

IT'S OUR WORLD, OUR FUTURE TOO
Young people's voices
on environment and health priorities

Participatory pilot video project
with students from schools in four European countries
(Belgium, Russia, the United Kingdom and Hungary)

USING VIDEO TO INVOLVE CHILDREN AND YOUNG PEOPLE



This booklet aims to encourage greater involvement of young people in policy making on health and the environment. It has been produced to provide a tool kit of how to develop a video with children and young people. It also describes how to make the best possible use of the video in communicating young people's perspectives to policy makers. Its content is likely to be especially useful for those working in non-governmental organisations but it may also be useful to teachers, community groups and young people themselves.

“Using video to involve children and young people” is produced with the financial support of the European Commission, DG Environment.

Contents

Why work with young people - page 3

Creating a video - page 4

Making an impact - page 8

Box 1: Ten steps to developing the video - page 6

Box 2: Tips for how to get it right - page 10

Appendices: Examples of materials used in the EEN project - page 12

Appendix 1 - Information sheet for the team leader

Appendix 2 - Information sheet for youth participant

Appendix 3 - Consent form for youth participant

Appendix 4 - Sample extract from “story board”

Appendix 5 - Information release and background document about the video

Appendix 6 - Questionnaire for coordinators and youth participants

Written by Diana Smith, Génon Jensen and Monica Guarinoni, European Public Health Alliance Environment Network (EEN) with input from Victoria Elias, ECO-ACCORD, Moscow and Russian students and colleagues. It was reviewed by Carolyn Stephens, London School of Hygiene and Tropical Medicine, London, UK.

This booklet presents an example of how the views of young people can be brought to policy makers. It describes how the European Public Health Alliance Environment Network (EEN) made a participatory video with school children and students from disadvantaged communities in four countries. The aim was to bring their views to European ministers and other key health and environment policy makers at a major conference that took place in Budapest in 2004. The title of meeting was "The future of our children". The video project title responded with the voices of children: "It's our world, our future too".

Why work with young people?

There are many good reasons why the European Public Health Alliance Environment Network (EEN) decided that it was vital to involve children and young people in the European policy making arena.

First, they have an energy, enthusiasm and openness that constitute an important resource.

Second, young people are persuasive with adults. They are also trendsetters amongst their peers, which makes them a very important force in changing future thinking.

Third, the health of babies, children and young people is at greatest risk from a deteriorating environment. During the period in which a child's immune, respiratory and nervous system is growing, he or she absorbs a relatively higher proportion of every breath taken and every mouthful swallowed than an adult. This means that a higher proportion of what is harmful - as well as beneficial - is ingested. Children also have many more years of exposure to a polluted environment ahead of them.

The European Region of the World Health Organization gives special attention to the threats to children's health from the environment. In 2004, a Ministerial Conference on Environment and Health was

organised in Hungary bringing together health and environment ministers from the 52 Member States of the WHO European region. The ministers signed up to a Children's Environment and Health Action Plan for Europe, known as CEHAPE. The signatories have committed themselves to action in four priority areas: safe water, reducing accidents and injuries, clean air, and reducing exposure to hazardous chemicals. It was at this ministerial meeting in Budapest that the EEN video was first shown.

The fourth reason for involving young people is that it promotes children's rights. Almost all governments around the world have ratified the United Nations Convention on the Rights of the Child. This commits 192 countries, including all European governments, "to protecting and ensuring children's rights and to holding themselves accountable for this commitment before the international community."

The European Public Health Alliance Environment Network (EEN) believes that for all these reasons, putting the views of children and young people higher on the agenda will contribute to making European health policy more responsive to the current and future needs of citizens.

A role in policymaking

Giving young people a more central role in policy making is not easy. In the past, efforts to involve children in European WHO and EU events have tended to focus on a small number of English-speaking

young people from wealthy backgrounds. All involved recognised a need to do better.

WHO's conference on young people's health and the environment in Hungary offered an opportunity to try something new. The meeting would bring together a huge audience of key European policymakers. The challenge was to bring the perspectives of a range of young people from different income groups, and speaking different languages, to these decision makers.

The choice of participatory video benefited from the possibility of harnessing youthful energy and powers of persuasion and at the same time allowing the points of view of these young people to be communicated in English to the top-level audience.

Creating a video

EEN's participatory video project brought the views of more than 30 young people from several language groups and from less advantaged communities.



Nelson Sivalingam, then aged 14 years, a student at Eastbury High School, Barking in London, sparked the idea. He discussed whether young people could make their

In preparing for the video project, EEN Director Génon Jensen said: "On the one hand, video gives young people an opportunity to express themselves in a way that allows them to be spontaneous, fun and creative. On the other, showing the short film produced allows their voices more impact because it can be shown to large audiences and in a wide range of situations."

Since the showing of the video in Budapest, EEN has received many requests for information about the different aspects of the organisation of this project. The aim of this booklet is to provide European networks, non-governmental organisations, teachers and young people with a description of the steps taken to make the video and to maximise its impact. The hope is that it will encourage more activity to engage young people in efforts to raise awareness of the need for a healthier environment.

own video featuring each other with Carolyn Stephens, an EEN board member and senior lecturer at the London School of Hygiene and Tropical Medicine (LSHTM). At the time, she was working with several community groups and three schools, including Nelson's, on a participatory science project. Together, they began to develop a plan for the video project.

Nelson's enthusiasm and skills as an amateur video maker were crucial to the project's success. He had learnt video editing during work experience with Adrian Cousins, who provides technical audiovisual support at LSHTM. Nelson, worked closely with several groups of young people filming in Barking market and town centre, and in playgrounds on housing estates. This captured the faces and voices of young people giving appreciation and complaint about the places where they live and play. What they had to say ranged from sophisticated, almost poetic messages

about the threats to our future to the simple but heart-rending observations of younger children experiencing daily bullying or adult irresponsibility and neglect.

