

Framework of reference for the position of: Facilitator for sustainable development and ecological transition initiatives through active citizenship processes

The title will vary according to each partner country.

Italy:

Accompany change towards Ecological Transition. The environment educator is positioned to accompany change towards sustainable modes of life (following the Ecological Transition idea by Hopkins).

Spain:

Accompanying ecological projects within the framework of active citizenship.

Greece:

Accompany (and contribute to the implementation of) initiatives of viable development and ecological transition through an active citizenship process.

France:

Accompany sustainable development and ecological transition initiatives in territories through active citizenship processes.

Examples of professions to which this function is attached:

Italy:

Teachers, guides, nature guides, hiking guides, professional educators, participative initiative facilitators, CSR managers, volunteers, voluntary ecological guides.

Spain:

Environment educators, State teachers involved in environmental missions, public administration environmental managers, company and cooperative managers related to ecological production and renewable energy production, elected representatives committed to ecology policies and members of non-profit associations with a clear environmental vocation.

Greece:

Teachers at all levels (preschool, primary, secondary, university), teacher-members of Environment Education Centres, facilitators of environmental NGOs, guides for protected areas.

France:

Project managers / sustainable development projects, territorial dialogue, ecological transition, territorial dialogue mediators, directors of Permanent Centres for Environmental Initiatives (CPIE), EEDD project managers in the national education system, facilitators of EEDD networks, Agenda 21 project managers, ADELE project managers, facilitators of development of collective (economic, local and ecological)

initiatives, Adult Families Environment reference persons, sustainable development reference persons in schools and local authorities, sustainable development accompaniment managers.

Examples of initiatives deployed:

Italy:

- 'Porta del Parco': integrated project: training for organic agriculture, creation of markets with local produce, self-production courses, socialisation and sharing of events on the theme of sustainable development and the environment, workshops.
- Park guide: accompaniment, exploration and discovery related to the environment for schools, families, youths and volunteers - understanding the environment, meetings on energy savings, waste collection. The aim is to act on ways of life and gestures which are important for respecting our territories and accompanying change.
- Annual EEDD workshop in Lombardy: Experience sharing between persons working in the EEDD sector and who accompany citizenship on changing ways of life.

Spain:

- Drive/support teachers/trainers on the Aldea Programme (Ministry of Environment for the Andalusia Assembly) and implement innovative methodologies for environmental projects in schools.
- Consolidate a working group and contacts in the town of Úbeda (Jaén) enabling the presentation of the sustainable olive cultivation process within the municipality's educational centres. Accompanying teachers in the training process and for execution of school projects based on sustainable environment processes in the olive groves.
- Collaborate with the territory (diputacion) of Jaén in order to create a set of activities for schoolchildren on foods at 0 kilometres, reinforcing aspects of sustainable, local and healthy foods.
- Coordinate and implement on-line courses for the entire Spanish territory for teachers and students on how to address climate change in classes, with the objective of optimising the positive actions through understanding how gestures can reduce the impact of climate change.

Greece:

- Accompany primary and secondary students in involvement in projects with the local community (e.g. water management, urban development projects).
- Accompany associations and citizen initiatives in getting involved in resource management in their own environment (e.g. waste management, participation in decision making on urban development projects).

France:

- Accompaniment of territorial councils for the implementation of Agenda 21 or zero-chemical plant care products
- Accompaniment of schools in their sustainable development projects
- Accompaniment of inhabitants in a village to implement a collective chicken coop
- Accompaniment of a local authority on waste management
- Accompaniment, in schools, of teams to enable youths to establish projects
- Accompaniment in a territory of the implementation of a local complementary currency

- Accompaniment of inhabitants in a district to implement a shared garden

Definition of the position:

France:

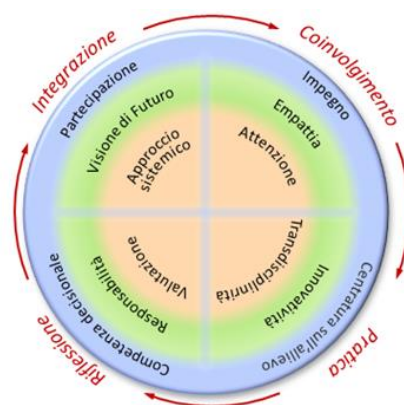
Accompanying means helping, through consultation and negotiation based on communication ethics, a project to get off the ground or evolve, by providing tools, sharing skills and rendering the stakeholders autonomous.

This is a position of facilitator, mediator and expert to methodologically help with the implementation of a project through group work and ensuring progressive empowerment and autonomy of all parties involved. It involves accompanying co-decisions and co-construction by providing the tools and methodologies for 'thinking, building and doing together', based on an ethic of participative democracy. This must be carried out in a perspective of sustainable development and ecological transition in relation to the local territorial policies.

The accompaniment has an **educational dimension** which is founded in the values of EEDD through actions of awareness and information that enable the persons involved to become informed, trained, aware, able to analyse, able to review and able to take a position in order to become autonomous and empowered.

