

Voices of Bangladeshi Environmental Youth Leaders: A Narrative Study

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VOICES OF ENVIRONMENTAL YOUTH LEADERS

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Dedication

To my children, Keller Jackins and Stella Jackins, I dedicate this work to you. You are my inspiration. Thank you for making me go to the library and for not letting me falter. May this work, and all that it stands for, inspire you each to be great leaders of your generation.

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- My friends, whose steadfast encouragement gently pushed me across the finish line

“Great consequences can only be brought about by the energy and devotion of our youth.... We live in an age when to be young and to be indifferent can be no longer synonymous. We must prepare for the coming hour. The claims of the future are represented by suffering millions and the youth of a nation are the trustees of posterity”

Benjamin Disraeli



Figure 1. *Paige Pappianne Facilitating an Environmental Youth Leadership Lesson.* Earth Champions Program (ECP). Dhaka, Bangladesh. Photo Credit: Pappianne, P., 2011.

ABSTRACT

Can environmental youth leaders affect meaningful positive change in the global fight to reign in climate change? While the academic literature contains a vast array of youth leadership materials, there is a gap in the research of the effect environmental youth leadership programs have at the community level, and specifically how these effects can contribute to environmental sustainability of that community, region, or country. This mixed methods qualitative study narrows this gap by employing grounded theory and narrative analysis to determine how five Bangladeshi environmental youth leaders understand their role in influencing their school and communities' efforts to adapt to and reduce their contribution to climate change. The purposes of this study are to: (a) describe and understand the experiences of five Bangladeshi environmental youth leaders as they engaged in participatory social engagement as Participant Action Researchers (PARs) during their environmental youth leadership roles (b) understand the conditions necessary for these five environmental youth leaders to experience success in their leadership positions; (c) define environmental youth leadership and environmental youth leaders in this Bangladeshi context; (d) explore environmental youth leadership as an educative process that can facilitate widespread environmental literacy and engagement in Bangladesh, and throughout the world and; (e) contribute a new grounded theory analysis to environmental youth leadership theory. The findings of this study reveal that certain conditions need to be present for these five environmental youth leaders in Bangladesh to experience success in their roles. These conditions include the ability to 'convince' others, the presence of other youth to support them, and the experience of individual transformation in worldview and character brought about by the development of an environmental consciousness and pro-environmental behavior. These findings might be valuable to a variety of stakeholders involved in environmental youth

leadership, environmental leadership, youth leadership development, environmental education, leadership education, place-based education, community organizing, youth development, and national and international science education, among others. This dissertation is available in open access at AURA: Antioch University Repository and Archive, <http://aura.antioch.edu> and OhioLINK ETD Center, <https://etd.ohiolink.edu/>.

Keywords: *Bangladesh, Participatory Action Research, Grounded Theory, Narrative Inquiry, Mixed Methods Qualitative Study, Earth Champions Program (ECP), Environmental Youth Leadership, Environmental Youth Leaders, Youth Leadership Development, Environmental Consciousness, Pro-environmental Behavior*

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	II
ABSTRACT	IV
TABLE OF CONTENTS.....	VI
LIST OF FIGURES.....	XIV
CHAPTER 1 INTRODUCTION TO THE STUDY	2
RESEARCHER'S NARRATIVE	2
Earth Champions Program (ECP) Parent Project	3
Youth as Leaders	5
STATEMENT OF THE PROBLEM.....	6
PURPOSE OF STUDY	10
RESEARCH QUESTION	11
THEORETICAL FRAMEWORK	11
Introduction	11
Participatory Democracy	11
Participatory Democracy and Youth Participation.....	14
Leadership Theory	16
Youth Leadership Development.....	17
Participatory Action Research (PAR) Defined.....	18
PAR Theory	19
PAR in the ECP	21
ECP Design	24

Mixed Methods Qualitative Study.....	27
Grounded Theory.....	27
Narrative Inquiry	29
LIMITATIONS AND ASSUMPTIONS	33
Researcher Assumptions	33
Group Interview Limitations	35
CONCLUSION	36
CHAPTER 2 LITERATURE REVIEW	38
Context	39
Significance	40
YOUTH PARTICIPATION	42
Youth Participation in Asia	42
South Asia Youth Participation Example	46
Youth Participation and Active Citizenship	48
LEADERSHIP	48
Historical Background.....	49
20 th Century Youth Leadership Literature.....	50
20 th Century Leadership Theory	54
Conclusion.....	57
21 st Century Youth Leadership Literature	58
21 st Century Leadership Theory	59
Transformational	59
Shared/Relational	62

Social Exchange Model	63
Authentic Leadership.....	64
Five Practices and Ten Commitments of Leadership.....	66
Conclusion	68
Defining Youth Leadership	68
U. S. Youth Leadership	70
Youth Leadership in U.S. Science Education	74
Youth Leadership in U.S. Environmental Education (EE).....	75
Environmental Youth Leadership	81
CHAPTER 3 METHODOLOGY	82
RESEARCH QUESTION	82
RESEARCH DESIGN	82
Grounded Theory.....	83
Narrative Inquiry	85
Rationale for Combining Grounded Theory and Narrative Inquiry	87
STUDY OBJECTIVES	88
PARTICIPANT SELECTION AND SAMPLE	89
Sample	89
Introduction	91
Instrument #1 – ECP Fellow’s Reflective Journal	91
Instruments #2, #3, and #4 - ECP Fellow Skype, In-Person, and Focus Group Interview	
Guides.....	92
RESEARCH SETTING.....	96

SUBJECT CONSENT PROCEDURES.....	96
DATA COLLECTION PROCEDURES.....	97
ETHICAL CONSIDERATIONS	100
DATA ANALYSIS.....	102
Grounded Theory Analysis.....	102
Memo-Writing.....	104
Initial Coding.....	104
Process Coding	104
Time Gap	106
Line-by-Line Coding	107
Incident-by-Incident Coding	108
Focused Coding	109
Theoretical Coding	110
Constant Comparative Method.....	110
Theoretical Sensitivity.....	111
Use of the Literature	112
Narrative Inquiry Analysis	112
VALIDITY	114
Bias	117
Cultural Competence	118
Researcher Reflexivity	119
Conclusion.....	120
CHAPTER 4 FINDINGS.....	123

Grounded Theory Analysis.....	124
Process Coding	125
Line-by-Line Coding	131
Incident-by-Incident Coding	134
Focused Coding	137
Theoretical Sampling.....	140
Leadership Requirements	140
Practicing Leadership	141
Leadership Growth	141
Emergent Theory	142
Definition of Environmental Youth Leaders and Environmental Youth Leadership.....	143
Narrative Analysis	144
Narrative Restories	144
Conditions Required Environmental Youth Leadership	151
Convincing Others.....	151
Adult and Youth Participation.....	157
Transformation.	163
Self-Discovery	168
Group Interview.....	169
Conclusion.....	176
CHAPTER 5 CONCLUSIONS	178
REVIEW OF IMPORTANT FINDINGS	178
Findings and Recommendations for Youth Leadership Development.....	179

Convincing Others.....	179
Youth Support	180
Individual Transformation.....	181
Reflection as a Core Component of Youth Leadership Development	182
Environmental Youth Leaders as PARs in Bangladesh	183
Implications for Science Education.....	185
Future Research	187
Conclusion.....	189
REFERENCES	191
APPENDICES.....	210

LIST OF TABLES

TABLE 1.1 <i>ECP/PAR TIMELINE</i>	23
TABLE 1.2 COMPARISON OF PRAGMATISM AND CONSTRUCTIVIST GROUNDED THEORY	30
TABLE 1.3 COMPARISON OF CRITICAL QUALITATIVE INQUIRY AND GROUNDED THEORY	30
TABLE 2.1 <i>THEMES COMMONLY HELD BY ECO-CLUB MEMBERS PARTICIPATING IN THE FOCUS GROUPS</i>	47
TABLE 2.2 <i>NUMBER OF ‘YOUTH LEADERSHIP’ SOURCES LISTED IN ALL DATABASES THROUGH THE UNIVERSITY OF ALBANY</i>	54
TABLE 2.3 <i>1999 FORD FOUNDATION YOUTH LED LEADERSHIP DEVELOPMENT INITIATIVE GRANTEES</i>	72
TABLE 3.1 <i>ECP FELLOW DEMOGRAPHIC INFORMATION</i>	90
TABLE 3.2 <i>INSTRUMENT #1 – ECP FELLOW REFLECTIVE JOURNAL GUIDELINES</i>	92
TABLE 3.3 <i>INSTRUMENT #2 – ECP FELLOW SKYPE INTERVIEW GUIDE: DURING LEADERSHIP PROCESS</i>	94
TABLE 3.4 <i>INSTRUMENT #3 – ECP FELLOW INDIVIDUAL IN-PERSON INTERVIEW GUIDE: POST-LEADERSHIP PROCESS</i>	95
TABLE 3.5 <i>INSTRUMENT #4 – ECP FELLOW FOCUS GROUP IN-PERSON INTERVIEW GUIDE</i>	95
TABLE 3.6 <i>ECP FELLOW INTERVIEW SCHEDULE</i>	100
TABLE 3.7 <i>CONFIDENTIALITY CONSIDERATIONS</i>	100
TABLE 4.1 <i>PROCESS CODES AND CATEGORIES</i>	129
TABLE 4.2 <i>LINE-BY-LINE TOP CODE WORDS BY FREQUENCY (SKYPE AND IN-PERSON)</i>	132
TABLE 4.3 <i>CATEGORIES AFTER LINE-BY-LINE CODING</i>	133
TABLE 4.4 <i>INITIAL CODING CATEGORY COMPARISON</i>	137

