tried to take bus.</li> <li>- I always used public transport.</li> <li>- I try to avoid to fly always.</li> <li>- I didn't fly a lot before.</li> <li>- I haven't travelled by plain for 9 years.</li> </ul>	Ba T A Be Bi M
<b>Purchase</b>	<ul style="list-style-type: none"> <li>- I tried to buy from local shops and from the farmers market, local tended to be more important for me than organic.</li> <li>- I never had much attachment to material things.</li> </ul>	Ba M
<b>Nature</b>	<ul style="list-style-type: none"> <li>- I was always a person who spent a lot of time outside.</li> <li>- I always loved nature.</li> </ul>	T A
<b>Social connections</b>	<ul style="list-style-type: none"> <li>- I started looking for people that are like me.</li> <li>- I had a relationship with a person who was more environmentally aware than I was.</li> <li>- I had friends that were vegetarian and vegan.</li> </ul>	Be Bi
<b>Other: clothing, waste</b>	<ul style="list-style-type: none"> <li>- Clothing from second hand.</li> <li>- [I started] recycling.</li> </ul>	Be M

*Data source: statements from the interviews.*

<sup>2</sup> *Data representation in the tables:*

1. Interviewees' coding ("I.C."), based on the objects the interviewees chose: A, Ba, Bi, Be, C, H, L, M, T, V.
2. Statements and "I.C." in line with them do not match in order to ensure the anonymity of the interviewees. "I.C." represents the number of people who made statements whereas some statements belong to the same person.
3. Acronyms used in the tables and in data analysis in order to ensure the anonymity of the interviewees, their working, living place and other people.  
X – a YFoE organisation  
B – a country or a town  
A – a person
4. Sign [xxx] is used for clarification of the phrase of the interviewee. Sign (...) is used to skip some words in the phrase that are not relevant for the subject of discussion.

**Table 18. Influential factors to the interviewees sustainable lifestyle choices**

<i>Variable</i>	<i>Statement</i>	<i>I.C.</i>
<b>Family</b>	<ul style="list-style-type: none"> <li>- I didn't grow up with it [environment] at home. I was never really in touch with it [environment].</li> <li>- My parents are like quite right wing, they are not really environmentally aware.</li> <li>- I just felt something wrong with the way they [parents] lived and the way they brought me up because they were not doing anything.</li> <li>- When I was 5 years old, every weekend I went with my father to the lake.</li> <li>- My aunt she is an activist in a way that you are doing something about something rather just sitting and talking.</li> <li>- My brother was in the X organisation a bit.</li> <li>- My mom was an activist.</li> </ul>	T V H L M Be
<b>Social connections</b>	<ul style="list-style-type: none"> <li>- I became more outdoorsy, but also because of my partner.</li> <li>- I am often in surroundings where people try not to eat meat because of environmental reasons.</li> </ul>	Be M
<b>Organisations</b>	<ul style="list-style-type: none"> <li>- I also was pushed by other movements and groups.</li> <li>- I don't think that is because of YFoEE, that is because of my work in the B.</li> <li>- Member of Green Party.</li> <li>- I am involved in other environmental organisations.</li> <li>- I think I implemented many things from the environmental movement.</li> <li>- It [change] was mainly through partnerships, through FoEI.</li> <li>- National YFoE organisation</li> <li>- It [change] came maybe more from FoEI.</li> <li>- Volunteering for 3 years with other environmental organisation</li> </ul>	L M Bi C Be T Ba
<b>Life processes</b>	<ul style="list-style-type: none"> <li>- When I moved out of the house I started doing things differently.</li> <li>- I personally trained myself in these [environmental] issues.</li> <li>- This was coming from other sides, not only from YFoEE, some other process in my life.</li> <li>- Maybe it is because I moved to bigger city, it is easier.</li> <li>- Maybe it is a part of growing up and living in a foreign country.</li> <li>- Also because I am working a lot now I appreciate much more to be outside.</li> <li>- Because live in a city and don't have much access to it [nature], and suddenly I realised missed it [nature].</li> </ul>	Be L C A Bi V

Data source: statements from the interviews.

**Table 19. Did you make any changes in your daily life, if any?**

<b>Daily life</b>		
<i>Criteria</i>	<i>Statement</i>	<i>I.C.</i>
<b>F O O D</b>	<b>Eating habits</b> <ul style="list-style-type: none"> <li>- I am vegan, somebody at some point explained me the impacts of meat to meat and it definitely comes to YFoEE events, but decision was by accident, and (...) I am not strict vegan.</li> <li>- [YFoEE] also helped me to be vegetarian.</li> <li>- I lowered meat input into myself.</li> <li>- I have seen it is possible to make good vegan food.</li> <li>- I definitely do eat less meat.</li> </ul>	Ba V C L M
	<b>Local/organic food</b> <ul style="list-style-type: none"> <li>- [We] buy our food communally from a cooperative.</li> <li>- Trying to buy organic food in general as much as I can.</li> <li>- It is much stronger for me living aware where my food is coming from.</li> <li>- What YFoEE changed the most is in food, what I am buying and what I am eating.</li> </ul>	Ba M Bi L
	<b>Preparation of food</b> <ul style="list-style-type: none"> <li>- I learned new recipes, new kind of food.</li> <li>- I implemented a lot of things, new ingredients, what I can use at home.</li> </ul>	V
	<b>Growing food</b> <ul style="list-style-type: none"> <li>- [YFoEE] made me more interested in trying to learn how to grow food myself.</li> </ul>	
<b>P U R C H</b>	<b>Decisions</b> <ul style="list-style-type: none"> <li>- I am definitely more conscious about my consumption.</li> <li>- I really just buy what I personally eat and it is mostly vegan.</li> <li>- I try to buy environmentally friendly goods.</li> <li>- Now lots of the time I think do I really need this. Conscious.</li> </ul>	L A Bi V
	<b>Rejection</b> <ul style="list-style-type: none"> <li>- I don't buy refreshments.</li> </ul>	Ba