The information materials for the video project produced in the UK were later adapted to guide team leaders and students in the other countries involved. They are reproduced in Appendix 1 (information for team leaders) and Appendix 2 (information for young people). Appendix 3 is a consent form signed by the young participants. It provides the project organisers with a written acknowledgement from the student that no pressure has been put on him or her to become part of the project. It provides the young person with a written assurance of his or her right to leave the project at any stage. The guidelines were purely technical. Decisions on settings and filming were left to the young people in the country teams.

Russia

The environmental non-governmental organisation ECO-ACCORD organised the video contributions from young people living in deprived communities in Moscow. Several of the students spoke about an atmosphere of pessimism that is contributing to a lack of care for the environment.



Belgium

EEN organised the interviews with school young people in Beringen, a poor industrial area of Belgium. The class of 15 year-olds spoke vividly about the smells from local chemical factories and from fertilised agricultural land.



Hungary

The fourth country to contribute to the video did so during the Budapest conference. The interviews featuring Hungarian young people were added afterwards. Roma (formerly known as “gypsy”) youth were particularly upset by the heaps of household rubbish left to rot around their homes.



Compiling, writing, editing

The original video shown at the Budapest ministerial meeting was created from the clips produced by the teams in UK, Russia and Belgium. The three teams took different approaches - and many of the most exciting ideas for setting and

presentation came from the young people themselves.

Having reviewed the messages contained in the clips, the most important were selected and divided into themes. The next task was to map out a structure for the video. It needed a beginning, comprising a spoken introduction (a “voice over”) against some exciting visual images, then a series of “links” to join up the several theme sections, some quotes from experts,

and a conclusion. Part of the “story board” written for the video editor (Adrian Cousin, LSHTM) is contained in Appendix 4.

Two versions of the video were made: a longer one to be shown at the main conference (15-20 minutes) and a shorter version (7 minutes) for screening at workshops and at a roundtable meeting with ministers organised by EEN in Budapest.

BOX 1: Ten steps to developing the video

1. Make a plan

Decide on your objectives, the main audience you hope to reach, how and when the video will be filmed. If you are a group of young people making your own video, decide if you need help from adults (permission, technical support, help with dissemination). If you are an adult, or a group of adults, wanting to support young people’s participation through video, decide which groups of children to include, how the making of the film will be organised, when and where it will be shown, how it will be promoted, distributed and evaluated, and how it will be funded.

2. Establish the commitment of key actors

Make a list of all the things you want to do, identify who you need to ask for help and get their agreement. You may also need to seek permission to film in certain settings. For example, the school head must be asked for her agreement if filming is to take place within the school grounds. Permission was also sought in the market and train station as a gesture of courtesy.

3. Prepare guidelines for coordinators and youth participants, and consent forms.

See Appendix 1 for information for coordinators and Appendix 2 for information for young participants. Appendix 3 is the consent form that was completed by each young person taking part in the project.

4. Organise preparatory sessions

Decide whether the video will be led “technically”(information from science is used to start the discussion), or led with the young peoples’ own definition of terms. It can be useful to introduce information on environment and health issues to future youth participants, but often they have their own ideas on how to define environment – and health!! The principles and plan for making a participatory video and how the video will be used is also described in this preparatory session. Allow time for discussion and be ready to provide further sources of information.

5. Film the interviews and some sequences of relevant surroundings

Ask each interviewee to state what they consider to be a major problem, to say why and what could be done about it. The context shots will be useful in the editing phase.

6. View the recorded video tapes to decide on structure, themes and content

Make a plan of the contents of the film. For example, decide what are the most important and interesting messages and organise them by theme.

7. Write “story board” for the video editor

See Appendix 4 containing an extract from the story board for the EEN video.

8. Screen the video

Ensure someone closely involved in the project is available to introduce it and to answer questions if necessary.

9. Encourage wide promotion of the video by having it shown at important meetings and by making it known to key audiences with the help of an information release.

See Appendix 5 for the EEN information release and background document about the video.

10. Evaluate the project

See Appendix 6 for the evaluation questionnaire for coordinators and youth participants.

Launch in Hungary

The first showing of “It’s our world, our future too” took place in Budapest to an audience of approximately 2,000 top European policy makers. They included health ministers, environment ministers, government officials from all EU and 27 other countries in the WHO European region. The audience also comprised leading health policy experts from international, European Union and other European institutions, agencies, institutes and non-governmental organisations (NGOs).

The UK and Russian video participants were invited to attend the Budapest meeting. Although these young people could not take part in the ministerial sessions, they were able to attend side events and a parallel “Healthy Planet Forum” organised by EEN and other NGOs. This gave the students opportunities to speak directly to leaders in European environment and health policy.

In one session, they put questions to Margot Wallstrom, then European Commissioner for the Environment. She spoke very personally about the value she attached to the video. She said that she would show it at a Council of European environment ministers in Luxembourg due to be held a few weeks later.

The young people also met Professor Pat Troop from the UK Health Protection

Agency, which provided financial support for the video project. She told them that her agency was particularly keen to develop responses to childhood diseases associated with chemical and radiation hazards and with infections.

In another event, the young people had an opportunity to meet a group of young Hungarians. In a special session organised for them, the Hungarian youth watched the video, learnt about the project, and planned with the UK and Russian groups how they would contribute. The filming was done both in a park in Budapest and in a deprived Roma village.

Throughout the several days of meetings, Nelson and Carolyn filmed a “Budapest diary”, including the interviews with the Hungarian young people. The material from this video contributed to the final version of “It’s our world, our future too”, which features youth voices from all four countries.

Wider promotion

Once the video was finalised, it was shown at other meetings in Brussels, London and Moscow.

It was promoted widely with the help of an information release that was sent to EEN’s huge mailing list of individuals and organisations involved in the European environment and health policy.