Italy: (Completing the French definition)

Accompany towards understanding of the natural environment and non-human dynamics; encourage questioning of lifestyles and human impact in the short-medium-long term; accompany (within a company) acceptance of a logic which is not solely based on making profits at all costs but also through social responsibility in relation to the local environment. The skills of the accompaniment facilitator are related to those of an environment educator which have been summarised and collated as represented in the ERASMUS+ RSP project, partner of the IASS - Italian Association for Sustainability Science.



Greece: (Complement of the above)

Provide the group with basic elements to enable understanding of socio-political, ecological and economic issues in liaison with the theme addressed and the specific territory.

Spain:

The progressive transition towards a socio-economic model that is more just and sustainable (an ecological transition) requires that professionals drive local authorities and entities which are the protagonists of change (associations, NGOs, educators, elected representatives, public managers, actors in social and environmental sectors, industries, retailers, etc.), in order to adopt the tools and knowledge required for their empowerment and enabling them to apply change in an autonomous manner.

Actions which are identified as creating a dynamic are those we call accompaniment. An activity of tutorship/follow-up/mediation implies having different levels of skills because this requires sharing both concepts, procedures, methods and postures.

The position of accompanying party carries a correspondence with that of professionals who work directly or indirectly in the environment education sector: over and above the immediate place of living,

environment and ecology represent a true vocation which requires intervention with other persons who are lacking knowledge, resources and tools to integrate sustainability in their professional activity.

The accompanying party is a person who accumulates knowledge and professional experience in order to lead the change process and instruct other persons engaged on projects which have an impact on the environment.

The key characteristic of an accompanying person or facilitator is to be able to communicate an ecological conscience to others while promoting individual and group behaviours which have sustainability as their goal.

Points of vigilance:

- Financing these accompaniments
- Difficulty: stay on site, limit one's investment so as not to take over the project
- Spoken input time to be managed, allowing time for everyone
- Manage the abundance of ideas (too many rather than not enough, in general)
- Work in a trans-disciplinary/transversal mode: highly enriching but difficult to manage because not used to working together or in the same way, different cultures and origins...
- Make the connection between different dynamics, avoid staying bound to one initiative
- Capacity to make connection with public representatives
- Projects are often related to persons and not structures and are therefore all the harder to perpetuate and open out
- Not having premises may sometimes be a barrier to projects
- Being recognised in this function, not recognised officially (or as a 'leisure animation' activity rather than as training. Without a status, there is little sustainability and stability for the position)
- Interactions between different interests may represent a barrier to the project
- In the schools environment, lack of recognition for the commitment of youths and a vast difference in qualifications of the different types of actors
- Lack of organisation and connection between peers

Significant activities and skills in the function:

Activities	Skills
The first steps are to become known, integrate a network, become identified. In parallel, communication of how to work together, interact and support each other.	<p>Group dynamic:</p> <ul style="list-style-type: none"> ● Conflict management, having tools and methods to solve problems ● Know how to accompany decision making: understand decision making tools. ● Ensure a secure and inviting framework for persons and groups. ● Knowledge of psycho-sociology. <p>Personal skills</p> <ul style="list-style-type: none"> ● Ability to communicate. ● Capacity of imagination and innovation. ● Know-how in instruction, information, transmission. ● Know how to adapt and adjust the work methods and framework. ● Know how to analyse situations and hold the position of accompanying party. ● Ability to form connections between different parties. <p>EEDD specific skills / Environmental issues</p> <ul style="list-style-type: none"> ● Knowledge of the EEDD (Environmental Education, Sustainable Development) sector: actors, tools, values. ● Capacity to identify and analyse the causes and consequences of environmental challenges. ● Understanding of sustainable development and ecological transition. ● Knowledge of social and ecological innovation experiments. ● Define co-responsibilities, anticipate and evaluate the ecological, social and economic impact of activities deployed. <p>Control the project methodology</p> <ul style="list-style-type: none"> ● Experience with tools for managing citizen and participative dynamics ● Experience in participative and collaborative animation techniques ● Ability to evaluate ● Know and know how to identify financial partners on the territory ● Knowledge of training tools and methods ● Understand and guarantee a systemic approach on a territory ● Guarantor and watchdog of the coherence and global vision of the project <p>Communication skills based on an ethic of participative democracy</p> <ul style="list-style-type: none"> ● Know the fundamentals of 'communication action' ● Draw up and deploy communication plans promoting participative solutions to projects or problems ● Possess animation techniques to enable an environment of creativity, dialogue, conflict management ● Understand 'socio-critical' evaluation methods
Listen to the territory/context/living area in order to bring out past experience, help stakeholders to share their ideas (not necessarily converging), help target groups to formalise their demands	
Define the roles and methods of each participant (accompanying person, NGO...)	
Interpret and analyse demands/orders	
Identify actors and the issues, carry out an initial diagnosis (administrative data, policies, populations...)	
Help analyse and understand the complexity of social, political, economical and environmental issues on the territory and/or on the theme addressed	
Help design the project for the target group (who, how, timing, governance, size, feasibility...).	
Help make choices, develop creativity, feel responsible, manage conflicts, take responsibility, build solutions in a creative and innovative manner	
Mobilise, reinforce, promote, share... Interest in the project within the group, over the long term.	
Maintain, consolidate and stimulate the dynamic with the territory/context/location in order to guarantee continuity and/or follow up.	
Carry out and anticipate evaluation	