<b>A S E</b>		- Really avoiding supermarkets.	
	<b>Clothing/ Labelling</b>	- I just buy Fair Trade organic cloths.	
<b>T R A N S P O R T</b>	<b>Public transport, walking, cycling</b>	<ul style="list-style-type: none"> <li>- I have a bike and I take it to the train to my work.</li> <li>- YFoEE events made me realise how easy it is to take a train to go everywhere.</li> <li>- I use more public transport and bicycle.</li> <li>- I had never thought of actually getting a bus to London or Brussels, it [YFoEE] has opened my eyes.</li> <li>- I still ride a bike.</li> <li>- I try to walk more.</li> <li>- I try to use bus or a train, I flew once.</li> <li>- I travel by train most of the time.</li> <li>- Once I went in two day train trip, and I think before [YFoEE] I would have done this or ever consider doing that.</li> <li>- In my town I do use public transport all the time.</li> <li>- I offer to take train to my friends and partner.</li> <li>- I try to convince my parents not to take a car and make them take train.</li> </ul>	L Be H Bi C T
	<b>Reduction of car use</b>	<ul style="list-style-type: none"> <li>- I don't use car. I was a car addicted in 2010, I went everywhere by car and this [environmental activities] helped me to get rid of the car.</li> <li>- I don't drive, I don't have driving license.</li> <li>- I have driver licence, but I never drive.</li> <li>- I don't have my car.</li> <li>- I don't have a car.</li> </ul>	T L Ba H Be
	<b>Reduction of flying</b>	<ul style="list-style-type: none"> <li>- I cut down flying in Europe.</li> <li>- Flying that completely changed my point of view.</li> <li>- Before (...) I didn't think about if I should fly or not, but now it is personal rule I try not fly in Europe as much as I can.</li> <li>- I try avoid events where I need to fly.</li> <li>- It is quite strong for me not to travel by plain (and) it maintained to be very important.</li> </ul>	M Ba Bi
	<b>Lower ecological footprint</b>	- [I have seen] it is possible to have meeting with low footprint.	V Ba T L
	<b>Reduction of energy use</b>	<ul style="list-style-type: none"> <li>- I don't use too much electricity.</li> <li>- In my old flat we used renewable energy electricity provider.</li> </ul>	
	<b>Waste recycling</b>	<ul style="list-style-type: none"> <li>- I changed my view on recycling and consumption.</li> <li>- I try to recycle.</li> </ul>	

*Data source: statements from the interviews.*

**Table 20. Are there any changes in the spaces you are now, if any?**

<b>Spaces</b>		
<i>Criteria</i>	<i>Statement</i>	<i>I.C.</i>
<b>Living place</b>	<ul style="list-style-type: none"> <li>- I don't say that was because of YFoEE but it was an important factor to find a place where to live.</li> <li>- I live with vegans in shared house with a big garden.</li> </ul>	M Ba C Be
<b>Workplaces</b>	- I work in vegan cafe.	
<b>Employment</b>	- Full time job at X. Before I did think that my voluntary activities helped me to get it.	
<b>Activities</b>	- I keep going to the events of YFoEE.	
<b>Education</b>	- I quit college. I decided to take non-formal education pathway, and I actually did it on purpose, I was aware of decision.	

*Data source: statements from the interviews.*



**Table 21. Do you feel any psychological wellbeing changes, if any?**

Psychological wellbeing		
Criteria	Statement	I.C.
<b>“Doing something good”</b>	- I am doing something that I really love and I really care about.	Be Ba M H
	- Feeling of doing the right thing that is something that makes me sometimes feel good.	
	- You don't do harm to others really, and that is something that makes you feel good.	
	- You don't think you live your life in vain but you do something meaningful.	
	- I feel I work for a big thing, you try to do something good and you try to give something back.	
<b>“Good life vision”</b>	- I think it gave me a bigger hope for what my future can hold. It made me think about the way I could possibly live in a sustainable community.	
<b>Appreciation of nature</b>	- In the past I considered that human is a superior species and we have a right to exploit the nature.	Bi A L
	- Now I appreciate much more to be outside to be in the woods or in the mountains.	
	- More need for quite space and beautiful nature.	
	- I probably appreciate nature a bit more.	
<b>Gaining focus</b>	- It is more a feeling if I want to make a change, I can make a change, it is up to me.	V C M
	- I started being interested in small things.	
	- I became 10 times radical than I used to. I became politically radical.	
	- I have really decided I want to campaign on environmental issues and this is what I want to do with my life and this was not clear to me before.	
<b>Positive feelings</b>	- I am much happier because I am much more fulfilled.	M Be
	- I love just being open and happy and outside and just feeling really relaxed.	
	- I started learning so much and made me really happy.	
	- [Before] I think I always judged very harshly, for external criteria.	

Data source: statements from the interviews.

**Table 22. Are there any changes in your social life, if any?**

Social life		
Criteria	Statement	I.C.
<b>Involvement in community building</b>	- I became more active, my ability to do more changed.	Be M
	- People do know you work with this [environment] so they tend to think about it as well.	
	- We support local communities that will be affected by fracking.	
	- I started joining local groups, I joined X and X [other environmental organisation].	
<b>Social justice</b>	- I became more prepared to take more radical actions maybe.	C M Bi
	- I started really to judge injustice.	
	- [I became] more aware of questioning these social aspects, questions of justice.	
<b>Volunteering</b>	- A lot of things open when you volunteer.	M C H
	- European Voluntary Service volunteer	
	- I volunteer in garden growing vegetables in community centre	
<b>Cultural exchange</b>	- I got in a network in Europe I can visit people around.	T H V
	- Met so many people and we are good friends in almost every country.	
	- It was great to feel bond with other countries.	
<b>Relationships</b>	- I made lots of friends.	Be V M
	- I keep dating people from the same organisation.	
	- I met my partner at YFoEE event.	
	- I am not hanging out with my friends who don't care anymore [about the environment].	

Data source: statements from the interviews.