Special care was given to contacting those organising key meetings and those responsible for publications and websites in which news about the video could be shared. (For information release, see Appendix 5).

The shorter version of the video was made available on the EEN website. Copies of the full version are available free of charge from the EEN secretariat.

Making an impact

Without the video, the voices of young people from deprived backgrounds would have been barely audible at Budapest. With it, a huge audience of leading European policy makers found themselves listening attentively to the perspectives of these thoughtful youths.

Since Budapest, former European environment commissioner Margot Wallstrom has shown the video to a meeting of the 25 EU environment ministers. Rumour has it that when the final credits appeared on the screen, the ministers clapped!

The European Public Health Alliance (EPHA) screened the video for participants at its annual meeting. The film was also shown at the EEN Annual General Meeting, where it provoked a lively discussion on working with young people on environment and health issues. Many EEN members described their own or their countries' activities with children and young people.

In the UK, the video has been shown to several annual national meetings of public health, and environmental health professionals.

Publicity

The video has been widely publicised. Two UN agencies and at least six major international non-governmental

organisations have featured the video on their websites and in newsletters. They are:

The following groups and organisations featured the video in newsletters and/or on websites:

- UNDP's HECANET - an international mailing list dedicated to promoting the activities of HECA, the Healthy Environment for Young people Alliance (launched by the former WHO Secretary General Gro Harlem Brundtland)
- UNICEF's Healthy Cities Project
- European Public Health Alliance Environment Network (EEN) - a network representing 38 NGOs specialising in public health, the environment, women's concerns and children's issues, and associations representing the health care community
- European Public Health Alliance (EPHA) - a network representing over 100 non-governmental and other not-for-profit organisations working in support of health in Europe including 35 pan-European or international networks
- EuroNet - a network of organisations working in Europe to improve the quality of life of young people and young people and promoting a child rights approach
- ISDE - the International Society of Doctors for the Environment
- ASPHER - the Association of Schools of Public Health in the European Region
- The Communication Initiative - a network of 50,000 individuals and

organisations involved in development communication.

Defining youth perspectives

The information conveyed by the young people in the video has provided EEN with perspectives for its policy agenda. This is particularly useful for EEN's work as a member of the European Environment and Health Committee (EEHC). This Committee was responsible for organising the Budapest meeting and is responsible for follow-up, implementation and monitoring of the Children's Environment and Health Action Plan for Europe (CEHAPE).

The issues featured in the video were not always the same as those that featured strongly on the agenda for the Budapest meeting. For example, the young people highlighted mental health and the environment, the dumping of household waste, noise and violence.

The Russian students gave special emphasis to the effect of a deteriorating environment on peoples' mental health - and the change of attitudes that is needed if simple, practical improvements are to be made to daily environments.

The Hungarian students talked about the problem of household waste in Roma villages. The piles of rubbish close to peoples' homes not only looked and smelt unpleasant, it was also unhealthy. The students suggested that if governments could be persuaded to make waste disposal cheaper, the problem could be significantly reduced.

Those taking part in the video also highlighted how the roles of young people in advocacy and education on environment and health issues could be expanded. They reminded policy makers that young people could be part of the solution in efforts to raise awareness of the health threats. Once young people knew more about the issues,

they could produce plays to educate people of their own age and speak at conferences to express their views, one of the UK students said.

Building youth capacity

In Budapest, several students had the opportunity to put a question to Commissioner Margot Wallstrom and other important European officials. This gave them an occasion to test their skills at speaking in public for the first time.

The same session provided introductions to international youth networks. They included the Youth Parliament, Young Minds, and the UN Environment Programme's youth network known as TUNZA.

Several students said that they had never before taken part in a serious discussion on environmental topics and had appreciated the opportunity. One said she felt that opportunity had given her a new sense of her own responsibilities.

Sharing the experience

The video project prompted requests from EEN members and other NGO representatives and stakeholders for a booklet on how the participatory video project was developed. To do this, EEN contacted the team leaders to ask them to help. What were the young people's experiences of the project? What had they done since their return home? What hopes did they have for the future?

The evaluation showed that the video project was much appreciated and that its ripple effects continue to motivate the young people involved. The Russian and UK students are trying to keep in touch with each other. They say that they would like more time to share experiences with like-minded others in different countries.

Two main requests are outstanding: translations of the existing video and an exchange programme. Several of those involved in the project have suggested that they could take a copy of the video to a country not yet included in the project to film further interviews.

“CEHAPE implementation” website to be launched by EEN in November 2005.

Looking ahead

The European Public Health Alliance Environment Network (EEN) hopes that the launch of the booklet will act as a reminder of the need to involve young people in raising awareness of environment and health issues. Its content and the video itself demonstrate an example of how to involve young people in policy making.

EEN intends to continue its work in promoting the participation of young people. The activities of youth groups and networks will feature strongly on its NGO

BOX 2: Tips for how to get it right

1. Look for enthusiasm, energy, skills and leadership to bring to the project team.
2. Decide the degree of youth participation in the project. Will young people or adults lead the project?
3. Videos may have to meet tight deadlines and respect pre-set criteria and guidelines. Identify responsible team members to be in charge of planning and timekeeping.
4. Allow enough time for the project to facilitate the participation of young people in all stages of the project if they wish to be. Take into account holidays and exams. The students may want to learn how to use the video camera themselves, to direct the video and edit the film. This will take longer.
5. If time allows, work with several groups of children in each location. From the material, the best interviewees can be selected.
6. Keep interviews in the films short but make plenty of them. Try to film interviews in different settings against varying backgrounds and establish a good male/female balance.
7. Consider including interviews with influential personalities who may be willing to speak powerfully in favour of youth participation in policymaking.

