



INITIAL QUESTION

<p>Deliverables</p>	<p>The object or theme the group wants to work on, clearly identified and expressed in the form of an initial question → What would you like to better understand and/or change?</p>
<p>Goals</p>	<ul style="list-style-type: none"> • Go from individual concerns to agreement on a theme; go from an individual thought process to construction of a group thought process • The result of the group thought process should be to translate the concern into a question
<p>Step-by-step, with some resources</p>	<p>We propose to work through this step as two steps:</p> <p>1) Help the young people to express their concerns, and identify which ones they already share and others that come up during the discussion: [rêves & colères]</p> <p>The result should be a choice of one or several themes that will serve as a starting point for the rest of the process, working in smaller groups ¶ form groups around those themes</p> <p>2) Within those groups, discuss and refine the theme, choosing the most concrete starting point possible (the original “problem situation”), and expressing it in the form of an initial question. This is what will be known as the research question. To drive the discussion, and encourage and facilitate participation by the entire group, we refer you to collective intelligence techniques [guidelines]</p>
<p>Reminders</p>	<ul style="list-style-type: none"> • If you have the resources, we recommend groups of 6 to 15 young people with two facilitators per group to work on a specific research question. • Going from the first to the second of these steps (and the rest of the process) requires the young people to change their stance. While they start from their own points of view, they then need to step back from them and focus on building something together – and also on opening up to surprises and other representations than they originally had. • To help in this transition, we suggest that you leave some time between the two steps to consider the prerequisites and conditions for an action-research project [guidelines]. And that you make the transition concrete and palpable, for example by providing “hats” that the young people can put on to symbolise the change of posture.



<p>Pitfalls & obstacles</p>	<p>The research question needs to be specific and concrete. It could be assumed that the more elements in a question, the more it would be rich, complex, and interesting to work on ... But it could also just be impossible to answer. There could be too many links between elements to analyse it correctly, or the question could be too ambitious for the available resources.</p> <p>A balance needs to be achieved between the complexity of the question and how much work can actually be done on it.</p>
<p>Tips</p>	<p>After “dream and anger” [rêves & colères], if the group chooses several themes the young people should select which one they want to work on.</p> <p>Once the smaller groups have been formed they will stay together until the end of the process, which means the same participants will work on the same theme through the different steps. Of course time should be set aside to encourage discussion between groups, to keep them talking and helping each other out (talking about their progress but also any difficulties they encounter).</p>
<p>What’s expected of you: your role, posture, and skills</p>	<p>In the first step:</p> <ul style="list-style-type: none"> • Encourage individual expression • Facilitate and mediate expression in the group <p>In the second step:</p> <ul style="list-style-type: none"> • Facilitate and mediate expression in the group • Help refine ideas and express them in the form of questions
<p>Example</p>	<p>In our structure we have a problem with accessibility because we’re so far from down town. Public transport isn’t an option in our neighbourhood, so we need to consider an alternative to walking.</p> <p>→ How can we make biking to our structure from down town safer and more convenient?</p>
<p>Resources</p>	<ul style="list-style-type: none"> • Game sheet to consider different decision-making modes (see in particular the sheet entitled “decision-making modes” at the end of the document) IREPS-ARA https://www.cartablecps.org/docs/Fichier/2019/4-191224113201.pdf • Tools for organising participatory debates. Monde Pluriel. https://www.drie.ile-de-france.developpement-durable.gouv.fr/IMG/pdf/P3-F14-Guide_Debats_2016_MondePluriel.pdf • Youth parliament, in “Les parlements libres de jeunes”, AEQUITAZ, https://www.aequitaz.org/projets/parlement-libre-des-jeunes/ • [guidelines]