TABLE 4.5 *PROCESS AND LINE-BY-LINE CATEGORIES WITHIN INCIDENT-BY-INCIDENT CODING*

<i>CATEGORIES</i>	138
-------------------------	-----

TABLE 4.6 *BINITA – POND SAND FILTRATION PROJECT - THREE-DIMENSIONAL SPACE NARRATIVE*

<i>STRUCTURE APPROACH</i>	146
---------------------------------	-----

TABLE 4.7 *BADAL – SOLAR BOTTLE LIGHTING PROJECT - THREE-DIMENSIONAL SPACE NARRATIVE*

<i>STRUCTURE APPROACH</i>	147
---------------------------------	-----

TABLE 4.8 *CHANDI – VERMICOMPOSTING PROJECT - THREE-DIMENSIONAL SPACE NARRATIVE*

<i>STRUCTURE APPROACH</i>	148
---------------------------------	-----

TABLE 4.9 *LALITA – SLUM CLEAN-UP PROJECT – THREE-DIMENSIONAL SPACE NARRATIVE*

<i>STRUCTURE APPROACH</i>	149
---------------------------------	-----

TABLE 4.10 *LEENA – RAINWATER HARVESTING PROJECT - THREE-DIMENSIONAL SPACE NARRATIVE*

<i>STRUCTURE APPROACH</i>	150
---------------------------------	-----

TABLE 4.11 *TYPES OF SUPPORT ECP FELLOWS RECEIVED DURING LEADERSHIP EXPERIENCE*158TABLE 4.12 *INDIVIDUALS IDENTIFIED AS MOST HELPFUL IN CREATING ENVIRONMENTAL CLUB*.....159TABLE 4.13 *INTERVIEW QUESTION COMPARISON – CHANGE*165TABLE 4.14 *INTERVIEW QUESTION COMPARISON – ECP*165TABLE 4.15 *GROUP INTERVIEW – ADVICE FOR TRAINERS*171TABLE 4.16 *GROUP INTERVIEW – ADVICE FOR UPCOMING YOUTH LEADERS*172

LIST OF FIGURES

FIGURE 1. <i>PAIGE PAPPIANNE FACILITATING AN ENVIRONMENTAL YOUTH LEADERSHIP LESSON. EARTH CHAMPIONS PROGRAM (ECP).DHAKA, BANGLADESH. PHOTO CREDIT: PAPPIANNE, P., 2011.</i>III
FIGURE 2. <i>GRAPHICAL REPRESENTATION OF DISSERTATION</i>	1
FIGURE 3. <i>ROGER HART’S LADDER OF PARTICIPATION</i>	15
FIGURE 4 <i>ACTIVITIES LABELED AS CHILD AND YOUTH PARTICIPATION IN E. ASIA, S.E. ASIA AND THE PACIFIC</i>	45
FIGURE 5. <i>MODEL OF PRO-ENVIRONMENTAL BEHAVIOR</i>	78
FIGURE 6. <i>ANALYTICAL FRAMEWORK FOR COMMUNITY LED ORGANIZING</i>	80
FIGURE 7. <i>SIMULTANEOUS PROCESS CODING EXAMPLE</i>	106
FIGURE 8. <i>MEMO 11 - THOUGHTS AFTER INITIAL CODING</i>	109
FIGURE 9. <i>FIRST CYCLE CONSTANT COMPARATIVE METHOD OF DATA ANALYSIS</i>	111
FIGURE 10. <i>STEPS IN NARRATIVE RESEARCH</i>	114
FIGURE 11. <i>NVIVO CODING SAMPLE (USED WITH VERBAL PERMISSION FROM SUSAN GEIRYIC)</i>	121
FIGURE 12. <i>HYPERRESEARCH CODING EXAMPLE</i>	122
FIGURE 13. <i>SKYPE – PROCESS CODES</i>	125
FIGURE 14. <i>IN-PERSON – PROCESS CODES</i>	126
FIGURE 15. <i>PARTIAL FREQUENCY REPORT FOR PROCESS CODES</i>	129
FIGURE 16. <i>INCIDENT-BY-INCIDENT ALL CODES</i>	135
FIGURE 17. <i>FRAMEWORK OF ECP FELLOWS’ EXPERIENCES</i>	139
FIGURE 18. <i>LALITA IN-PERSON – CONVINCING</i>	152
FIGURE 19. <i>BINITA SKYPE – CONVINCING</i>	153

FIGURE 20. <i>LEENA SKYPE – CONVINCING</i>	154
FIGURE 21. <i>BADAL – CONVINCING</i>	155
FIGURE 22. <i>CHANDI - NOT CONVINCING</i>	156
FIGURE 23. <i>LALITA DESCRIBING PEER SUPPORT</i>	160
FIGURE 24. <i>CHANDI DESCRIBING PEER SUPPORT</i>	161
FIGURE 25. <i>BADAL DESCRIBING PEER SUPPORT</i>	162
FIGURE 26. <i>BINITA DESCRIBING PEER SUPPORT</i>	162
FIGURE 27. <i>LEENA DESCRIBING PEER SUPPORT</i>	163
FIGURE 28. <i>LEENA DESCRIBING TRANSFORMATION</i>	166
FIGURE 29. <i>BINITA DESCRIBING TRANSFORMATION</i>	166
FIGURE 30. <i>BADAL DESCRIBING INDIVIDUAL TRANSFORMATION</i>	167
FIGURE 31. <i>BADAL DESCRIBING TRANSFORMATION</i>	167
FIGURE 32. <i>GROUP INTERVIEW PROCESS CODING</i>	169
FIGURE 33. <i>GROUP INTERVIEW – GENDER DIFFERENCES</i>	175

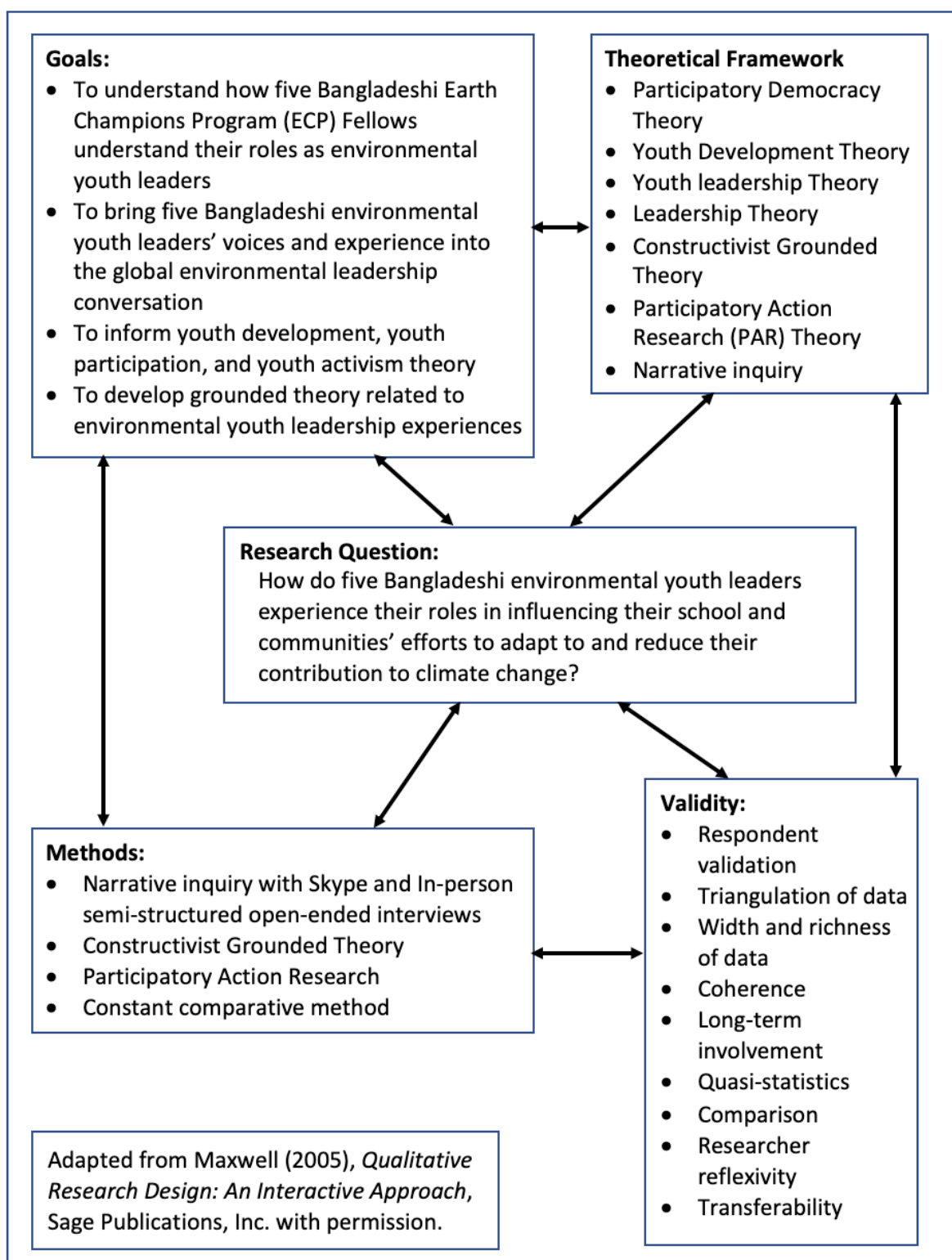


Figure 2. Graphical Representation of Dissertation

CHAPTER 1

INTRODUCTION TO THE STUDY

RESEARCHER'S NARRATIVE

As I rode in the cab, my eyes swept the landscape in front of me. The six or seven lanes ahead were filled with cars, buses, motorcycles, people, carts, and animals. The city noises and bustle were jarring, yet, we were not moving. The smells were loud in my nose. The fumes from the mass of traffic were arresting. I was in the center of Dhaka, one of the world's largest megacities, on my way to lead a group of international trainers participating in the first South Asian Earth Champions Program (ECP). I was excited to be starting this adventure, to see where we would be housed for the next week with our 30 Earth Champions; students who had been selected from across Bangladesh.

I sat in the car, looking around at the mass of people, more people than I had ever seen in one street in my life, as something caught my eye next to the car window where I was sitting. Eyes, big and dark with exquisite makeup, looked contemplatively at me. Beautiful gold jewels dangled from her nose and connected to her ear. There was a red circle in the middle of her forehead. At first glance, I thought she might be 16. Looking back, I realize she was much younger. She spoke in broken English and asked for money. Caught off guard, without knowing what to do, I reached for my wallet and handed her an American dollar. She snatched the dollar quickly with her small hand, smiled a smile that lingered with sadness, and turned to leave. My eyes followed her as she moved away. She was no taller than the windows of the cars nearby. I noticed that her head bobbed from side to side in an unusual way, and realized she was walking on her hands. This beautiful girl, with the beautiful face, and exquisite make-up, had no legs. She was working the street, going from car to car, begging for money. I felt horror at what I was

seeing, and, for a moment, I felt fear, as my eyes circled all the way around the car. I was in a strange and foreign land, and I was alone.