8. Film landscapes and scenes that highlight the problems referred to in the interviews. These can be used while “voice overs” are being spoken or to link different parts of the film.
9. If feasible, send a copy of the full edited version of the video to all participants for their approval. The process aims to build “ownership” and provides an opportunity to ensure that no participant feels misrepresented.
10. Take advantage of all opportunities and offers to screen the video. Propose a screening of the video to organisers of key meetings.
11. Make copies of the video widely available. EEN sent information about the video to a wide audience and made a short version available on the website.
12. Consider making a second, shorter version of the video that may be more suitable for certain uses, such as starting a discussion in a school.
13. Ensure the budget covers the costs of promoting and distributing the video after its primary showing, which may include translation expenses.

Useful websites

European Public Health Alliance Environment Network, access to the seven minute video at <http://www.env-health.org>

London School of Hygiene and Tropical Medicine, information about the participatory science project, “Our Transport, Our Science, Our Health” can be viewed at www.lshtm.ac.uk/pehru

World Health Organization, Regional Office for Europe, Fourth Ministerial Conference on Environment and Health, Budapest, Hungary, 2004
<http://www.euro.who.int/budapest2004> organised by the European Environment and Health Committee <http://www.euro.who.int/eehc>

UNICEF (1989). Convention on the Rights of the Child (CRC). UNICEF, available at <http://www.unicef.org/crc/crc.htm>

The Communication Initiative website (<http://www.comminit.com/>) includes descriptions of the EEN video and other projects that include young people’s participation and video making.

References

Hart, R. A. (1997). Young people's Rights and Responsibilities. Young people's Participation: The Theory and Practice of Involving Young Citizens in community Development and Environmental Care, Earthscan Publications Ltd., London.

Johnson, V., J. Hill, et al. (1994). Listening to Smaller Voices: Young people in an environment of change, ACTIONAID, Chataway House Leach Road, Chard, Somerset TA20 1FA.

Kellett, M., C. Robinson, et al. (2004). Images of Childhood. Doing Research with Children and Young People. V. L. Sandy Fraser, Sharon Ding, Mary Kellett and Chris Robinson. London, Thousand Oaks, New Delhi, SAGE Publications in association with The Open University: 27-42.

Morrow, V. (2001). "Using qualitative methods to elicit young people's perspectives on their environments: some ideas for community health initiatives." Health Education Research 16 (3): 225-268.

Ogbuagu, S. (1994). Facilitating the empowerment of African Young people for the defence of their rights. Child Health in Nigeria, Eds and T. Falola. Avebury Ashgate Publishers Ltd., Aldershot: 149-158.

Lars Johansson et al., "Questions and answers about participatory video", Forests, Trees and People Newsletter No. 40/41, includes a brief but useful section on video training and technology. It is available at <http://www.comminit.com/africa/materials/ma2004/materials-1868.html>

Appendix 1 - Information for the team leader

Young voices on environment and health priorities Project for a video

Frequently asked questions about the video project.

1. *What will the video be used for?*

The video footage from your school will put together with similar videos from other schools across Europe to create one single video that showcases the diverse views of young people on environment and health.

The video project aims to show a concrete example of a participatory approach on how young people can provide their views on environment and health issues.

The video will be broadcast at a Ministerial Conference in Budapest on June 25. The Conference will focus on Children's Environment and health and will include government representatives from 52 countries in the European Region (see <http://www.who.dk/budapest2004> for more details).

Three video products will be created and made available to you and the students at the end of June.

- A 30-40 minute video explaining the project, and featuring young people talking about their views from the different countries.
- A five minute video clip with highlights from the schools which will be shown to the Ministers at Budapest on June 24
- Several 30-second video clips which will be disseminated to news and media wires just before the Budapest conference and broadcast on websites from 24 June onwards.

2. *What do I have to do if I agree to be a team leader?*

Practically, the steps you will need to take include:

- Find a group of students who want to participate in the filming and interview
- Meet with the students to tell them what the video is, how it will be used, how they can participate (They should be ready to talk about the best/worst things in their environment that have an impact on their health)
- Coordinate the signing of parental consent forms for the students to be video taped and to enable the video to be shown

- Identify and rent the appropriate video equipment
- Identify a place with the students to do the filming (in the school or surroundings)
- Set up an agreed time in the first week of May to shoot the video
- Write down up to 10 themes that emerge from the young people's views Discuss 10 themes with EPHA Environment project leader to choose several
- Select 6-10 minutes of video for the final project, and provide written subtitles in English

3. *How much time will it take?*

The meetings with the students should not take more than 2-3 hours total (one pre-meeting, one video shooting meeting and one follow-up meeting).

Writing down 10 themes that emerge and discussing it with the EEN project leader would probably take another 2-3 hours.

Making the final selection of 6-10 minutes, and providing the written subtitles will be the most time consuming, and could take ½ a day.

4. *How will my costs be covered?*

All costs related to renting the video equipment and/or translation will be reimbursed by the EEN project leader by showing the receipt.

In addition, the team leader will receive 500 Euro for the coordination of the work.

5. *Who will have the right to use the videos?*

EPHA Environment Network will own the copyright of the video footage. However, the participating schools, teachers and students will also receive copies of the original video footage and the final video product, and these may be freely used.

6. *What will we receive following the completion of the project?*

Once the video project is completed, you and students in your school will receive copies of the final videocassette and the original cassette.

In the autumn, we would also like to ask the students to give feedback on the video itself, and the process. What would they like to know more about? How would they like to be more involved in finding out and changing their environment to improve their health?

This information will be used to create a short booklet on using video as a means to increase participation.

Appendix 2 - Information and consent form for youth participant

Young voices on environment and health priorities Project for a video

You are invited to take part in a video project. This information sheet tells you what the video is about, how the video will be used, and what will happen if you decide to take part. Whether or not you do take part is entirely your own choice. If you have more questions to ask after reading this briefing, please ask and we will try our best to answer them.