**Table 23. Are there any changes in your political participation, if any?**

<b>Political life</b>		
<i>Criteria</i>	<i>Statement</i>	<i>I.C.</i>
<b>Collective and direct action, action group</b>	<ul style="list-style-type: none"> <li>- I was involved in all these campaigns that have political dimension.</li> <li>- I worked on Push Europe campaign, campaigning against tar sands, campaigning on sweet-shops.</li> <li>- I was trying my university to change procurement policy, I was working on X issues to justice, biofuels and biomass.</li> <li>- I called to the Ministry and asked for their account number and I got it.</li> <li>- We organised a protest or we proposed to organise the protest instead of writing an amendment for cutting the forest.</li> <li>- I became physically more active, organising and participating in protests.</li> <li>- I joined a lot of actions, some awareness raising, made actions.</li> <li>- I joined campaigns and actions on the street.</li> <li>- [I participate] every week in action in front of the Parliament.</li> <li>- Indirect political action: you do a certain type of action and try to get the message through the media who are present at these summits [UNFCCC].</li> <li>- I started to make it [action group] very regular and very structured.</li> <li>- I joined some political demonstrations.</li> </ul>	Be L A T Ba M
<b>Belonging to a party</b>	<ul style="list-style-type: none"> <li>- It has made me conscious about with whom I agree.</li> <li>- I gave up with Green Party.</li> <li>- I think this had an influence on my decision to join a political party which I would never have thought of before [I joined Pirate Party].</li> </ul>	A H
<b>Political engagement</b>	<ul style="list-style-type: none"> <li>- I was never aware of it [European policy] but I never looked at it, [but now] I follow it more [now], I look for it and I try to understand it.</li> <li>- We sent few letters to our MP in Europe, it has made us to think who we have over in Europe and who we want.</li> <li>- I want to use more time on political work.</li> <li>- Signing petitions.</li> <li>- I started reading more political information.</li> <li>- It definitely changed because before (...) I was not doing any political engagement except from voting.</li> <li>- [Before] I never tried to take action in political sphere.</li> </ul>	T Ba V H Be
<b>Political perspectives</b>	<ul style="list-style-type: none"> <li>- I just don't look on the environment without social, this is the best thing I got.</li> <li>- Definitely because YFoEE gave me more European and international perspective, and this has broadened my political perspective.</li> <li>- Since I joined [YFoEE] I understand more about policies.</li> <li>- What we realised is how much lobby goes on so we want our voices be heard too.</li> <li>- It made me think about view of different political parties.</li> <li>- It has made me more socialist, look at different kind of politics.</li> <li>- It made me want to research exactly whom I want to vote for.</li> </ul>	Bi T H Be C

*Data source: statements from the interviews.*

**Table 25. YFoEE campaigns for environmental and social justice. What does this term mean to you?**

<i>Statement</i>
Really really wide. YFoEE narrowed it to CJ and food and agriculture, because in their later positions and jobs they can change something.
I would say justice is possible only with socially just approach. You can't protect the forest and extract all the people from the forest; it is called nature protection and has to do with justice, when you say environmental justice than it should have this holistic view on social and environmental implications. By social I mean human rights should be really respected. I always think about indigenous populations but not only indigenous, restoring the forest in Baltic or in Balkans should have the same kind of socially just approach behind that.
It is just justice. Environmental and social justice is supposed to describe how the two meet. Everybody should have equal access to resources, we can include to clean resources, to have access to clean land which has not been polluted by the waste from another country. We can include that everybody should have access to energy, education, social justice issues. We have come from traditional environment of thinking about people and environment as being very separate. Environmental and social justice is supposed to describe how the two meet.
For me it is like in everything we do we have to consider that other not only us but the rest of society will have to handle the outcomes of the things that we do, that every apple that I buy I am influencing the life of other people and environmental justice means to me that rich countries are aware of the position that they have in this world and use poorer countries for personal benefits.
It is not about the environment for the sake of the environment; it is really looking and understanding that this is an issue of people and especially young people.
I would say they are not really doing that. They are supporting organisations and people that are campaigning for these things. More focused on awareness in youth and showing them how to do it differently.
Basically it is a concept that not the poorest people who are experiencing the worst effects of the degradation of the environment, injustices, that lost of environmental degradation projects have effect on marginalized communities, on people of colour, poor people, foreigners, women, young people, so to campaigning against. that not only rich people can get richer at the expense of these communities who are affected by direct impacts of coals power plants or mining of coal. The connection between environmental and social justice you just come and have all the solutions for environmental crisis but in the end they would make lots of marginalised and affected communities even worse because of the solutions that you are promoting.
It means the equal share of commons and goods. The main problem the higher class or some bigger companies or states are propitiated the most of the goods, so first of all we have to share goods equally and we also have to share the goods equally in a way also to preserve the environment. We not only have to share the goods among living people but also with future generations. It is not allowed to used goods as a way that we can remain goods for future generations, we also have to use these goods in a way that these goods can reproduce itself.
I think the basis for to get into environmental and social justice should be solidarity. I think this is really important for environmental and social justice we can't just think that spectrum just environmental groups, we have to broaden it, throughout the whole movement.
It means trying to get equity across the world. Everything we do has consequences, and the environmental consequences seem to be boost in the Global South you have people who haven't contributed so much to climate change to be suffering that much, I think that we have responsibility to the world, humans and to the environment, and do some real change.

*Data source: statements from the interviews.*

**Table 26. Personal change**

<i>Variable</i>	<i>Statement</i>	<i>I.C.</i>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>- I have always really cared about environmental issues but I have never really realised I can do something about them, this was quite a big change in my life.</li> <li>- Meeting new people that have spent a year living in yurt before YFoEE I never even thought to live a yurt.</li> <li>- I never thought about doing voluntary work in your local community or something.</li> <li>- Before I never considered volunteering, and how, and where and why.</li> <li>- My first demonstration I really didn't enjoy it but since then I have been in many demonstrations that enjoyed so much.</li> <li>- I was much more focused on professional environmentalism side. It also completely changed what I thought my role was.</li> <li>- The summer camp completely changed the way I look at environmental issues.</li> <li>- In some sense [for me] it was this transition from being somebody who is waiting for somebody to run a very well structured session to somebody who goes if this is a kind of session you want, then you should propose it.</li> <li>- I was already quite conscious but now it is much easier for to me.</li> <li>- It gave me a broader view.</li> <li>- It has made me more driven.</li> <li>- You see the world differently.</li> <li>- (...) working in saving one single tree in B is irrelevant when you see 4 dams project.</li> <li>- To raise awareness is the most important thing [and] I changed a bit that way because I have seen all the people here.</li> <li>- I am much more critical of certain things.</li> <li>- What changed a lot is how I see the solution to environmental problems has a connection to social issues.</li> <li>- If we connect and broaden the movement we can do something, make a change, one person cant do anything, the bond is the most important.</li> <li>- I have been learning about agriculture, I don't think I really had much knowledge about it at all.</li> <li>- If you compare with global issues or single cases from the countries that people are going through some things just become irrelevant to you.</li> </ul>	V T C Bi M H Ba
<b>Realisation</b>	<ul style="list-style-type: none"> <li>- I was not really thinking "oh, how does change happen or how we could campaign on this" or I was not thinking strategically.</li> <li>- Before there was lots of thinking I have never thought about.</li> <li>- I realised there are not so many people to work on this [environmental issues].</li> <li>- My lifestyle has changed a lot, the priorities I am having.</li> <li>- I have always wanted to live in very sustainable way like in a ecological village, it showed me that there is a possibility and I met lots of people that actually lived that way</li> <li>- I stared to look the scales and see maybe we are not that bad in B when you see what is happening in other regions.</li> <li>- It made me think twice about things.</li> <li>- I learned a lot about environmental things, like UN climate talks and would like to specialize in climate change.</li> <li>- It made me to think about environment education and how important it is to educate children in different environmental issues.</li> <li>- I started to think over is it right to have this much policy or should we have more time just to sit down and discuss things.</li> <li>- It was really empowering experience of "you have to do it".</li> <li>- It made me realise what my limits were, they [police] were threatening with fine, but at the end I said of course I am staying.</li> </ul>	T V C H A Ba M
<b>Social communication</b>	<ul style="list-style-type: none"> <li>- Becoming much more flexible and having much more empathy with people who work in environmentalism.</li> <li>- [I] developed personally in terms I can talk to people, I have support people, be nicer to people.</li> <li>- I started ranting less.</li> <li>- Since I started YFoEE I became less angry.</li> <li>- I really learned (...) how you can be just a bit more sensitive to them [people] and do things differently, the way I behave in terms the way I treat people.</li> <li>- [what] I have learnt the most from YFoEE is to listen more to other groups and people and their experiences.</li> <li>- [I learned] to listen more, to interact with people more, maybe this helps me in my later jobs and positions to do more for the environment.</li> </ul>	V Be H Bi M Ba