Earth Champions Program (ECP) Parent Project

When I reached the college where the parent project, the Earth Champions Program (ECP), was located I was greeted enthusiastically by the students, trainers, and Shamir Shehab, the founder and CEO of the Bangladesh Environmental Youth Initiative (BYEI), the organization that had won the grant from the U.S. State Department that had brought us all together. It was a warm and lovely welcome, and I instantly engaged with these people and opened to this experience. We had an evening of good cheer and food with the echo of the Muslim Call to Prayer in the background. I settled in for the night in complete, satisfying, culture shock.

The next morning, I arose to the alarm at 6am for daily exercise in the courtyard; a routine that I built into our busy schedule. I was the Curriculum Designer, the Lead Trainer, and editor of the grant that had made this all possible. Our schedule was full, with days that started at 6am and ended at 10pm. The curriculum included 50% leadership and 50% global climate change topics. It was a fun mix of lectures, group work, and team-building activities given by learned lecturers from all over S. Asia.

Throughout this extraordinary week, I learned more than I taught, was captured by the young people in attendance, and felt an infectious, vivid energy. I had previously taught environmental science at the secondary and tertiary levels in the U.S. to hundreds of students, but never, ever, had I encountered the dynamism I felt with these young ECP fellows. Because they live where they do, arguably the country most vulnerable to global climate change, they recognize and feel these changes every day. Some of their family members permanently relocated due to cyclones. Others were adapting to climate change in the way they built their houses, farmed, or had moved

from the coast into the larger cities for protection from the innumerable effects of their changing landscape.

What struck me most about interacting with these young people was that, facing harsh realities in their; homes and communities, oceans and rivers, physical health, food and water sovereignty, air and climate, politics, policies, and overpopulation, they were not pessimistic about their future, or that of the planet. Rather, I found quite the opposite. These young people were the most sanguine students I had ever encountered. Their energy and zeal for the environment, for leadership, for the experience and knowledge of the ECP, was prodigious. From classes about Bangladesh's biodiversity, climate change mitigation strategies, conservation, biodiversity and renewable energy, to leadership building, and debate activities - these young people were on fire. I think they would have stayed awake the entire six days if their bodies allowed.

Most importantly, what I came to believe after participating in this experience was: (1) that the infectious, dynamic, and powerful energy of these young students, coupled with their eagerness and commitment to environmental leadership, is exactly what is needed to make tangible positive shifts in the course of global climate change on our planet and, (2) the kind of leadership training offered in the ECP could make tangible, positive shifts in adolescent development. These epiphanies were so powerful they changed my academic trajectory.

I tell this story to place this study in context. The young girl begging while walking on her hands, her legs most likely cut off by a criminal gang using her to make money, juxtaposed with the young students on fire, dedicated to saving the planet, depicts the scale of the opposing forces in Bangladesh, and perhaps, around the world. This study, and the stories it tells, are spatially and temporally complex, and in this researcher's opinion, vital. As our earth topples on an

unknown precipice, with world leaders' bickering with agendas that often do not include, or even undo environmental policy, and the words 'nuclear war' normalized in our vernacular, the fate of the planet, quite literally, is in the hands of those who dare to stand up and lead others to fight.

Youth as Leaders

Youth have the power to change the world. This is a mantra often heard at youth leadership conferences and trainings, political events, environmental meetings, product and program advertisements, and in classrooms around the world. There are 1.8 billion young people between the ages of 10 and 24 on our planet - the largest youth population ever recorded, and many of these youths are concentrated in developing countries ("United Nations," 2015). Generation Y, known as the 'Millennial' generation,' born between 1979 and 1995, and Generation Z, known as the 'Post-Millennial' generation, born between 1996 and 2010, are undoubtedly the most technologically advanced groups of young people ever to inhabit Earth (Fromm & Read, 2018). They are children of the digital age able to access huge arrays of information through social media networks, the Internet, and smart phones. The wants and desires of these youth often indicate the most critical issues facing their communities. Recent revolutionary world events and movements such as the Arab Spring of 2011, the Occupy Wall Street Protests of 2011-2012, and the 2018 Never Again Movement in the U.S. clearly depict the social power of these generations. Social movements do not have to be revolutionary or global in scale in order to have significant import in society, however, as indicated by Kim Voss & Williams (2009):

Some social movements have shifted their repertoire of practices from large mass events aimed at making demands on the national state to local-level capacity building that seeks to democratize the local state and create parallel democratic spaces. [...] It is the local struggles especially the ways in which they have

created and used institutions in civil society through extending and deepening democracy that may be the most significant aspect of recent social movements, both for our theories and for our societies. (p. 354)

Recently, due to new serious global climate change threats, youth have been joining the “New Environmentalism Movement”, which brings together individuals, communities, government, and business to take action with the common goal of “a low-energy, minimally polluting future” (Connors & McDonald, 2011, p. 558). Connors & McDonald (2011) feel that the core of the New Environmentalism Movement is the understanding that one of the “key drivers of potential change is the strengthening of the local, as it is at the local level where most individuals feel empowered to act” (p. 560).

Many of the youth in these environmental groups assume leadership positions in their local schools and communities. In these roles, youth are often active participants who lead others in authentic, real-world environmental problem-solving. This weaving together of environmental activism, youth participation, and youth leadership is known as environmental youth leadership. This study records and analyses the experiences of five environmental youth leaders from the millennial generation who influenced positive social change in their schools and communities in Bangladesh.

STATEMENT OF THE PROBLEM

“With a population of nearly 160 million in a low-lying, riverine area the size of Iowa, Bangladesh is one of the most densely populated and climate change-vulnerable countries in the world” (USAID, 2017). Developing countries, such as Bangladesh, are most at risk of climatic effects because they lack the social, technological, and financial resources required for climate change adaptation and mitigation (“United Nations Framework Convention on Climate Change,”

2007).

Shehab Shamir, President and CEO of the Bangladesh Youth Environmental Initiative (BYEI) and 2015 Queen's Young Leadership Award winner from Bangladesh, feels that the environmental movement in South Asia, Bangladesh in particular, should focus its efforts on the younger segment of society, the ones who will live to see the full effects of climate change.

According to Shehab (2011):

The young generation of Bangladesh, the most potential victims, are quite unaware of the potential consequences [of climate change]. Enthusiastic young people are interested to directly address the challenges but are unsure where to start. There is no program in Bangladesh that specifically trains, deploys, and builds capacity of young people to advance environmental sustainability. (p. 1)

Dr. Badul Alam Majumdar, Global Vice President and Country Director of the Hunger Project, Bangladesh agrees that Bangladeshi youth can be agents of change for their country:

There are 55 million people between the ages of 15 and 34 in Bangladesh. They are our biggest asset; if each one of them could be motivated to participate in social work and take daily action, big or small, to make their community a better place, we could transform our nation. (British Council | Bangladesh, 2010, p. 21)

The ECP parent project was created to target Bangladeshi youth with goals 'to train and deploy youth as agents of environmental sustainability.' Unlike other youth leadership programs created by adults which do not give youth voice, input, and/or power in the decision-making processes (Mohamed & Wheeler, 2001), the ECP was created and designed by Bangladeshi youth ages 18-22, with support from the U.S. State Department, the U.S. Embassy, Dhaka, the American Center, Bangladesh, BYEI and its networks, along with curriculum and training

support from youth leaders from Bangladesh, India, Nepal, Pakistan, and the U.S.

The ECP is notable for its scale and scope. Unlike conferences that provide environment-related youth leadership training in the U.S., which have been identified as a means of empowerment, personal growth, social relationship-building, and raising awareness of important community, social, and environmental issues, the ECP is a year-long program in which students:

1. Are selected through an arduous application process.
2. Are trained by international youth trainers, and global climate experts for a five-day intensive training, and two subsequent 24-hour training periods throughout the year.
3. Create environmental science clubs in their high school with logos, printed materials, with Facebook and other social network profiles.
4. Research and write community project proposals to tackle environmental sustainability problems in their community.
5. Experience another selection process in which the top five community projects are selected and funded.
6. Implement their community project. (See: Appendix J, for more information about the ECP Parent Project.)

Very little research has been done to explore environmental youth leadership as a vehicle to promote environmental sustainability. While the academic literature reviews a vast array of youth leadership materials, there is no literature or thesis specifically under the heading of ‘environmental youth leadership’ other than information related to environmental youth leadership summits. This is not to say that there is no literature on the subject, rather it is housed under different headings such as environmental education, environmental leadership, sustainable leadership, civic service, PAR, Youth Participatory Action Research (YPAR), and youth and

environmental action, among others. Within these headings, however, there is very little literature specifically focused on environmental youth leadership in South Asia. One exception is Roberts (2009) study of The National Green Corps (NCG), a national Indian program for “planning, promotion, coordination, and overseeing the implementation of environmental and forestry programs” (p. 443). Roberts (2009) indicates, “the general rationale for providing environmental education programs in India includes helping school children develop environmental awareness such that they grow up to be citizens who are conscious and sensitive to threats to the environment” (p. 444). The differences between training and deploying youth as agents of environmental sustainability, and raising environmental awareness for a conscious citizenry, or simply empowering youth, are significant, and are what separates this study from many others in this field.