1. What is the video about?

The video will feature a group of 12-16 year old students from schools in different countries of the European Region. The students will give their views on how they believe their environment is affecting their health.

2. What will the video be used for?

The video footage from your school will be put together with similar videos from other schools to create one single video that showcases the diverse views of young people on environment and health.

The video project aims to show a concrete example of a participatory approach on how young people can provide their views on environment and health issues.

The video will be broadcast at a Ministerial Conference in Budapest on June 25. The Conference will focus on Children's Environment and health and will include government representatives from 52 countries in the European Region (see <http://www.who.dk/budapest2004> for more details).

Several 30-second video clips which will be disseminated to news and media wires just before the Budapest conference and broadcast on websites from 24 June onwards.

3. If I agree to take part, what will I have to do?

The video organiser will visit your school and describe the project to you. She will tell you about the video, how it will be used, and how you can participate. You will be asked to be ready to talk about the best/worst things in your environment that you feel have an impact on your health. You will be filmed answering questions in early May at your school. The interviews and filming process is likely to take 2-3 hours. If you decide you would like to take part, she will ask you to sign this consent form.

4. *Would I be paid?*

You would not be paid nor would any costs be reimbursed.

5. *Who will have the right to use the videos and will I receive a copy?*

EPHA Environment Network will own the copyright of the video footage. However, your school, the teacher involved in the project, and you yourself will receive a copy, which can be used freely.

6. *Will there be any follow-up of the project?*

In the autumn, you will be asked to give feedback on the video and your experience of taking part in the project. You will be asked what you would like to know more about and what activities you would like to be involved in to change your environment with a view to improving your health.

We will create a short booklet on using video as a means to increase young peoples' participation, and your views will be taken into account.

You are not under any obligation to take part in this research. You are free to decide not to participate or to drop out at any time. If you decide not to participate, this decision will not have any consequences for you. If you are concerned about this project in any way, or would like more information, please contact one of the persons listed below:

Ms Génon Jensen
Director
EPHA Environment Network
39-41 Rue d'Arlon, B-1040 Brussels
Tel: +32 2 233 3885 (direct)
Fax: +32 2 233 3880
E-mail: genon@env-health.org
Website: www.eph.org/r/16

Dr Carolyn Stephens
Department of Public Health and Policy
London School of Hygiene & Tropical Medicine
Keppel Street
London WC1E 7HT

Ms Victoria Elias
Eco Accord
Moscow
Russia

Written consent form

Title of the project for a video: Young voices on environment and health priorities

Name (Block Capitals):

Address:

Please tick the boxes to indicate that you have read and agreed to the following statements:

- I have been invited to take part in this video project
- I have read the information sheet concerning this project [or have understood the verbal explanation]. I have a copy of the information sheet to keep.
- I understand what will be required of me and what will happen if I decide to take part.
- My questions concerning this video project have been answered by
- I understand that at any time I may withdraw from this video project without giving a reason and without incurring any penalties of any sort.
- I agree to take part in this video. No one has put pressure on me.
- I know that if there are any problems, I can contact the person with overall responsibility for the project, namely: Ms Genon Jensen, Director, EPHA Environment Network, full details on previous page.

Signed

Date

As the **person responsible for this video project**, or as a designated deputy (Carolyn Stephens and Victoria Elias), I confirm that I have explained to the volunteer named above the nature and purpose of the video project to be undertaken.

Signed

Date

Appendix 3 - Sample extract from story board

N.B. figures in the extract below relate to time points on the filmed tapes. For example, the producer has indicated to the editor that s/he has selected 29 seconds of frames between 2:19-2.48 on video tape of Margot Wallstrom. Similarly, lower down in the box, the figure 00:01:23:21 relates to a precise frame on the video tape where the Russian student Alexander Nikitin begins a chosen narrative. The figure 00:00:06:02 indicates the length the selected sequence. The editor then extracts from these chosen selections to meet the time constraints.

CLIP FROM WALLSTROM (use subtitle, “Margot Wallstrom, European Commissioner for the Environment” each time)

2:19 - 2:48

“As a politician children first is a guiding principle....”

CLIP FROM STUDENTS

- JONATHON, BARKING STUDENT AND/OR GLADYS

At the beginning of their tape when he talks about participation, making an impact and she talks about how their voices should be heard.

CLIP FROM WALLSTROM

4:23 - 4:50-51

“They fully understand the environmental challenges To whom do we turn to know more.”

1. FIRST VOICE OVER

(Background could either be quick shots of students transposed with the landscape shots of the Russians or shots from Barking)

“It’s our world, our future too features the voices and concerns of young people living in disadvantaged communities in three European countries.

Children are paying heavy for our neglect of the environment. Environmental problems hurt children more.

Governments agree that children living in the poorest areas and belonging to the most disadvantaged population groups suffer the most.

Bringing the voices of children and young people into policy debates is critical to increasing the participation of an often under-represented, but greatly affected group in society. “

END of first voice over

2. SERIES OF CLIPS FROM THREE VIDEOS

“URBAN ENVIRONMENT AND MENTAL HEALTH”

- ALEXANDER NIKITIN (15 seconds) (Russia)

00:01:23:21	00:00:06:02	I live in town Domodedovo.
00:01:32:09	00:00:05:19	A big highway - Kashirskoe shosse - crosses the town.
00:01:39:00	00:00:04:18	Many problems are connected to this.
00:01:44:04	00:00:06:00	Constant noise and pollution are among them.

Appendix 4 - Sample extract from story board

CLIP FROM WALLSTROM (use subtitle, “Margot Wallstrom, European Commissioner for the Environment” each time)

2:19 - 2:48

“As a politician children first is a guiding principle....”

CLIP FROM STUDENTS

- JONATHON, BARKING STUDENT AND/OR GLADYS

At the beginning of their tape when he talks about participation, making an impact and she talks about how their voices should be heard.