	<ul style="list-style-type: none"> <li>- I really started to be confident in having discussions and arguments I would not have learnt this through studies.</li> <li>- [I learned] you have to be really patient when you work with volunteers.</li> </ul>	
<b>Personal development</b>	<ul style="list-style-type: none"> <li>- I learnt to be a better person.</li> <li>- It helped me to develop as a person because I was a bit shy before.</li> <li>- I opened up a lot.</li> <li>- I ended up breaking up with my boyfriend because I haven't been growing as a person for ages.</li> <li>- Maybe 4-5 years ago I was not so confident.</li> </ul>	T M Ba V

*Data source: statements from the interviews.*

**Table 27. Development of skills**

<i>Variable</i>	<i>Statement</i>	<i>I.C.</i>
<b>Working</b>	<ul style="list-style-type: none"> <li>- I didn't have any experience working with young people.</li> <li>- I learned a lot how you can work in an international group and with young people.</li> </ul>	L Ba
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>- I developed new skills like facilitation.</li> <li>- I have learned here basic things how to facilitate.</li> <li>- How to facilitate meeting, how to organise a workshop.</li> </ul>	Ba T Be
<b>Methods</b>	<ul style="list-style-type: none"> <li>- Ground rules and expectations, this is something I learned here and it really works.</li> <li>- All the methodologies I know I know them from YFoEE which is I think also that helps me in my work now.</li> </ul>	Ba Be

*Data source: statements from the interviews.*

**Table 28. Do you feel you learned something about the environment since you joined YFoEE?**

#	<i>Statement</i>
1	Yeah, I think so. I have built up quite a bit of knowledge without it being formal. I have developed a ratio of what is important in different issues. Being a part of the network and participating and having an active role in campaigns really pushed me towards learning a lot more. I think we do learn a lot from each other.
2	Yes, definitely. Before I didn't know anything about coal bed mining, I know about tar sands more. That one of fantastic things to come to such events, your knowledge grows.
3	I have learned a lot. I think it is very very good if you don't know what is going in other countries, like fracking campaign in Ireland, I wouldn't have noticed that if I didn't know people in Ireland who told me.
4	I think I always learn new things. I learnt a lot of different environmental issues. Very good idea that I can see what is the problem in different countries.
5	I didn't know anything about climate justice so I learn something every time, especially environmental justice. I learn something each time what people are doing, what people are facing in Europe, it is just really interesting. I learned everything about climate justice at YFoEE events. I only know that because I went to YFoEE events.
6	Definitely. Something if you compare with global issues or single cases from the countries that people are going through some things just become irrelevant to you, you see the world differently. I try to look into that as a photographer as well, to try to follow this beautiful stories and to show them to other people as well because working in saving one single tree in B or I don't know is irrelevant when you see 4 dams project.
7	Massively. I already have had a good understanding about the environment, but I didn't have this social or people dimension to the environment. And I have never realised that protecting the environment is social justice issue. My understanding of linkages in the world has increased since joining YFoEE.
8	Yeah, definitely changed. But I definitely think that it changed a lot of things of how I see environmental issues.
9	Yes. Because I heard so many stories from other parts of the world, from the people here, to see how they live and how they work. AGM and summer camps when we talk a lot, in non-formal setting.
10	Qatar in Brussels, I learned a lot about fracking. I learned this from other countries, other people, UNFCCC and climate talks.

*Data source: statements from the interviews.*

**Table 29. What does it mean to you to be a member of YFoEE?**

#	Statement
1	I feel very much a part of FoE. I feel very linked to FoE. I feel much stronger being part of the network. it is always very enriching to discuss with people from all over the place with the struggles they are going through.
2	You meet people that have similar ideas and similar ways of working that you wouldn't necessarily meet in your own country that easily, and you meet them here all together which is really inspiring and really motivating so when you get back you are more motivated to work.
3	It means you are a part of something bigger than just your local or national group but you belong to European network, and it makes you feel connected and good.
4	We build people after they have been in YFoEE they go and change things elsewhere, we bring people that develop themselves to think, and to make people to talk together in that way. I like that we bring people that develop themselves to think, and to make people to talk together in that way.
5	We all stay motivated because we know each other, and we benefit from it as well, but also the organisation counts on us, without any members supporting it won't work.
6	I got a feeling I have a role and I can do something. at YFoEE I feel equal, that I have a role.
7	Having a strong community and strong friendship, really positive way of working together, really positive attitude about getting things done and think you have created solutions.
8	The people, definitely, the participants, everybody is friendly, open minded, it is always creating a community. I think it is people, the main difference; here we care for each other, very creative and good community.
9	That is really fulfilling. I feel I am doing something. This gives something to me, then I can give this to the world, like a cycle. And you meet lots of friends from all over the place, it is fantastic!
10	Having this global overview, and I would not say only the contacts from the countries are the most important, but they are big part of this.