Agricultural education leadership development in 4-H and the Future Farmers of America (FFA), the largest youth development organizations in the U.S., also reveal no programs comparable to the ECP in scale or scope as Hastings, Barrett, Barbuto, & Bell, (2011) contend:

Many agricultural education scholars have studied youth leadership development within the context of 4-H or FFA, both at the youth participant level (e.g. Carter & Spotanski, 1989; Dormody & Seevers, 1994a; Dormody & Seevers, 1994b; Ricketts, Osborne, & Rudd, 2004; Ricketts & Rudd, 2005; Wingenbach & Kahler, 1997) and at the adult volunteer level (e.g. Fritz, Barbuto, Marx, Etling, & Burrow, 2000). These contexts are notable for study considering that youth development programs such as 4-H and FFA positively impact youths’ leadership capabilities (Connors & Swan, 2006). A missing piece in the study of youth leadership development is perhaps the investigation of youth leadership

development within the context of community outside of formal youth development programs. (p. 19)

In conclusion, a thorough review of the literature of all of the topics in this study reveals a gap in the research of the effect environmental youth leadership programs have at the community level, and specifically how these effects can contribute to environmental sustainability of that community, region or country. The findings of this study are important to the ECP Fellows who participated, their schools, and others in the education and governmental sectors of Bangladesh. Additionally, these findings have the potential to inform the fields of environmental youth leadership, youth leadership development, action research, PAR, environmental leadership, environmental education and science education, among others.

PURPOSE OF STUDY

The purposes of this study are to: (a) describe and understand the experiences of five Bangladeshi environmental youth leaders as they engaged in participatory social engagement as Participant Action Researchers (PARs) during their environmental youth leadership roles (b) understand the conditions necessary for these five environmental youth leaders to experience success in their leadership positions; (c) define environmental youth leadership and environmental youth leaders in this Bangladeshi context; (d) explore environmental youth leadership as an educative process that can facilitate widespread environmental literacy and engagement in Bangladesh, and throughout the world and; (e) contribute a new grounded theory analysis to environmental youth leadership theory.

RESEARCH QUESTION

This research asks the following question:

How do five Bangladeshi environmental youth leaders experience their roles in influencing their school and communities' efforts to adapt to and reduce their contribution to climate change?

THEORETICAL FRAMEWORK

Introduction

Youth have historically been denied the social and human rights to affect change in their communities and schools. The 1989 United Nations Convention on the Rights of the Child (CRC) was the first international treaty granting children civil, cultural, economic, political and social rights (“Understanding the CRC,” n.d.). Prior to this important international legislation, many of the world’s children lacked basic human rights such as the right to play and have leisure, or access to healthy food and potable water, or any role in the decision making of their home, village, town, or nation (Hart & UNICEF, 1997). Unfortunately, even with CRC in place, many children around the world are still subjugated to harsh lives by the needs of their family or their cultural dictates.

Participatory Democracy

Aragonès & Sánchez-Pagés (2009), define participatory democracy as “a process of collective decision-making that combines elements from both direct and representative democracy: citizens

have the power to decide on policy proposals and politicians assume the role of policy implementation” (p. 1). “Participatory democratic philosophy presumes participation and ownership, and is based in the Greek ideal of citizenship and the importance of the agora, a municipal setting in which citizens congregate to decide important issues” (Louis, 2003).

Participatory democracy is an important foundation of this study because the ECP Fellows, through their community projects, are participating in social activism within their parliamentary democratic system of government and education. Participatory democracy is seen as a valuable theory within education worldwide as indicated by Louis (2003):

Participatory democratic theory is [...] having a resurgence, not only in the United States (where it appears under the rubric of “thick democracy” or “deliberative democracy”), but also among educators in other countries. In education, there is a renewed press to support constructivist pedagogic models, which require local control. (p. 103)

Participatory democracy has been important in many American movements including the early women’s movements, the antinuclear and peace movements of the 1960s and 1970s, and the ecological and community movements of the 1980s and 1990s (Scott & Marshall, 2009). Polletta (2014), adds that new digital technologies “have not only made it possible to coordinate actions democratically across long distances and multiple organizations; they have also generated new conceptions of participatory democracies as

horizontal networks” (Juris 2008, as cited by Polletta, 2014). Costanza-Chock, (2012)

add that youth movements frequently operate outside formal channels of political

participation:

Youth movements are increasingly transnational. Young people, especially immigrant youth, are often directly connected to social movements in other parts of the world and are inspired by movements that they encounter via social media or television. In addition, youth involved in social movements often engage in prefigurative politics: this means that they attempt to organize according to the principles they would like to see enacted in the broader world. (p. 3)

This idea of youth organizing around principles they would like to see enacted in society is evident in the current youth-led gun control movement known as the Never Again Movement in the U.S. Motivated by gun violence in their school which killed 17, students from Marjory Stoneman Douglas high school in Parkland Florida organized and led the March for Our Lives in March 2018, possibly the largest youth-led mass protest in U.S. history. This march energized U.S. youth and galvanized the gun policy debate in this country which, in just a few short months, brought about tangible effects at the state and federal levels with new gun restriction legislation passed in Florida and Vermont in April 2018, and a bump stock ban by the U.S. Justice Department. One of the themes these youth profess as they march and speak out is the

power of their vote in the upcoming elections and how their voices represent the future of the U.S.

Participatory Democracy and Youth Participation

In his book *Children's Participation* (1997), Roger A Hart outlines principles of participatory democracy in which “all children have rights and responsibility to be involved in shaping their own futures and the futures of their communities” (Hart & UNICEF, 1997, p. 3). According to Hart, child participation can be categorized in the form of a ladder metaphor, with each higher rung representing larger degrees of participation (See Fig. 3). In this model, children choosing to make decisions with adults are the highest level of participation. The lower rungs are what Hart deems the levels of non-participation such as tokenization, which is when children participate in large events such as Earth Day speeches, so they can be seen by the media and community at large, but the children themselves do not have any personal stake in the processes or genuine knowledge of the events that brought them there. According to Hart:

All children can play a valuable and lasting role, but only if their participation is taken seriously and planned with recognition of their developing competencies and unique strengths. Too many children are naively parroting clichés from someone else's environmental agenda about environments entirely removed from their own experience. We need children to become highly reflective, even critical, participants in their own communities. (p. 3)

Roger Hart's Ladder of Participation

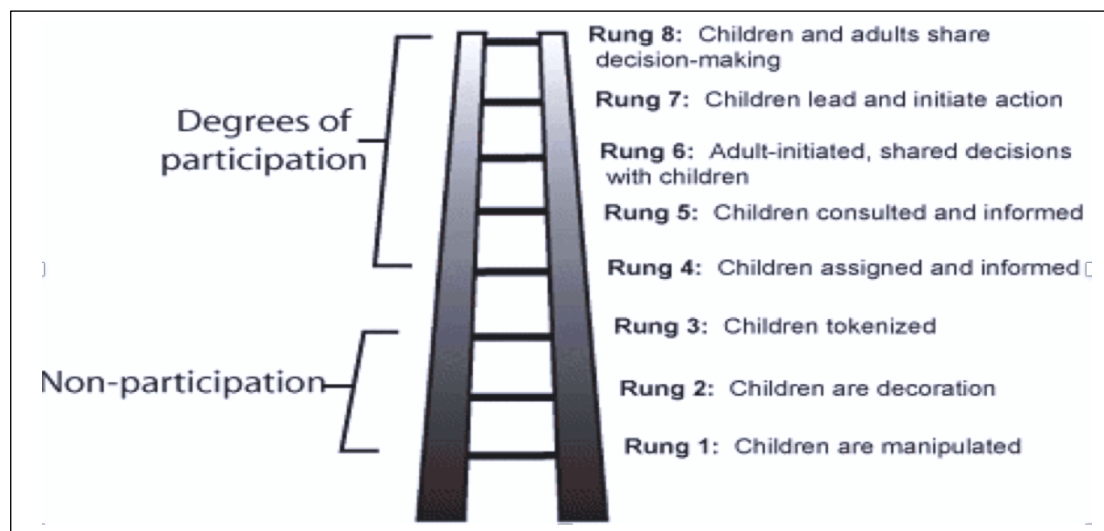


Figure 3. Adapted from *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care* by Hart, R. & UNICEF, 1997 with permission (not to be used for promotional purposes or profit).

Using Hart's model, the Never Again Movement in the U.S. would fall between Rung 7, with the youth initiating mass protests and school walk-outs and Rung 8, with adult decisions about gun restriction legislation being led by youth voice and action.

Participatory community development has grown in recent years with support from international and national government and non-governmental agencies, but youth participation is still a work in progress as Driskell (2002) states:

While previously considered a revolutionary idea, citizen participation in community development is widely accepted and support for the participation of young people continues to grow [...] however, despite the rhetoric that is reflected in many speeches, reports, and project proposals, the realities of citizen participation are often misunderstood (particularly the participation of young people) and the practice of participation is often misdirected, applied in inappropriate ways, or controlled and manipulated for purposes that are at odds

with the interest of local communities. (p. 32)

Louis (2003) agrees the youth participation can be misdirected, but feels that when applied correctly, participation can develop citizenship and create the local social capital needed in a complex, changing society (p. 103).

Leadership Theory

Throughout the 20th century, leadership theorists debated the definition and guiding principles of leadership processes (Northouse, 2015). Northouse, defines leadership as “a process whereby [one person] influences a group of individuals to achieve a common goal” (p. 6). This definition implies that leadership is not inherent in individuals but rather something that occurs between individuals. Each decision is developed within a group with all members participating, deciding on actions and changes which instigate new actions and changes in a cyclical fashion. The power of leaders to influence followers is also an important factor to consider. Power can be described as personal or positional based on individual qualities of leaders such as likeability or the ability to be a ‘role model’ (p. 5).

Northouse, in his book "Leadership: Theory and Practice" (2016) delineates five theoretical approaches to leadership which include (a) trait, (b) skills, (c) behavioral, (d) situational, and (e) psychodynamic. Further he describes the following six types of leadership:

1. Transformational
2. Authentic
3. Spiritual
4. Servant
5. Adaptive
6. Team (pgs. 1-13)

These approaches and types of leadership have varied by origin and popularity through time. Transformational, adaptive and authentic leadership theories most closely match this project design with their emphasis on social transformation and authentic or ‘real world’ leadership, although all relevant leadership theories are considered during the data analysis of this project. These types of leadership are not specific to youth, however.