CLIP FROM WALLSTROM

4:23 - 4:50-51

“They fully understand the environmental challenges To whom do we turn to know more.”

3. FIRST VOICE OVER

(Background could either be quick shots of students transposed with the landscape shots of the Russians or shots from Barking)

“It’s our world, our future too features the voices and concerns of young people living in disadvantaged communities in three European countries.

Children are paying heavy for our neglect of the environment. Environmental problems hurt children more.

Governments agree that children living in the poorest areas and belonging to the most disadvantaged population groups suffer the most.

Bringing the voices of children and young people into policy debates is critical to increasing the participation of an often under-represented, but greatly affected group in society. “

END of first voice over

4. SERIES OF CLIPS FROM THREE VIDEOS

“URBAN ENVIRONMENT AND MENTAL HEALTH”

- ALEXANDER NIKITIN (15 seconds) (Russia)

00:01:23:21	00:00:06:02	I live in town Domodedovo.
00:01:32:09	00:00:05:19	A big highway - Kashirskoe shosse - crosses the town.
00:01:39:00	00:00:04:18	Many problems are connected to this.
00:01:44:04	00:00:06:00	Constant noise and pollution are among them.

Appendix 5 - Information release and background document on the video project

INFORMATION RELEASE

It's our world, our future too: Young people's voices on Environment and Health priorities

This is the title of a video produced by the European Public Health Alliance Environment Network aimed at making children's voices heard. The video is used as a medium to involve children in policy making.

Young speak on video about the environments that are failing them

Brussels, 29 October 2004 - Tomorrow's adults have a new channel through which to air their views thanks to a video project produced the European Public Health Alliance Environment Network (EEN).

The short film, entitled "It's our world, our future too: Young people's voices on environment and health priorities", is made up of the excited but sometimes deeply concerned faces and voices of children in Russia, Belgium, Hungary and the UK. They describe how the deprived physical surroundings in which they find themselves are affecting their health. Many of them make valuable suggestions on what politicians - and they themselves - should be doing to improve the situation.

"The idea was based on an innovative project by young people in the UK supported by the London School of Hygiene and Tropical Medicine. We then expanded it to include three more countries as a way for young people to influence the thinking of governments across Europe," says Génon Jensen, EEN.

"Using video gave more children an opportunity to express themselves in a way that allows them to be spontaneous, creative and to have fun," Ms Jensen continues. "Showing the film to others afterwards gives their voices an impact in a wide range of situations." It was first shown at the Fourth Ministerial Conference on Environment and Health in Budapest in June 2004 attended by over 1,000 representatives from 52 European countries. Since then, it has been shown to several key meetings of European environment and health politicians and policy makers in Brussels and elsewhere.

The concerns expressed by the 30 or more children featured vary from country to country. In Hungary and Russia, the main problems are air pollution, traffic noise and dumping of waste. In Belgium, a class of school children focus on the smells from factories and crop spraying. In the UK, most complaints relate to drugs, violence and graffiti.

All the children are forthright in expressing their views. On the Gascoigne Estate near Barking, UK, a freckled boy with red hair says he is fed up with the lack of care given to his high-rise surroundings. "They should fix up the place," he says. "There's loads of fights and loads of knives and people that do drugs and stuff. As you can see there's graffiti all around us. We don't like it very much."

A young woman from the Romani (formerly known as Gypsy) community in Hungary expresses her unhappiness about poor waste disposal. "In our village, there are several places where rubbish is dumped illegally," she says. A male student at her school in Pécs, southern Hungary, proposes a solution. "The Ministry of Environment could start an initiative to reduce the cost of removing rubbish," he says, "This would help stop illegal dumping."

Many of the young contributors suggest other ideas for making improvements. In Russia, Polina Starygina believes that efforts should begin by changing attitudes. The shameful state of the environment is affecting people's mental health, she says, which is creating a vicious cycle: "Our

problems affect our mental state, and as our mental state deteriorates, people become indifferent, and the environment also deteriorates because of that.”

The UK school children say they want a bigger role in making changes. Jonathan Truong, one of the UK participants says he thinks children should be seen “as pioneers, in plays to educate the young, speakers at social conferences to express their views and to make politicians listen to them rather than be told.”

Some of the children appearing in the video were able to attend the Budapest conference. During a side event, they had an opportunity to speak to the EU Environment Commissioner, Margot Wallström. Helen Michael from the UK asked her whether the video would make any difference to her. “It makes an impression on me to meet with you,” she said, “and I’ll think about it when I next have to think of a proposal or implement a plan.” Since then, she has shown the video to a meeting of Europe Union’s 25 environment ministers, whom she says, “were all quite touched and impressed by this very special production.”

During their stay in Budapest, the video participants had an opportunity to meet Hungarians of their own age, and to talk to them about local problems and to film the young people. Since the conference, an additional section has been added to the video presenting what the young Hungarians had to say.

The theme of the Budapest conference, which was designed by the World Health Organization, was “The future of our children”. Dr Roberto Bertollini, Director of Health Determinants Division, WHO Regional Office for Europe considers the video to have made a useful contribution to the event. “It is often difficult to involve children from a wide range of backgrounds and languages and to promote their participation in complex matters such as environment and health. This video allowed children from deprived European communities to convey their messages directly to politicians and policy makers attending the conference.”

Now that the video has proved its value in increasing children’s input into a policy making arena, the next step is to make it widely available to policy makers, NGOs and others working with young people. Copies are available free of charge from the EEN secretariat. A booklet to accompany the video is currently being produced to help promote video use with children in schools and other community settings. (Available early 2005)

* Coordinated by the Soros Foundation-Hungary.