*Data source: statements from the interviews.*

## References

- Almers, E. 2013. Pathways to action competence for sustainability – six themes. *The Journal of Environmental Education* 44 (2): 116-127.
- Anable, J. 2005. 'Complacent Car Addicts' or 'Aspiring Environmentalists'? Identifying travel behaviour segments using attitude theory. *Transport Policy* 12: 65–78.
- Baines, C. 1995. Local action for sustainability. In *First steps: local Agenda 21 in practice*. Municipal strategies for sustainability as presented at global forum 94 in Manchester, ed. S. Whittaker, 13-14. London: HMSO.
- Bamberg, S., and Schmidt, P. 2003. Incentives, morality, or habit? Predicting students' car use for university routes with the models of Ajzen, Schwartz, and Triandis. *Environment and Behavior* 35: 264–285.
- Barr, S., and Gilg, A. W. 2006. Sustainable lifestyles: framing environmental action in and around the home. *Geoforum* 37: 906–920.
- Barr, S., Shaw, G., and Gilg, A. W. 2011. The policy and practice of 'sustainable lifestyles'. *Journal of Environmental Planning and Management* 54 (10): 1331-1350.
- Barraza, L., Duque-Aristizábal, A., and Rebolledo, G. 2003. Environmental education: from policy to practice. *Environmental Education Research* 9 (3): 347-357.
- Barrett, M. J. 2009. Beyond human-nature-spirit boundaries: researching with animate Earth. Executive summary. URL: [http://education.uregina.ca/porosity/pages/Executive\\_Summary.pdf](http://education.uregina.ca/porosity/pages/Executive_Summary.pdf) [last accessed 28 March 2012].
- Beyer, C. 2007. Non-governmental organizations as motors of change. *Government and Opposition* 42 (4): 513-535.
- Black, I. R., and Cherrier, H. 2010. Anti-consumption as part of living a sustainable lifestyle: daily practices, contextual motivations and subjective values. *Journal of Consumer Behaviour* 9: 437-453.
- Bonnett, M. 2003. Retrieving the nature: education for a post-humanist age. *Journal of Philosophy of Education* 37 (special issue): 550-730.
- Bostrom, M., and Tamm Hallstrom, K. 2000. NGO power in global social and environmental standard-setting. *Global Environmental Politics* 10 (4): 36-59.
- Burgess, J., Bedford, T., Hobson, K., Davies, G., and Harrison, C. 2003. (Un)sustainable consumption. In *Negotiating environmental change: New perspectives from social science*, eds. F. Berkhout, M. Leach, and I. Scoones, 261-291. Cheltenham: Edward Elgar.
- Carolan, M. S. 2004. Ecological modernisation theory: what about consumption? *Society and Natural Resources* 17: 247-260.
- Carson, R. 2012. *Silent spring*. 50ieth anniversary ed. London: Penguin Classics.
- Chawla, L. 1999. Life paths into effective environmental action. *The Journal of Environmental Education* 31 (1): 15-26.
- Choo, S., and Mokhtarian, P. L. 2004. What type of vehicle do people drive? The role of attitude and lifestyle in influencing vehicle type choice. *Transportation Research Part A* 38: 201–222.
- Christof, P. 2000. Ecological modernisation, ecological modernities. In *The emergence of ecological modernisation*, ed. S. C. Young, 209-231. London: Routledge.
- Clark, A. M. 1995. Non-governmental organizations and their influence on international society. *Journal of International Affairs* 48 (2): 507-525.
- Clover, E. D. 2000. Educating for a change: reconceptualising formal and/or nonformal environmental education. *Comparative Education Review* 44 (2): 213-219.
- Coyle, K. 2005. *Environmental literacy in America: What ten years of NEETF/Roper research and related studies say about environmental literacy in the U.S.* The National Environmental Education & Training Foundation. URL: <http://www.neetf.org/pubs/ELR2005.pdf> [last accessed 3 April 2013].

- Crohn, K., and Birnbaum. 2010. Environmental education evaluation: time to reflect, time for change. *Evaluation and Program Planning* 33: 155-158.
- Crowe, J. L. 2013. Transforming environmental attitudes and behaviours through eco-spirituality and religion. *International Electronic Journal of Environmental Education* 3 (1): 75-88.
- De Young, R. 2006. Some psychological aspects of reduced consumption behavior: the role of intrinsic satisfaction and competence motivation. *Environment and Behavior* 28: 358-409.
- Digby, C. L. B. 2013. The influences of socio-demographic factors, and non-formal and informal learning participation on adult environmental behaviours. *International Electronic Journal of Environmental Education* 3 (1): 38-55.
- Douthwaite, R. 1996. *Short circuit: strengthening local economies for security in an unstable world*. Totnes: Green Books.
- Durning, A. 1993. How much is enough? *The Social Contract* (Spring): 117-179.  
URL: <http://www.thesocialcontract.com/pdf/three-three/Durning.pdf> [last accessed 5<sup>th</sup> April 2013].
- Eccles, J., and Gootman, J. A. 2002. *Community programs to promote youth development*. Washington, DC: National Academy Press.
- Edwards, A.R. 2010. *Thriving beyond sustainability*. Canada: New Society Publishers.
- Edwards, M., and Sen, G. 2000. NGOs, social change and the transformation of human relationships: a 21<sup>st</sup>-century civic agenda. *Third World Quarterly* 21 (4): 605-616.
- Elgin, D. 2006. Voluntary simplicity and the new global change. In *The environment in anthropology: A Reader in Ecology, Culture, and Sustainable Living*, eds. N. Haenn and R. R. Wilk, 458-468. New York: New York University Press.
- Emmons, K. M. 1997. Perspectives on environmental action: reflection and revision through practical experience. *The Journal of Environmental Education* 29 (1): 34-44.
- Evans, D., and Abrahamse, W. 2009. Beyond rhetoric: the possibilities of and for 'sustainable lifestyles'. *Environmental Politics* 18 (4): 486-502.
- Featherstone, M., 1991. *Consumer culture and postmodernism*. London: Sage.
- Fien, J., Scott, W. A. H., and Tilbury, D. 2002. Exploring principles of good practice: learning from a meta-analysis of case studies on education within conservation across the WWF network. *Applied Environmental Education and Communication* 1 (3): 153-162.
- Fine, B. and Leopold, E. 1993. *The world of consumption*. London: Routledge.
- Finger, M. 1994. NGO and transformation: beyond social movement theory, in *Environmental NGOs in world politics: linking the local and the global*, eds. T. Princen and M. Finger, 48-66. London: Routledge.
- Fricker, A. 2006. Measuring up to sustainability. In *The environment in anthropology*, eds. N. Haenn and R. R. Wilk, 191-202. New York: New York University Press.
- Friends of the Earth Europe (FoEE). 2013. Our network.  
URL: <http://www.foeeurope.org/network> [last accessed 26 March 2013].
- Gadenne, D., Sharma, B., Kerr, D., and Smith T. 2011. The influence of consumers' environmental beliefs and attitudes on energy saving behaviours. *Energy Policy* 39: 7684-7694.
- García-Valiñas, M. A., Macintyre, A., and Torgler, B. 2012. Volunteering, pro-environmental attitudes and norms. *The Journal of Socio-Economics* 41: 455-467.
- Giddens, A., 1991. *Modernity and self identity*. Cambridge: Polity Press.
- Gilg, A., Barr, S., and Ford, N. 2005. Green consumption or sustainable lifestyles? Identifying the sustainable consumer. *Futures* 37: 481-504.