Youth Leadership Development

In their review of the literature, Anderson & Kim (2009) posit that “although the benefits of leadership development for youth have been identified in the existing literature, only a limited number of studies have been undertaken in this line of research” (p. 8). They also identify the following factors integral to leadership development for youth:

- The need for autonomy
- Self-discovery/self-definition
- Measured learning processes
- Experiences that are innovative and explorative (p. 8)

Supporting these commonalities, Anderson & Kim also include Yang and Farzenhkia’s (2000) four essential elements necessary for fostering positive youth leadership development which include the following:

- Youth/adult partnerships
- Granting young people decision making power and responsibility for consequences
- A broad context for learning and service
- Recognition of young people’s experience, knowledge, and skills (p. 9)

Ricketts and Ricketts, in their book “Leadership: Personal Development and Career Success” (2017), describe the following three distinct stages of youth leadership development:

- Awareness
- Interaction
- Integration (p. 103)

Within these stages, awareness is the time period before students actually become leaders and can include the time spent in youth leadership training. Interaction describes the students' desire to learn what leadership can do for their lives, and integration, which defines student participation in active leadership.

Participatory Action Research (PAR) Defined

In conjunction with their leadership roles, the students in this study also participate as PARs. The ECP was designed around the idea of student participatory action. There are many definitions of PAR throughout the various disciplines that use this type of theory and methodology in their studies. "The term participatory action research to 'action research' is now necessary to distinguish authentic action research from the miscellaneous array of research types that fall under the descriptor 'action research' when data bases are surveyed" (McTaggart, 1997). In the book *Participatory Action Research: International Contexts and Consequences*, (1997) McTaggart (ed.) compiled thirteen articles by international PAR experts and developed four common themes found in discourse related to PAR:

1. Participation - Every author assumes that PAR is research done by the people for themselves.
2. Reflection as a collective critique - The authors portray collective reflection on practice, relationships with others, and the way in which life is conceptualized as significant in PAR.
3. Communitarian politics - PAR expresses explicit politics, which aspire to

communitarian and egalitarian politics; people working together toward nationality, justice, coherence, and satisfaction in the workplaces and in other areas of peoples' lives.

4. Research - PAR is research, as opposed to political activism or oppositional politics, which produces new insights and understandings that meet defensible standards for knowledge claims. (p. 5-7)

All four of these themes are present in this study. PAR is distinguished from other forms of action or activism by the inclusion of the research component. "Authentic participation in research means sharing in the way research is conceptualized, practiced, and brought to bear on the life world" (McTaggart, 1997). Using PAR, qualitative features of an individual's feelings, views, and patterns are revealed without control or manipulation from the researcher. The participant is active in making informed decisions throughout all aspects of the research process for the primary purpose of imparting social change; a specific action (or actions) is the ultimate goal. (MacDonald, 2012)

PAR Theory

The origins of PAR can be traced to Kurt Lewin (1944), considered the founder of action research, and to Paulo Freire, who developed a philosophy of education for the oppressed (MacDonald, 2012). PAR "encourages oppressed or marginalized groups to collectively study the issues and conditions that affect their health and well-being, while also encouraging respect for, and use of, multiple perspectives and methodologies" (McTaggart, 1997, p. 1). Because this study occurred in Bangladesh, a primarily Muslim country, and the primary researcher is a non-Muslim American, respect for the culture, perspectives, and methods, is of profound importance. This type of research helps maintain the trust and respect of the participants while promoting

youth development and improving the validity of the research study (Powers & Tiffany, 2006). PAR “build[s] on well-established participatory research methods and create[s] opportunities both for promoting youth development (YD) and for improving the scientific study of issues affecting young people’s lives” (Powers & Tiffany, 2006. p. 79). (London, Zimmerman, & Erbstein (2003) add the importance of local knowledge in PAR:

PAR is based on the epistemological and political value of local knowledge. That is, PAR holds that inquiry that minimizes or, better, removes the distance between subject and object is a more reliable representation of reality. PAR also supports the empowerment and self-determination of its participants. (p. 37)

One goal of this research is that the findings prove useful to all of the stakeholders involved in this project, especially for those on the ground in Bangladesh. Including ECP Fellows as partners in the research process adds a deeper dimension to the youth leadership experience and allows these young researchers to ‘own’ their research and act upon their findings. Powers & Tiffany (2006) describe how youth participation can enhance research quality:

Youth are generally more informed about program services offered and often better able to obtain meaningful data that would otherwise be inaccessible to traditional, adult-driven methods. Furthermore, young people may more easily gain the trust of other youth than adults and may gather data that are more valid and reliable. (p. 80)

Barreteau, Bots, & Daniell (2010) agree adding that “participatory research increase[s] social relevance, validity, and actionability of research outcomes” (p. 1). They further state:

The single most striking difference between participatory and conventional methodologies [...] lies less in the theories that inform these methodological

frameworks or even in the methods they use, but in who defines research problems and who analyses, generates, represents, owns and acts on, the information that is sought. (p. 2)

Along with enhancing youth leadership perspectives, Checkoway & Richards-Schuster (2001) describe how PAR can also enhance social justice:

Through authentic youth participation, youth development can be a vehicle for social justice—but its capacity requires a shift from business as usual in thinking and practice. Youth development methods must view young people as competent citizens with rights—to participate, to express themselves, and to engage in efforts to create socially just communities. (p. 37)

Ginwright & Cammarota (2002) describe current youth development models in the U.S. by how they limit the youth's ability to examine the complex social, economic, and political forces affecting them. Although Ginwright & Cammarota's research is primarily focused on urban youth in the U.S., the social relevance issues are particularly important in the Bangladesh context. The country has been through centuries of social unrest, and even though Bangladesh officially gained independence through the Liberation War between India and East and West Pakistan in 1972, the country still rocks with civil strife and political uprisings. The political unrest, lack of infrastructure and resources, and economic turbulence in this massively populated and polluted country must be considered in any socially relevant research.

PAR in the ECP

The student processes of participation, research, and reflection in this study are multidimensional and are referred to as Phase One and Phase Two. During Phase One, ECP Fellows researched, designed, and proposed their community projects. The students were solely

responsible for choosing their community project. In order to do this, each ECP Fellow had to find an environmental community problem of interest to them, critically think about what they could do to help alleviate that problem, and write a detailed proposal outlining their project ideas, which included time, budget, target population etc. These requirements were part of the ECP parent project and are outlined in Appendix L, *Earth Champions Program (ECP) Project Submission Guidelines*. Once the community projects were selected and approved, the ECP Fellows developed or enhanced environmental clubs in their schools, coordinated with myriad of people in their school and community, led their environmental clubs, and began implementation of their environmental community projects.

As seen in Table 1.1, the ECP Fellows became part of *Voices of Bangladeshi Environmental Youth Leaders: A Narrative Study* after their community projects had been selected by the ECP parent project committee. The ECP Fellows were informed of the study in the spring of 2012 and all verbally committed to participating, but they did not sign all assent and consent forms until July of 2012. At this time, each ECP Fellow was in some beginning stage of implementing their community projects.

During Phase Two, ECP Fellows continued implementation of their community projects with the full understanding that they were PARs participating in a study that would record their experiences. Students recorded their own idea of what was important in their leadership process through their own journal reflection, observations, data, and narratives. Each ECP Fellow was responsible for deciding what was important to their experience. The students' stories in narrative form are the 'research' component of 'PAR' and the foci of this study. In other words, the student experiences are the research problem. This is different from other PAR studies in which the community project research might have been considered the research component.

Table 1.1

ECP/PAR Timeline

Event	Dates
5-Day ECP Camp, Dhaka, Bangladesh	November 2011
ECP Fellow Community Project Submission	February 2012
ECP Fellow Community Project Selection	February 2012
ECP Fellows Verbally Agree to Participate as PARs in <i>Voices of Bangladeshi Environmental Youth Leaders: A Narrative Study</i>	March 2012
<i>Voices of Bangladeshi Environmental Youth Leaders: A Narrative Study</i> Approved	April 2012
<i>Voices of Bangladeshi Environmental Youth Leaders: A Narrative Study</i> Research Approved	June 2012
ECP Fellows Begin Implementation of Community Projects	June - August 2012
ECP Fellows and their Parents Sign Consent and Assent Forms	July 2012
ECP Fellows Become PARs for <i>Voices of Bangladeshi Environmental Youth Leaders: A Narrative Study</i>	July 2012
ECP Fellows Report First Round of Data in Skype Interviews	September 2012
ECP Fellows Complete Community Projects	October 2012
ECP Fellows Report Second Round of Data during In-Person Interviews	February 2013

Throughout the interviews, the researcher worked closely with the participants to check for understanding of all forms and interview procedures. Additionally, the researcher instructed the participants in academic research methods and processes at each stage of the study. The participants validated their interview transcripts and narrative restories, which provided the research framework for this study. All data, including the final dissertation, will be shared with the ECP Fellows, and they are invited to use this data to design their own programs, create their own analysis, or create reports to be used in their schools and communities.

As this study was wrapped around the parent ECP project, it is important to consider how the

framework of this study connects to the corresponding elements of the ECP. The next section will consider the ECP design.

ECP Design

Youth leadership organizations are sprouting up all across the world, especially in South Asia (See the Young Social Reformers, Pakistan, Bangladesh Youth Empowerment Society, Bangladesh Youth Leadership Center, and the Bangladeshi Youth Forum, Bangladesh, and the Search for Common Ground, Nepal, for some recent examples). Each of these organizations has different goals and objectives, but they all include a youth leadership component and an environmental component. A review of these programs indicates that their programming is mostly symposium, summit, and conference-based. The Search for Common Ground organization has developed a “three-stage approach to foster the participation in youth in peace building activities and cultivate youth leaders” at the local level, which includes the use of a radio soap-opera to convey messages, outreach activities to reinforce those messages, and leadership activities and retreats (“Search for Common Ground,” n.d.). This particular organization has chapters in many countries in the Middle East and Asia.

Building Bridges Through Leadership Training (BBLT), Bangladesh, includes three and four-day workshops, and a 10-week long training program for freshman and sophomore university students. This leadership training program is modeled on leadership courses taught at Harvard University (“Building Bridges through Leadership Training (BBLT),” n.d.).