Illustrations and photographs: The brightly-coloured DVD cover; and, Génon Jensen, Director EEN who coordinated the video project, in Budapest with Russian student Alina Bezenhar. Both are available from Monica Guarinoni, email: monica@env-health.org Tel: +32 2 233 3875

The full DVD version of the video is available free of charge to policy makers, NGOs and schools by e-mailing your request and full contact details to Monica Guarinoni, EEN secretariat, monica@env-health.org A shortened version of the video is available on line at www.env-health.org

For an outline of the contents of the main video, quotes and information about illustrations to accompany written texts, see the attached “Notes and quotes” file.

We would like to thank support from the European Commission and UK Health Protection Agency for making the video and its free distribution possible.

BACKGROUND DOCUMENT

It's our world, our future too: Young people's voices on Environment and Health priorities

A video produced by the European Public Health Alliance Environment Network aimed at making children's voices heard by using video as a medium to involve children in policy making.

The following text provides:

- Video contents, with quotations from each section
- Outline of the shortened version of the video

Video contents

1. Introduction

Voice over explaining that this short film brings the voices and concerns of young people living in disadvantaged communities in four countries across the European region. It aims to provide an insight into what young people expect and what politicians should be listening to and taking into account.

2. RUSSIA: Air pollution, radiation and mental health

Victoria Elias from the environmental NGO Eco Accord spoke with students at the Moscow Physical-Mathematical School No. 1511. They talk about the effects of factory fumes and the many problems associated with road traffic. Another concern is that the worsening environment is affecting mental health.

“With all the factories in Moscow, children are already ill when they are born - even if their parents are healthy. I am in this category of children and have a permanent cold because I live in the Moscow district.”

Alina Bezenhar

“We face a never-ending circle: Our problems affect our mental state, and as our mental state deteriorates, people become indifferent, and the environment also deteriorates because of that.”

Polina Starygina

3. BELGIUM: Smells from factories and farming, and noise

Génon Jensen, Director of the European Public Health Alliance Environmental Network (EEN) coordinated the project. It features 16-17 year-olds at the Vrij Technical Institute in Beringen, a rural area in northeastern Belgium in which there are clusters of industrial development. The students' main complaint is the smell of chemicals from factories and from farms rearing pigs and spraying crops.

“Opposite our house is a pig farm that sometimes smells so bad that we all have to shut our windows. When the farmer fertilizes his land, it sinks.”

Andy Bleyen

“When the farmer in the surrounding area is enriching his field, it smells awful.”

Rob Debacker

“I live nearby Tessenderlo Chemie (chemical factory) and sometimes the smell is awful. I also believe that they do a lot of waste disposal in the canal.”

Nicky Haegdorens

4. HUNGARY: Smoke, fumes and illegal dumping

Katalin Szoke from Soros Foundation-Hungary coordinated the inclusion of Roma young people in the video. Young people from the UK and Russia spoke with young people at the Gandhi Secondary School in southern Hungarian town of Pécs. The students here are concerned about factory smoke, heavy traffic and the dumping of waste. They want their politicians to take the problems more seriously.

“In our village, there are several places where rubbish is dumped illegally.”

Erika Mecseki, a young woman from Hungary’s Romani community

“The Ministry of the Environment could start an initiative to reduce the cost of removing rubbish. It is very expensive and we would like to see cost come down. This would help stop illegal dumping.”

Zsolt Kolompar

Near to our living area there’s a cement factory where used tyres were burned to generate energy. Fortunately, a filter system was installed recently... and they planted trees around the site, too. It’s a great improvement... I noticed that the wildlife in our area revived.”

Ern Balogh

“We would like the politicians to come out of their offices and see the environmental problems personally.”

Birgitta Kertész

5. UNITED KINGDOM: Violence, drugs and graffiti

Carolyn Stephens from the London School of Hygiene and Tropical Medicine spoke with children in deprived settings in Barking and Dagenham to the east of London. The children interviewed are mainly talking about the problems associated with drugs and violence and the importance of space to play. The section begins with the young people describing their role in the present and the future.

It was Nelson Sivalingam from Eastbury High School, in Barking, London whose idea sparked the whole European filming project and who directed and filmed in the UK and in Hungary.

“A common threads runs through their life - the aspiration for a better future.”

Gladys Coleman Eastbury High School, Barking

(Children should be seen) as pioneers, in plays to educate the young, speakers at social conferences to express their views and to make politicians listen to them rather than to be told.”

Jonathan Truong, Eastbury High School,

“There’s too many gangs around here and they destroy everything.”

James interviewed on the Gascoigne housing estate

“What I like best about the Gascoigne Estate is the football area where everyone can play.”

A second boy

6. Budapest Diary: Coverage of a side event at the Ministerial Conference in which the young participants in the video take centre stage

Some of the young people featured in the video came to the Budapest conference where they had an opportunity to meet Margot Wallström, European environment commissioner. They also heard from Professor Pat Troop from the UK Health Protection Agency and Tomislav Tomasevic, a representative from TUNZA, the youth group of the United Nations Environment Programme (UNEP).

Iram Zahid from the UK asked Margot Wallström: “In the long-run, did all our work (on the video) make any difference?”

Margot Wallström replied: “It makes an impression on me to meet with you and I will always remember that - and that is what influences the decision making. The next time I have to decide a proposal and think about what to do and to implement, I will think about it and this is important.”

“I think communication is a large part of any action because most people are not aware. If more people were made aware, it would be easier to help the environment.”

Jonathan Truong, Eastbury High School, Barking

7. Interview with Margot Wallström, European Commissioner, DG Environment

Margot Wallström says:

“It is easy to sum it up - what is good for children is good for society as a whole. This has always been my motto as a politician.”

“Children are best at expressing (what they need) in clear and simple language.”