- Goodman, D., and Goodman, M. 2001. Sustaining foods: organic consumption and the socio-ecological imaginary. *Exploring Sustainable Consumption: Environmental Policy and the Social Sciences* 1: 97-119.
- Gough, S., Walker, K., and Scott, W. 2001. Lifelong learning: towards a theory of practice for formal and non-formal environmental education and training. *Canadian Journal of Environmental Education* 6: 178-196.
- Grankvist, G., and Biel, A. 2001. The importance of beliefs and purchase criteria in the choice of eco-labelled food products. *Journal of Environmental Psychology*, 21: 405-410.
- Grundy, L., and Simpkin, B. 2001. Working with the youth service. In *Education for sustainability*, eds. J. Huckle and S. Sterling, 123-135. London: Earthscan Publications Ltd.
- Guagnano, G. A., Stern, P. C., and Dietz, T. 1995. Influences on attitude-behavior relationships: a natural experiment with curbside recycling. *Environment and Behavior* 27: 699-718.
- Haigh, M. J. 2006. Promoting environmental education for sustainable development: the value of links between higher education and non-governmental organizations (NGOs). *Journal of Geography in Higher Education* 30 (2): 327-349.
- Heimlich, J. E. 1993. Nonformal environmental education: toward a working definition. *The Environmental Outlook*: 2-8.
- Hidalgo, M. E., and Godoy, I. T. 2010. Lineamientos educativos-ambientales para mediciones didácticas en ambientes de aprendizaje no formal. CONHISREMI, *Revista Universitaria Arbitrada de Investigación y Diálogo Académico* 6 (2): 69-88.
- Hobson, K. 2001. Sustainable lifestyles: rethinking barriers and behaviour change. *Exploring Sustainable Consumption: Environmental Policy and the Social Sciences* 1: 191-209.
- \_\_\_\_\_, K. 2002: Competing discourses of sustainable consumption: does the 'Rationalisation of Lifestyles' make sense? *Environmental Politics* 11 (2): 95-120.
- Hocking, C., and Kroksmark, U. 2013. Sustainable occupational responses to climate change through lifestyle choices. *Scandinavian Journal of Occupational Therapy* 20: 111-117.
- Honey, M. 2006. Treading lightly? Ecotourism's impact on the environment, in *The environment in anthropology: A Reader in Ecology, Culture, and Sustainable Living*, eds. N. Haenn and R. R. Wilk, 449-457. New York: New York University Press.
- Hossay, P. 2006. *Unsustainable: a primer for global environmental and social justice*. London: Zed Books.
- Huckle, J. 2001. Realizing sustainability in changing times. In *Education for sustainability*, eds. J. Huckle and S. Sterling, 3-17. London: Earthscan Publications Ltd.
- Huneke, M. E. 2005. The face of the un-consumer: an empirical examination of the practice of voluntary simplicity in the United States. *Psychology and Marketing* 22 (7): 527-550.
- Hungerford, H. R., and Volk, T. L. 1998. Changing learner behaviour through environmental education. In *Essential Readings in Environmental Education*, eds. H. R. Hungerford, W. J. Bluhm, T. L. Volk, and J. M. Ramsty, 257-270. Champaign, IL: Stipes Publishing.
- Jha, R., and Murthy, K. V. B. 2006. *Environmental sustainability: A consumption approach*. London: Routledge.
- Jickling, B. 1994. Why I don't want my children to be educated for sustainable development: sustainable belief. *Trumpeter*: 1-8.
- Jones, A. 2001. *Eating oil: food supply in a changing climate*. Newbury: London and Elm Farm Research Centre.
- Lamb, R. 1996. *Promising the Earth*. London: Routledge.
- Larsen, G. L. 2009. An inquiry into the theoretical basis of sustainability. In *Understanding the social dimension of sustainability*, eds. J. Dillard, V. Dujon, and M. C. King, 45-82. New York: Routledge.



- Levett, R., Christie, I., Jacobs, M., and Therivel, R. 2003. *A better choice of choice: quality of life, consumption and economic growth*. London: Fabian Society.
- Levy, B. L. M., and Zint, M. T. 2012. Toward fostering environmental political participation: framing an agenda for environmental education research. *Environmental Education Research* 1–24.
- Lipke, D. J. 2001. Green homes - eco-friendly home building trends. *American Demographics* 23: 2–7.
- Local Government Management Board (LGMB). 1994. Educating for a sustainable local community. Cited in *Education for sustainability*, eds. J. Huckle and S. Sterling, 2. London: Earthscan Publications Ltd.
- Lorenzen, J. A. 2012. Going green: the process of lifestyle change. *Sociological Forum* 27 (1): 94-116.
- Low, N., Gleeson, B., Green, R., and Radović, D. 2005. *The green city*. London: Routledge.
- Mac Donald, M. 1997. Professionalization and the environmental education: is public passion too risky for business? *Canadian Journal of Environmental Education* 2: 58-85.
- Magis, K., and Shinn, C. 2009. Emergent principles of social sustainability. In *Understanding the social dimension of sustainability*, eds. J. Dillard, V. Dujon, and M. C. King, 15-44. New York: Routledge.
- Martin, P. 2001. A WWF view of education and the role of NGOs. In *Education for sustainability*, eds. J. Huckle and S. Sterling, 40-51. London: Earthscan Publications Ltd.
- Martin, S., and Jucker, R. 2005. Educating Earth-literate leaders. *Journal of Geography in Higher Education* 29 (1): 19-29.
- McCoy, M., and McCully, P. 1993. *The road from Rio: an NGO action guide to environment and development*. Utrecht: World Information Service on Energy.
- McDonald, S., Oates, C. J., Alevizou, P. J., Young, C. W., and Hwang, K. 2012. Individual strategies for sustainable consumption. *Journal of Marketing Management* 28: 3-4, 445-468.
- McDonald, S., Oates, C. J., Young, C. W., and Hwang, K. 2006. Toward Sustainable Consumption: Researching Voluntary Simplifiers. *Psychology and Marketing* 23 (6): 515–534.
- McKeown, R. 2002. Education for sustainable development toolkit. Knoxville: University of Tennessee.
- Meadows, D. H., Randers, J., and Meadows, D. L. 2010. *Limits to growth: the 30-year update*. 3rd ed. Vermont: Chelsea Green Publishing.
- Merriam, S. B., and Caffarella, R. S. 1999. *Learning in adulthood*. 2nd ed. San Francisco: Jossey-Bass.
- Micheletti, M., and Stolle, D. 2012. Sustainable citizenship and the new politics of consumption. *American Academy of Political and Social Science* 644 (November): 88-120.
- Middleton, J. D. 2003. Health, environmental and social justice. *Local Environment: The International Journal of Justice and Sustainability* 8 (2): 155-165.
- Miller, E., and Bentley, K. 2012. Leading a sustainable lifestyle in a 'non-sustainable world': reflections from Australian ecovillage and suburban residents. *Journal of Education for Sustainable Development* 6 (1): 137–147.
- Mitcham, C. 1997. The sustainability question. In *The ecological community: Environmental challenges for philosophy, politics, and morality*, ed. R. S. Gottlieb, 359-379. New York: Routledge.
- Monroe, M. 2003. Two avenues for encouraging conservation behaviors. *Human Ecology Review* 10 (2): 113–125.
- Monroe, M. C., Andrews, E., and Biedenweg, K. 2008. A framework for environmental education strategies. *Applied Environmental Education and Communication* 6: 3-4, 205-216.
- Mucunguzi, P. 1995. A review of non-formal environmental education in Uganda. *Environmental Education Research* 1 (3): 337-344.