At the time the ECP won funding from the U.S. State Department in 2011, and still today, this researcher has not identified many other youth leadership organizations offering similar youth leadership training. To design and implement the ECP, the researcher worked with an international team of youth trainers and global climate change experts to create the five-day

curriculum design. The researcher met with Shehab Shamir, who conceived of and wrote the initial grant for the ECP, via Skype, on five different occasions. During these meetings, the following items were discussed:

1. The age of the participating youth
2. Environmental topics specific to Bangladesh
3. The outcomes of the parent project including the creation of an environmental science club and community project proposal
4. The expertise of the various trainers involved with the project

As the curriculum designer, this researcher then completed an extensive Internet review in the field of environmental youth leadership and compiled a list of interesting ideas, course topics, and materials. The following resources were most useful to the ECP design:

1. The University of Minnesota Extension Report (2011), titled *Building Environmental Youth Leadership; a High School Service-learning Curriculum* (Meyer & Meyer, 2011)

This report details an entire curriculum for high school students, including day-to-day activities such as scavenger hunts, and mapping exercises thought to promote youth leadership. Although the lesson plans in this report were not used in the ECP design, they served as a useful framework in how a curriculum might be developed to include team-building activities along with environmental content.

2. Sierra Health Foundation's (2006) Report, titled *Engaging Youth: A How-to Guide for Creating Opportunities for Young People to Participate, Lead, and Succeed* (Paul & Lefkowitz, 2006)

This report provided some useful information regarding youth-adult partnerships, program

evaluative tools, and youth leadership best practices, and served as a reference point in these areas.

Ultimately, the design team felt that the ECP was so unique in its student make-up, location, and goals that the ECP curriculum needed to be tailored to meet the needs of the project. It was decided the ECP would be framed around the following guidelines as written in the parent program grant 1. (See Appendix J for more information on the parent project.)

1. Intensive leadership and skills training
2. Lectures on current environmental issues specifically related to Bangladesh
3. Environmental documentary screening
4. Community-building activities
5. Field trip to sites of environmental importance in Bangladesh
6. Participatory group discussions
7. Workshops on project development and management
8. Lifelong personal and professional goals development (Shehab, 2011)

The ECP curriculum was divided between global climate science (50%), and team-building, leadership, and academic skills (50%). International trainers applied for various positions outlined in the ECP parent project guidelines. Each trainer underwent an application and selection process through BYEI and the U.S. Embassy, Dhaka. Shamir Shehab and this researcher then interviewed each participating trainer to find their unique strengths.

Several U.S. universities' Environmental Youth Leadership Program curricula were then perused for scope and sequence, including the University of Oregon's, CAS Environmental Leadership Program, and The Beahrs Environmental Leadership Program (ELP), at the University of California, Berkeley. These programs' class listings and titles helped shape the

scope of the ECP Program. This researcher then created the ECP course outline and submitted it to BYEI for approval (See Appendix K for the final ECP Camp Curriculum, and schedule).

Once the curricular framework was in place, instructors signed up for the various classes. Each instructor was responsible for creating the content and materials to go with their lessons, which was approved by this researcher.

Mixed Methods Qualitative Study

This is a Participatory Action Research (PAR) study analyzed through grounded theory and narrative inquiry methodologies. This research seeks to cognize what young people experience when in environmental leadership positions in Bangladesh, and to use that knowledge to create new theory to support existing environmental youth leadership theory. The combined use of grounded theory and narrative inquiry methodologies through the method of qualitative interviewing enabled five young Bangladeshi youth leaders' stories to become the foci of the research (Mitchell & Egudo, 2003). Quasi-statistics were also used in the data analysis of this study.

Grounded Theory

Grounded theory (Glaser & Strauss, 1967; Charmaz 2006, 2008, 2012, 2017) methodology and methods were employed to create new theory that is truly 'grounded' in the data without preconceived hypothesis or bias. Grounded theory as a methodology has its roots in symbolic interactionism (Crotty, 2003). According to Crotty (2003),

This role taking is an interaction. It is symbolic interaction, for it is possible only because of the 'significant symbols'- that is, language, and other symbolic tools- that we humans share and through which we communicate. Only through dialogue can one become aware of the perceptions, feelings, and attitudes of

others and interpret their meanings and intent. (p. 75)

“Methodologically, symbolic interactionism directs the investigator to take, to the best of [her or] his ability, the standpoint of those studied” (Denzin, 1978. p. 99).

This study employs many of the original ideas of Glaser and Strauss’s (1967) original grounded theory methodology, while adopting constructivist grounded theory as its epistemological base. According to Charmaz (2017), constructivist grounded theory is a contemporary version of Glaser and Strauss’s (1967) original methodology which fosters asking probing questions about the data, which considers both the researcher and the research process. Constructivist grounded theory “shifts the epistemological foundations of the original version and integrates methodological innovations in qualitative inquiry over the past 59 years” (Charmaz, 2017, p. 34).

Additionally, Charmaz indicates that constructivist grounded theory is grounded in pragmatist philosophy, whose founders advocated reformist goals. One of these goals, that of democratic social reform, links constructivist grounded theory to critical inquiry. Therefore, according to Charmaz, pragmatism offers ways of thinking about critical qualitative inquiry, whereas grounded theory offers ways of doing it (p. 34). This type of grounded theory requires the researcher to be reflective at all stages of the research process, considering such things as her or his (a) positions, (b) privileges, (c) priorities, and (d) relationships with the research participants (p. 35). This deep reflexivity provides the underpinning of constructivist grounded theory.

Constructivist grounded theory was chosen in this study because the research question addresses power, inequality, and injustice. These concepts “encompass moral judgement and shape moral actions” (p. 35). “Constructivist grounded theory complements the goals of critical inquiry because its pragmatist heritage includes commitment to social

justice” (p. 37).

As seen in the Table 1.2, pragmatism and constructivist grounded theory share many similarities. This view of pragmatism and grounded theory, according to Charmaz, “opens possibilities for shifts and changes in scientific knowledge” (p. 39). This important idea fits well within the objectives of this study that aim to produce grounded theory that will inform existing youth leadership theory. Constructivist grounded theory, which requires sustained involvement with the research participants, can “mean engagement with the problems they define, as in critical participatory action research” (Dick 2007; as cited by Charmaz, 2017. p. 39). This idea is particularly important in this study for several reasons. First, the researcher had (and still has) sustained involvement with the research participants as their trainer, mentor, and American friend. Secondly, the ECP Fellows participated as PARs throughout the research process. Critical inquiry research adds another layer and new dimensions to the PAR aspect of the study. Table 1.3 compares critical qualitative inquiry with constructivist grounded theory and reveals how constructivist grounded theory fits within the critical qualitative inquiry paradigm.

Narrative Inquiry

Narrative inquiry is difficult to define because it exists across many disciplines often with limited common understanding (Floersch, Longhofer, Kranke, & Townsend, 2010). Narratives exist through the space and time of history as human discourse. In fact, Bruner (1990) stated that narratives “are one of the most ubiquitous and powerful discourse forms in human

Table 1.2

Comparison of Pragmatism and Constructivist Grounded Theory

Pragmatism	Constructivist Grounded Theory
<ul style="list-style-type: none"> Views reality as social Locates experience in its social context Assumes process Presupposes a fluid, somewhat indeterminate reality Views human beings as agentic actors Acknowledges multiple perspectives Emphasizes the significance of language Sees meanings and actions as emergent and as affecting each other Provides the roots of a theory of action Studies people's actions to solve emergent problems Takes temporality into account Joins facts and values Unites the viewer with the viewed Unifies mind and body Treats truth as conditional Advocates social reform 	<ul style="list-style-type: none"> Views reality as social Locates experience in its social context Studies processes Presupposes a fluid, somewhat indeterminate reality Views human beings as agentic actors Seeks multiple perspectives Pays analytic attention to language Studies emergent meanings and actions and how each affects the other Provides methods for theorizing action Studies people's actions to solve emergent problems Offers tools to study temporality Joins facts and values Bonds the researcher with the researched Sees research as an embodied process Views truth as conditional Provides a method for critical inquiry

Source: Reprinted from "The power of constructivist grounded theory for critical inquiry", by Charmaz, K. 2017, *Qualitative Inquiry* 23(1), p. 38. SAGE, with permission.

Table 1.3

Comparison of Critical Qualitative Inquiry and Grounded Theory

Critical Qualitative Inquiry	Constructivist Grounded Theory
<ul style="list-style-type: none"> Compatible with pragmatist philosophy Rejects positivist epistemologies Reaches across disciplines Aims to advance social justice Studies power and inequality Fosters developing social consciousness Requires reflexivity and methodological self-consciousness 	<ul style="list-style-type: none"> Roots in pragmatist philosophy Rejects positivist epistemologies Reaches across disciplines Provides a method of conducting social justice research Offers a way to study power and inequality Fosters developing social consciousness Requires reflexivity and methodological self-consciousness

Source: Reprinted from "The power of constructivist grounded theory for critical inquiry," by Charmaz, K. 2017, *Qualitative Inquiry* 23(1), p. 39. SAGE, with permission

communication" (Cited by Bakhurst & Shanker, 2001. p. 41). The scientific community has not always accepted narrative inquiry as a valid research methodology. Schwandt (2000) indicates

that in the 1970s a reform movement formed “under the epithet *qualitative inquiry*” (Cited by Polkinghorne, 2007, p. 2, emphasis in original). This reform movement considered personal and social conditions that could not be investigated with traditional positivist methods. Polkinghorne (2007) posits that narrative research, similar to grounded theory, is positioned within the reformist community:

The reformists, who include narrative researchers, posit that evidence, such as personal descriptions of life experiences, can serve to issue knowledge about neglected, but significant areas, of the human realm. In addition, many reformists have been influenced by epistemologies that question “realist” assumptions about knowledge. (p. 2)

He further states that narrative inquiry relies on the interpretation from which an understanding is obtained. Therefore, the theories of interpretation are important to understanding narrative analysis.

“Grounded in hermeneutics, phenomenology, ethnography, and literary analysis, narrative research eschews methodological orthodoxy in favor of doing what is necessary to capture the lived experience of people in terms of their own meaning making and to theorize about it in insightful ways” (Wertz, F., Charmaz, K., McMullen, L., Josselson, R., Anderson, R., Anderson, R., & McSpadden, E. 2011. p. 225). Yang (2011) adds that narrative inquiry is supported by many theories including constructivist, humanist, feminist, and hermeneutist. She posits that the common elements extracted from these theories that need to be considered while practicing narrative inquiry are Truths, Voices, Dialogues, and Interpretations. (p. 219).