Shortened version of the video

(available on the EEN website at www.env-health.org)

This seven-minute video contains the voices of young people from Russia, UK and Belgium, and it explains why listening to them is important. The children and students describe how the environment is affecting their health, and what they think can be done for a better future. Three themes are highlighted: Urban environment and mental health; Water, chemicals and air quality; and, Crosscutting issues, such as racism, drugs and violence. The film ends with Margot Wallström saying why the needs of children have always been her priority as a politician.

More information from: Diana Smith, Communications, European Public Health Alliance Environment Network (EEN), Working from home: 23 rue Saint Blaise, 75020 Paris. Tel: +33 1 55 25 25 84
EPA Environment Network (EEN), 39-41 Rue d'Arlon, B-1000 Brussels, Tel: +32 2 233 3875 (direct)
Fax: +32 2 233 3880 Website <http://www.env-health.org>

Appendix 6 - Questionnaire for coordinators and youth participants

“It’s our world, our future too” Evaluation of your participation in the video project

This evaluation comprises of two parts:

1. Brief questions to be completed by the video project coordinator in Hungary, Belgium, Russia and the UK
2. Three questions to put to the young people who were involved in the making of the video.

We shall quote your responses in a booklet on how others can use video to help communicate young people’s perspectives on the contribution of children and young people to improving environment and health in Europe for a report for the European Commission and the World Health Organization.

Questions to the coordinators

1. How did you select the school and the class(es) involved?
2. Did the selection process cause any problems?
3. Did any ethical problems arise (e.g., were any parents unwilling to sign the consent forms?)
4. How did you organise the preparatory session. Did you use any special materials?
5. Did you face any special difficulties while working on this project?
6. Would you change anything if you did it over again?
7. Did your ideas about the project change between the beginning and the end of the project?
8. Did the project lead you to linking up with any related local or national government or non-governmental activity?

.../...

Group discussion

The three following questions are intended to be completed jointly by young people and teachers following a viewing and discussion of the video.

PLEASE GIVE THE NAME OF THE PERSON WHO MAKES EACH COMMENT. We can then mention contributors by name in the booklet. Thank you.

1. What do you feel was the most valuable aspect of the video project?

- Discussion prior to making the video
- Opportunities to speak to policy makers
- Learning how to make a video
- Hearing the views of young people in other countries
- Other

Comment:

2. How could the video project have been improved?

- Not enough time to understand the project
- Not enough time to make the programme
- Not enough time to express my opinion
- Not enough contact with other groups
- Not enough follow-up

Comment:

3. Have you already or do you have any plans to show the video and use it to communicate the issues to others and stimulate action?

Here are some of the ways we hope you might use it.

- Show it to another class in the schools featured in the video or to another school to get their reactions and to consider taking some joint action.
- Ask whether the video could be shown at a parents' evening. Find out whether parents have the same concerns as you and others shown in the video.
- Consider whether the video could be shown at an event in your area, e.g. during a meeting at the Town Hall or community centre, especially an event related to children's health and the environment.
- Identify an "environment and health hero" and make his or her efforts known to others.
- Consider an exchange programme with a school in another European country. Take a copy of the video with you and make another video there.
- Link up with a European project (see information on next page).

If you have taken any of the above, or similar, actions, either locally or using the information provided below on European contacts, we shall be delighted to feature it in the booklet. Please tell us about it.

Send the results of your events to Diana Smith, Communications, European Public Health Alliance Environment Network (EEN) at Diana@gsmith.com.fr or by fax to +33 1 43 67 66 44.

Ideas for action in Europe

Start an activity

The WHO Table of Actions provides a list of activities that can usefully be planned to improve health and the environment. http://www.euro.who.int/budapest2004/documentation/20040513_1

A book of summaries of 68 case studies provides concrete examples of what has been achieved in 21 different countries. http://www.euro.who.int/childhealthenv/Policy/20040921_1

Create a website photo story

“Young Minds” offers an opportunity for young people from different European countries to share their stories about the links between youth, culture and health via the Internet. Check out some of the photo stories on different themes and get guidance on how to write up your own story. In 2004, the project activity focused on health and environment in preparation for the Budapest conference on Environment and Health, June 2004. The project is linked to the European Network of Health Promoting Schools (ENHPS), a programme jointly supported by the European Commission, Council of Europe and World Health Organisation regional office for Europe. Visit Young Minds www.young-minds.net

Join a youth network

The United Nations Environment Programme has a youth network called “TUNZA”. It provides not only useful materials and information about upcoming environmental events in which you can be involved, it also has links to other websites such as Pachamama (see **Get Informed** below)

Convert your city

UNICEF has launched a “Child-friendly cities initiative” to allow you to exchange information, share data and network among partners globally. By visiting the website you can also see examples from Child Friendly Cities world-wide, including several in European countries.

<http://www.childfriendlycities.org/>

Help make transport more pleasant

“Kids on the move” includes short descriptions of some fifteen initiatives that have been taken at local, national or international level (assemblies for children and young people, safe routes to schools, walking and cycling buses, public transport adoption campaign, bicycle for young female immigrants, bicycle parties such as the Italian Bimbibici events, car free days, etc.) Produced by the European Commission, the PDF file is available at

http://europa.eu.int/comm/environment/youth/air/kids_on_the_move_en.pdf

The Commission supports a European Mobility Week each year. Visit: <http://www.mobilityweek-europe.org/>

Become an eco-agent

Get informed on health and environment issues by checking out the European Environment Agency Eco-Agent website. Fun and quizzes for children 11-14 years.

<http://ecoagents.eea.eu.int/TheAgency/>

Play Honoloko

This web-based game takes you to an island where you get to take the decisions on matters of health and the environment. The winner is the one who has contributed most to the islanders health and happiness and least to the pollution. Visit:

http://www.euro.who.int/childhealthenv/Publications/20040709_1

Get informed

Youth-friendly information on the environment at the United Nations Environment Programme-sponsored website Pachamama at <http://www.grida.no/geo2000/pacha/contents.html>