- Nearing, H., and Nearing, S. 1989. *The good life: Helen and Scott Nearing's sixty years of self-sufficient living*. New York: Shocken Books.
- Negra, C., and Manning R. E. 1997. Incorporating environmental behaviour, ethics, and values into non-formal environmental education programs. *The Journal of Environmental Education* 28 (2): 10-21.
- Norberg-Hodge, H., Merrifield, T., and Gorelick, S. 2000. *Bringing the food economy home: the social, ecological and economic benefits of local food*. Dartington: ISEC.
- Nordlund, A. M., and Garvill, J. 2003. Effects of values, problem awareness, and personal norm on willingness to reduce personal car use. *Journal of Environmental Psychology* 23: 339–347.
- Organisation for Economic Co-operation and Development (OECD). 2002. *Towards sustainable consumption: an economic conceptual framework*. Paris: OECD.
- Paavola, J. 2001. Economics, ethics and green consumerism. *Exploring Sustainable Consumption: Environmental Policy and the Social Sciences* 1, 79-94.
- Paço do, A. M., and Raposo, M. 2007. Analysis of the differences between the associates of an environmental non-governmental organization and the “other” consumers. *International Review on Public and Non Profit Marketing* 4 (1/2): 117-124.
- Palmer, J. A., and Birch, J. C. 2003. Education for sustainability: the contribution and potential of a non-governmental organisation. *Environmental Education Research* 9 (4): 447-460.
- Peffer, T. E., Bodzin, A. M., and Duffield Smith, J. 2013. The use of technology by nonformal environmental educators. *The Journal of Environmental Education* 44 (1): 16-37.
- Postma, D. W. 2006. *Why care for nature?* Dordrecht (Netherlands): Springer.
- Princen, T., Finger, M., and Manno, J. P. 1994. Translational linkages. In *Environmental NGOs in world politics: linking the local and the global*, eds. T. Princen and M. Finger, 217-236. London: Routledge.
- Princen, T., and Finger, M. 1994. Introduction. In *Environmental NGOs in world politics: linking the local and the global*, 1-25. London: Routledge.
- Rawcliffe, P. 2000. The role of the green movement in ecological modernisation. In *The emergence of Ecological Modernisation*, ed. S. C. Young, 65-86. London: Routledge.
- Rogers, A. 1994. The story so far. Council for Environmental Education, Reading. Cited in Grundy, L., and Simpkin, B. 2001. Working with the youth service. In *Education for sustainability*, eds. J. Huckle and S. Sterling, 123-135. London: Earthscan Publications Ltd.
- \_\_\_\_\_. 1995. Good practice: criteria and case studies. Council for Environmental Education, Reading. Cited in Grundy, L., and Simpkin, B. 2001. Working with the youth service. In *Education for sustainability*, eds. J. Huckle and S. Sterling, 123-135. London: Earthscan Publications Ltd.
- Rootes, C. 2008. Acting locally: the character, contexts and significance of local environmental mobilisations. In *Acting locally*, ed. C. Rootes, 2-21. London: Routledge.
- Roth, R. E. 1997. A critique of “Alternatives to national standards for environmental education: process-based quality assessment”. *Canadian Journal of Environmental Education* 2: 28-34.
- Sanne, C. 2002. Willing consumers – or locked-in? Policies for a sustainable consumption. *Ecological economics* 42: 273-287.
- Saunders, C. 2008. *The national and the local: relationships among environmental movement organisations in London*. London: Routledge.
- Sauvé, L. 1999. Environmental education between modernity and postmodernity: searching for an integrating educational framework. *Canadian Journal of Environmental Education* 4: 9-35.