The constructivist underpinnings of narrative inquiry are identified by Mildon (1992):

The basic tenet of “constructivism” is that knowledge is a “constructed reality” whereby we impose meaning upon the actual world in ways that seem familiar and “understandable,” in ways that “fit” what we understand already. This creates two worlds, the actual world and the “constructed world,” separate entities, but it is only the constructed world that we can claim to “know.” This world which is constructed is an experiential world that consists of experiences and makes no claim whatsoever about truth in the sense of correspondence with an ontological reality. (Cited by Yang, 2011. p. 206)

Comparable to constructivist grounded theory, “there is a “quality of “utility” or “pragmatism” [which] is especially critical for research on and with practitioners because the “reflective turn” of narrative researchers carries with it an attention to make the study of practice useful to practitioners” (Schon, 1991; Cited by Polkinghorne, 2007, p. 348).

Narrative research approach is also aligned with feminist research (Yang, 2011). “Stories or narratives give special voice to the feminine side of human experience—to the power of emotion, intuition, and relationships in human lives” especially those women who are marginally oppressed (Yang, 2011. p. 206). Rosenwald and Ochberg (1993) believe that it is the teller in particular who has the potential to be transformed through narrative inquiry:

The stories people tell about themselves are interesting not only for the events and characters they describe but also for something in the construction of the stories themselves. How individuals recount their histories—what they emphasize and omit, their stance as protagonists or victims, the relationship the story establishes between teller and audience—all shape what individuals can claim of their own lives. Personal stories are not merely a way of telling someone (or oneself) about

one's life, they are the means by which identities may be fashioned. It is this formative—and sometimes deformative power of life stories that make them important. (p. 1)

Spence (1986) advises researchers to watch for “narrative smoothing,” which is the process of leaving some stories out or obscuring others in order to have the narrative turn out well in the end (Cited by Connelly & Clandinin, 1990, p. 10). The end result of narrative research may be “working hypotheses—hypotheses that reflect situation-specific conditions in a particular context” and “reader or user generalizability” (Merriam and Simpson, 1995; As cited by Yang, 2011. p. 221).

LIMITATIONS AND ASSUMPTIONS

Researcher Assumptions

I am an American participating in research in a foreign land; a land so different from my own, I assume that there is no way I can fully grasp the totality of the stories I study, and no way I can separate myself from them. This assumption that I am unable to fully separate myself from the data and fully understand its meaning is a limitation in this study, but according to Strauss (1987), cofounder of grounded theory methodology, the researcher brings with them their own contributions to the data, which he calls ‘experiential data,’ which can actually contribute to the findings of the study. Strauss (1987) defines “experiential data” – [as] the researcher’s technical knowledge, research background, and personal experiences, and further tells researchers to “mine your experience, there is potential gold there!” (cited by Maxwell, 2013, p. 11). Maxwell (2013) agrees that experiential data should not be ignored because of the usual canons governing research, which regard personal experience and experiential data as potential sources for research bias, for these canons lead to the omission of valuable experiential data (p. 11).

It is assumed that the researcher will bring herself into this research. Some of the many ways the researcher affected this research include the following:

1. Assumptions the researcher made about the interview instruments
2. Inexperienced researcher asking interview questions
3. How the researcher-developed connections with the youth in this study and their family members affected the research outcomes
4. What was lost, or altered, in the narrative transcriptions
5. Lack of cultural competence by the researcher
6. Researcher incentive to find the success in the impacts of educational curriculum she designed and implemented on which the study's participation is rooted

Some of the ways the participating youth affected this research include the following

1. The assumptions the youth made about how to communicate with the researcher
2. The reasons the participants selected the stories they did
3. What was lost due to language barriers
4. How the participants were impacted by being selected to participate in this study
5. What the participants choose to leave unsaid, and why

Constructivist grounded theory was chosen for this study because this methodology is rooted in the idea that everyone involved in research affects that research. As the researcher, I was reflexive throughout the research process, critically thinking about how I affected this study. The design of the study also took these ideas into account. The fact that one interview set was done via Skype, and one was in-person allowed for information to be shared by the participants without my physical presence. Open-ended questions were designed to allow the ECP Fellows to speak freely and voice whatever narrative information (data) they found pertinent. I, as the

researcher, asked follow-up questions, paraphrased, and summarized what was said to check for understanding. Two native speakers were present at all times (Shamir Shehab and Abdullah Al Shakil from BYEI) who assisted with language translation and interpretation. I had been to Bangladesh previously, and had developed a baseline level of cultural competence prior to initiating this study and continued to learn and be open to the culture in which I was participating. I did develop close connections with the ECP Fellows and their families, which I feel helped build trust and allow for open dialogue.

Group Interview Limitations

According to Stewart, Shamdasani, & Rook (2009), a contemporary focus group interview generally involves 8 to 12 individuals (p. 590). In this study, the hope was that all five ECP Fellows would be able to participate in the focus group interview. Unfortunately, only two ECP Fellows were able to participate. All interview instrument questions were asked which produced rich discussion by the two participants. The researcher acted as a moderator and kept the discussion on topic. However, the fact that only two ECP Fellows could participate in the focus group interview is a limitation in the study.

Additionally, on the day the group interview was scheduled, there was gun violence on the streets of Dhaka and the entire city was on strike. In fact, during the interview, which was held on a 4th floor restaurant in downtown Dhaka, the researcher, ECP Fellows, and BYEI staff heard conflict on the streets below. The sounds of these events, as well as the reactions of the researcher and the participants, were caught on the videotape at the end of interview. Although the ECP Fellows were quite familiar with this type of conflict, even comfortable with it, the political strife startled the researcher and paused the interview several times as everyone strained to hear what was happening. The researcher looked to the participants for guidance as to the

seriousness of the conflict and the participants assured her this was ‘normal’ in Dhaka. They noted that their parents had allowed them to participate even with the city on strike, which indicated their parents’ level of comfort with the situation (even though the other three ECP Fellows’ parents did not allow their children to attend). Additionally, they laughed and joked about how often the city went on strike, and how dysfunctional politics were in Dhaka and Bangladesh in general. When the streets quieted down, the interview continued, and although the disturbances were unexpected, they did not constrain or limit the participants responses, rather, they allowed for more specific conversation related to the situation.

In order to account for these limitations, the focus group interview data was analyzed separately from the rest of the narrative data. Moreover, the use of constructivist grounded theory allowed this interview to be analyzed through the lens of the political and social conditions in Bangladesh.

CONCLUSION

In conclusion, this study is timely and important. Young people *do have the power to change the world* as recent events including the 2018 March for Our Lives and Never Again Movement in the U.S. clearly illuminate. Not only are these youth creating change at the state, national, and international level as seen in the media, the world’s youth are making a difference in their schools, communities, and environment all over the world every day.

The research clearly indicates that there is a gap in understanding youth leader perceptions of leadership and that this gap precludes youth from successful leadership opportunities. “Without a solid understanding of what leadership means to youth, we cannot effectively engage youth in leadership development efforts that are meaningful and useful to them in their current lives” (Mortensen et al., 2014).

It is hoped that this study will add more power to all youth leadership efforts, but especially those working with the environment, by amplifying the voices of five Bangladeshi environmental youth leaders out of their communities and into the global conversation about the experience of being an environmental youth leader.

CHAPTER 2

LITERATURE REVIEW

Bangladesh is a small South Asian country situated around the massive delta of the Padma (Ganges), Jamuna, and Meghna river confluence (See Fig. 4) on the Bay of Bengal in the Asia-Pacific Region. Bangladesh has long felt the brutal force of Mother Nature's wrath. In recent decades, however, environmental and societal changes such as soil pollution and erosion, exploding populations, burgeoning megacities, and disparaging poverty, coupled with climatic changes such as sea level rise, larger and more powerful cyclones, severe droughts, arsenic water pollution, and glacial melting and river flow changes have amplified these natural calamities causing some of the most extensive environmental damage and population displacement ever recorded (Akter, 2009).

1998 brought the worst flooding in Bangladesh history leaving over 25 million homeless ("Bangladesh - Oxford Reference," n.d.). Heavy monsoon rains in 2005 permanently flooded parts of the Bhola Islands off the coast of Bangladesh, leaving 500,000 permanently displaced persons (Akter, 2009), referred to as 'climate refugees' (Lönnqvist, & Huda, 2010). Islam (2006) notes that "because of the continual shifting of the coastline and erosion, displaced people are common in the community fabric of coastal Bangladesh. They are numbered not in hundreds, but in hundreds of thousands. People who have been displaced up to 14 times are not uncommon" (para. 42). The sea level rise already experienced in Sundarbans, higher than global sea level rise, is eroding land and submerging villages, leaving 60,000 people landless each year" (Care Denmark, 2016, p. 18).

Slow-onset impacts are expected to force more people to migrate than extreme weather like storms and floods however, such as rising sea level, glacial retreat, and desertification. (Care Denmark, 2016) reports

Unless governments take strong preventive action and invest in adaptation, climate change-related phenomena such as floods, droughts, famines and hurricanes could push the total number of permanently displaced people [worldwide] as high as 250 million people, between now and 2050. However, already by 2025, up to 2.4 billion people worldwide may be living in areas subject to periods of intense water scarcity, which may temporarily displace as many as 700 million people by 2030. On top of that, the risk of displacement from extreme weather events is projected to grow globally to more than 40 million people per year, up from a current five-year global average of 27.5 million. (p. 5)

The current environmental situation in Bangladesh described above, provides the backdrop for this research. Global climate change is not something that is going to happen in the future in Bangladesh. It is a crisis of unknown proportion, happening now. The serious nature of the multiple calamities faced by the country, and lack of effective solutions, gives credence to this research, which aims to evaluate environmental youth leadership as an educative process to facilitate positive environmental change in Bangladesh and around the world.