- Sauvé, L., Brunelle, R., and Berryman, T. 2005. Influence of the globalized and globalizing sustainable development framework on national policies related to environmental education. *Policy Futures in Education* 3 (3): 271-283.
- Schrader, U., and Thøgersen, J. 2011. Putting sustainable consumption into practice. *Journal of Consumer Policy* 34: 3-8.
- Schultz, P. W., Oskamp, S., and Mainieri, T. 1995. Who recycles and when? A review of personal and situational factors. *Journal of Environmental Psychology* 15: 105-121.
- Schumacher, E. F. 1984. *Small is beautiful: A study of economics as if people mattered*. ABACUS ed. London: Cox&Wyman Ltd.
- Schusler, T. M., and Krasny, M. E. 2010. Environmental action as context for youth development. *The Journal of Environmental Education* 41 (4): 208-223.
- Schusler, T. M., Krasny, M. E., Peters, S. P., and Decker, D. J. 2009. Developing citizens and communities through youth environmental action. *Environmental Education Research* 15 (1): 111-127.
- Scott, W. and Gough, S. 2008. Environmental learning and categories of interest: exploring modes of participation and learning in a conservation NGO. In *Participation and Learning*, eds. A. Reid, B. B. Jensen, J. Nikel, and V. Simovska, 81-97. Dordrecht (Netherlands): Springer.
- Seguin, C., Pelletier, L. G., and Hunsley, J. 1998. Toward a model of environmental activism. *Environment and Behaviour* 30 (5): 628-53.
- Seyfang, G. 2004. Consuming values and contested cultures: a critical analysis of the UK strategy for sustainable consumption and production. *Review of Social Economy* 62 (3): 323-338.
- \_\_\_\_\_. 2007. Growing sustainable consumption communities: the case of local organic food networks. *International Journal of Sociology and Policy* 27 (3): 120-134.
- Skanavis, C., and Sakellari, M. 2007. Assessment of environmental intentions of journalists. *Applied Environmental Education and Communication* 6 (3): 233-240.
- Smith, G. A., and Williams, D. R. 1999. *Ecological Education in Action: on weaving education, culture and the environment*. New York: SUNY Press.
- Smitter, Y. 2006. Hacia una perspectiva sistémica de la educación no formal. *Laurus* 12 (22): 241-256.
- Spaargaren, G. 2010. Sustainable consumption: a theoretical and environmental policy perspective. In *The ecological modernisation reader*, eds. A. P. J. Mol, D. A. Sonnenfeld, and G. Spaargaren, 318-333. London: Routledge.
- Spaargaren, G., and Cohen, M. J. 2010. Greening lifecycles and lifestyles. In *The ecological modernisation reader*, eds. A. P. J. Mol, D. A. Sonnenfeld, and G. Spaargaren, 257-274. London: Routledge.
- Stern, P., Dietz, T., Abel, T., Guagnano, G. A., and Kalof, L. 1999. A Value-Belief-Norm theory of support for social movements: The Case of Environmentalism. *Human Ecology Review* 6 (2): 81-97.
- Strauss, A., and Corbin, J. 1996. *Basics of qualitative research*. 2nd ed. London: Sage Publications.
- Svensson, E. 2012. Achieving sustainable lifestyles? Socio-cultural dispositions, collective action and material culture as problems and possibilities. *Local Environment: The International Journal of Justice and Sustainability* 17 (3): 369-386.
- Taylor, B. 2009. *Dark green religion: nature spirituality and the planetary future*. Berkeley, CA: University of California Press.
- Teisl, M. F., Anderson, M. W., Noblet, C. L., Criner, G. K., Rubin, J., and Dalton, T. 2010. Are environmental professors unbalanced? Evidence from the field. *The Journal of Environmental Education* 42 (2): 67-83.
- The North American Association for Environmental Education (NAAEE). 2009. *Nonformal environmental education programs: guidelines for excellence*. Washington DC: NAAEE.  
URL: <http://resources.spaces3.com/b33925e6-69d6-4832-8442-5e3f32287b7b.pdf> [last accessed March 24 2013].

Thøgersen, J. 2005. How may consumer policy empower consumers for sustainable lifestyles? *Journal of Consumer Policy* 28: 143-178.

Turnock, D. 2004. The role of NGOs in environmental education in south-eastern Europe. *International Research in Geographical and Environmental Education* 13 (1): 103-109.

Ulvila, M., and Pasanen, J. 2009. *Sustainable futures: replacing growth imperative and hierarchies with sustainable ways*. Finland: Ministry for Foreign Affairs.

United Nations (UN). 1987. *United Nations World Commission on Environment and Development: Our common future*. Oxford: Oxford University Press.

\_\_\_\_\_. 1992. *Agenda 21*. United Nations: United Printed Press.

United Nations Educational, Scientific and Cultural Organisation (UNESCO). 1975. *The Belgrade Charter: a framework for environmental education*.

URL: <http://unesdoc.unesco.org/images/0001/000177/017772eb.pdf> [last accessed 2 April 2013].

\_\_\_\_\_. 1977. *Intergovernmental Conference on Environmental Education*. Final report.

URL: <http://unesdoc.unesco.org/images/0003/000327/032763eo.pdf> [last accessed 5 April 2013].

\_\_\_\_\_. 2002. *Education for Sustainability. From Rio to Johannesburg: Lessons learnt from a decade of commitment*. Paris: UNESCO.

Volk, T. L., and Cheak, M. J. 2003. The effects of an environmental education program on students, parents, and community. *Journal of Environmental Education* 34 (4): 12–25.

Wackernagel, M., and Rees, W. E. 1996. *Our ecological footprint: reducing human impact on the earth*. Canada: New Society Publishers.

Wardle, J. 1996. Obesity and behaviour change. *International Journal of Obesity* 20 (Supplement 1): 1-8.

World Directory of Environmental Organisations. 2001. *International non-governmental organisations*, ed. T. Trzyna. 6ed. London: Earthscan Publications Ltd.

Young Friends of the Earth Europe (YFoEE). 2010. Report from Young FoEE Summer camp 2010. Not published, accessible upon request.

\_\_\_\_\_. 2011. Steering group of YFoEE. Internal document. Not published, accessible upon request.

\_\_\_\_\_. 2012a. Who we are.

URL: <http://www.foeeurope.org/yfoee/who-we-are> [last accessed 26 March 2013].

\_\_\_\_\_. 2012b. Our network.

URL: <http://www.foeeurope.org/yfoee/network> [last accessed 26 March 2013].

\_\_\_\_\_. 2012c. Climate Justice.

URL: <http://www.foeeurope.org/yfoee/climatejustice> [last accessed 26 March 2013].

\_\_\_\_\_. 2012d. Food&Agriculture.

URL: <http://www.foeeurope.org/yfoee/food-agriculture> [last accessed 26 March 2013].

\_\_\_\_\_. 2012e. Strategic plan mid-term review 2011. Internal documents. Not published, accessible upon request.

\_\_\_\_\_. 2012f. ANG 2011 notes. Internal document. Not published, accessible upon request.

Young, S. C. 2000. Introduction: the origins and evolving nature of ecological modernisation. In *The emergence of ecological modernisation*, ed. S.C. Young, 1-39. London: Routledge.

Zavestoski, S. 2001. Environmental concern and anti-consumerism in the self-concept: do they share the same basis? *Exploring Sustainable Consumption: Environmental Policy and the Social Sciences* 1: 173-189.

\_\_\_\_\_. 2002. The social-psychology bases of anticonsumption attitudes. *Psychology and Marketing* 19 (2): 149–165.

### **Personal communication**

Manson, S. 2013. The Coordinator of Young Friends of the Earth Europe, works under Friends of the Earth Europe supervision, Brussels. Skype, email and live communication.

### **Front page pictures**

Young Friends of the Earth Europe. 2011. Photostream.

URL: <https://secure.flickr.com/photos/youngfoee> [last accessed 14 May 2013].