Context

Bangladesh became a country in 1971 when East and West Pakistan split after a bitter war which involved India. Bangladesh, formerly East Pakistan, then spent 15 years under military rule and although democracy was restored in 1990, the political situation remained volatile (“Bangladesh Profile,” 2018). The period from 1982 to 1990 is considered the darkest in the

history of post independent Bangladesh in terms of killings, arrests, corruption and the degradation of moral values (“1990 The Movement for Democracy in Bangladesh,” n.d.). In 1990, there was a movement for democracy when Dictator General Hussain Muahammed Ershad was ousted, and the country became The People’s Republic of Bangladesh. Democracy has proven difficult for the country, however, as Landry (2016) indicates:

Since gaining power in Bangladesh’s 2008 elections, Prime Minister Sheikh Hasina has decided to settle the feud [of opposition parties] by gravitating toward authoritarian rule. First, she dismantled the caretaker government system of elections, a pillar of Bangladesh’s democracy. Second, faced with the backlash that ensued, she took a series of increasingly authoritarian measures to silence her critics, ranging from attacks on popular media outlets to accusations of terrorism targeting the political opposition. (Para 2)

Today, Bangladesh is a sovereign nation, but with 50% of her population below the international poverty rate of U.S. \$1.25 per day and an adult population illiteracy rate of 55%, many citizens struggle to survive (“UNICEF - Bangladesh - Statistics,” (“Statistics,” n.d.). In particular, the 57 million children in Bangladesh “face a range of difficult issues that hamper their survival and development, and prevent the full realization of their rights and potential” (“UNICEF Bangladesh - Overview - The Situation of Children,” n.d.). On top of her many other problems, Islamist extremism against bloggers, atheists, and secular individuals has been rising in the usually tolerant country (“Bangladesh Profile,” 2018, p. 1).

Significance

“There is no nation on earth that can afford to neglect its youth and still hope to play a viable role in a global economy and meet the social and educational needs of its citizens” (Delgado &

Staples, 2008). There are many studies that have looked at youth participation and social change around the world (Hart & UNICEF, 1997; Driskell & Growing Up in Cities Project, 2002; Delgado & Staples, 2008; Theis, 2007) but few have specifically focused on environmental youth leader experiences during community project design and implementation in Bangladesh.

Many current youth leadership programs provide training in leadership skills but do not give youth opportunities to participate in authentic practice in participatory decision-making or contextual problem solving in the real world. Even if these programs do provide leadership skills, they are designed to give youth the leadership skills they will need when they become adults. Golombek & International Youth Foundation (2002) describe the situation as follows:

As adults, we are encouraged to invest in the young today so that they will have the skills and resources they will need in the future. Such thinking obscures the fact that young people are already making solid contributions to others - tutoring younger children, protecting the environment, starting their own businesses, and leading new initiatives to improve their communities. Yet these contributions are frequently overlooked, with young voices going unheard. Even more regrettably, the vast potential for young people to further contribute to their communities goes largely untapped (Golombek & International Youth Foundation, 2002. p. 4)

The data gathered from the youth participating in this study captures the voices of five emerging environmental youth leaders as they explore their desires, feelings, motivations, perceptions, and self-actualization as they tackle real problems in their local communities. It is hoped that these leaders' stories will bring authentic youth voice into local, national, and global conversations on youth participation, youth leadership, environmental leadership, and youth activism.

YOUTH PARTICIPATION

Youth participation is the engagement of young people with their community. This type of participation is a key factor in young people practicing active citizenship (Clark & Percy-Smith, 2006) and leadership. “Youth participation cannot be described as a single type of project, but rather as a program strategy, even a public attitude that encourages youth to express their opinions, to become involved, and to be part of the decision-making process at different levels” (Golombek & International Youth Foundation, 2002, p. 8). Young people have historically been excluded from decision-making processes around the world (Kirby, Lanyon, Cronin, & Sinclair, 2003) and they are rarely involved in constructing their environment (Driskell & Growing Up in Cities Project, 2002). According to West (2007), the power relationships between adults and children inhibit youth participation. “For participation to be useful it must aspire to levels of practice and purpose that challenge the power relationships between adults and between children” (p. 124). Additionally, research suggests that the successful groups and village organizations that had strong leadership were transparent in sharing information and decision-making (West, 2007).

(Theis, 2007) outlines what he terms an important distinction between utilitarian youth participation focusing on youth as resources, and transformative youth participation, which considers children’s participation as a process of social change in the relation between children and adults. Further, he agrees that children’s participation is about children acquiring greater control over personal and public decisions and challenging existing power relations between children and adults (p. 8).

Youth Participation in Asia

Even though youth participation has “exploded over the last decade in cities across the United

States” (Delgado & Staples, 2008), it is still developing in parts of Asia. Because this study occurred in the South Asian country of Bangladesh, it is important to consider youth participation in this context. West (2007), who has worked with youth and studied their participation for over 20 years in Bangladesh, Myanmar, China, and other Asian regions, feels that adults can get in the way of meaningful youth participation:

The biggest problem for young people’s participation [in Asia] remains the power of adults and adult organizations that resist including participation.

These include some government and business structures where transparent decision-making and staff participation is not encouraged, but it also includes some non-government organizations who promote children’s participation, yet do not encourage participation by their own staff, and who emphasize the need for outputs, reporting deadlines, and accountability to donors. (p. 134)

West (2007) describes his three-week study in Myanmar in 2003 that explored local forms of adult resistance to youth participation. The workshop involved over 20 adults, with varying levels of experience with youth participation. After the training, the adults went back to work with youth, and the results were very positive as West reports:

The working processes proved “revelatory” for many individuals in the group (as experienced elsewhere, for example in workshops in Bangladesh in 1997-98 and China in 2003); adults were surprised and delighted that “it works.” Adults had not expected to find that children have extensive knowledge and can present sophisticated opinions, analyses and understanding of situations. (p. 124)

Theis (2007), in his article *Performance, Responsibility and Political Decision-Making: Child and Youth Participation in Southeast Asia, East Asia and the Pacific*, describes children’s

participation as a complex issue. He describes three different concepts of child and youth participation; (a) participation as performance and responsibility, (b) participation as a right, and (c) participation as democratic citizenship. Through his research he found:

That organized child and youth participation has a long history in Asia especially in the form of mobilizing children and young people through organizations such as the Young Pioneers, Youth Union, or Scouts. Such youth movements have strong traditions in socialist (e.g., China, Vietnam) and ex- socialist (e.g., Mongolia) countries with state- or party-sponsored youth organizations. The main purpose of these organizations is to develop a strong sense of civic responsibility among young citizens and to mobilize them for community service, such as environmental clean-up campaigns. Another important function of these movements is to develop organizational and leadership skills among children. (p. 4)

He further outlines child and youth participation activities as they are identified in Asia as shown in Figure 4, *Activities Labeled as Child and Youth Participation in East Asia, Southeast Asia and the Pacific*, and indicates that:

Some of these initiatives create opportunities for children and young people to gain greater control over decisions, many do not (Shier 2001). The label attached to an activity says little about the actual level of control children have over the objectives, processes or outcomes of the activity. Even a one-off conference may offer some real opportunities for children to influence important decisions. A “participatory research” study does not necessarily contribute more to the realization of children’s civil rights than a questionnaire survey. The biggest

challenge is to achieve long-term sustainability and institutionalization of children's participation. (p. 5)

The types of activities listed in Figure 5 vary by region and some are not specifically available in Bangladesh. Theis (2007) indicates that children's participation "has to be a transformative process that negotiates and changes the relationships between children and adults in their social, cultural, political and economic dimensions" (p. 9).



Figure 4 Activities Labeled as Child and Youth Participation in E. Asia, S.E. Asia and the Pacific by Theis, J. 2007. Reprinted with permission.

This idea is particularly important to this study as the relationship between the youth and adult support was a large component of the ECP design which required parent and family support, and school support from the principal, teachers, club moderators and other faculty. The success of the ECP Fellow's projects was also dependent on adult support within the community.

South Asia Youth Participation Example

One large-scale example of youth participation in South Asia is The National Green Corps (NGC) program in India run by the governments' Ministry of Environment and Forests (MoEF) which implements Eco-Clubs in schools across India. According to Roberts (2009), the MoEF developed their education programs from the nature club model of the 1980s. The goals of this program are to: (1) educate children about their immediate environment by increasing awareness; (2) impart knowledge about eco-systems; mobilize youth by instilling a spirit of scientific inquiry into environmental problems; and to (3) involve youth in active environmental preservation efforts (Roberts, 2009, p. 443). This large program has resulted in Eco-Clubs in 68,000 schools in India (p. 444). Currently the clubs are responsible for beautification and clean-up projects.

Roberts (2009) conducted a qualitative study of this initiative to measure its success. Data was collected from Eco-Club participants who participated in focus groups and identified the themes they felt important to their experience (See Table 2.1.). His study revealed that the teachers and students positively supported the program but felt that it needed more streamlined management and a shift to qualitative data such as surveys and interviews rather than quantitative output alone. Interestingly, several themes identified by the youth in the NGC program were also identified in this study such as *Awareness of Environmental Issues* and *(First-Hand) Knowledge of the Environment*.

Table 2.1

Themes Commonly Held by Eco-Club Members Participating in the Focus Groups

Outcome	Context (examples)
Personal awareness of environmental issues	Effects of degradation, benefits of trees, need for habitat protection, need for recycling, dangers of dumpsites, environmental connection to health issues (sanitation, illness, disease, etc), dangers of smoking
Interest in providing public awareness	Desire to create awareness among others (family, friends, general public), conduct rallies, informing others about use of jute bags instead of plastic, 'do not litter' campaigns, educate about making rain tanks for water accumulation, impacts of noise pollution, vehicle over-use & emissions, environmental messages/slogans
Knowledge gain about the environment	Ecosystem information. How to conduct rain water harvesting, comprehension of and benefits relating to planting trees (for humans and all life forms), paper production, detrimental effects of polythene, concepts related to global warming, habitat loss, importance of salt testing, consequences of soil erosion, why and how to test water
Attitude change	Motivation to help find solutions to environmental issues, aspire to make a difference in local community, modified opinion of sanitation issues.
Behaviour change	Turning light switches off, conserving water (broad), use of rain water, community service (e.g., serving water to passengers at rail station, clothes distribution to the poor), improvement in personal hygiene, ongoing use of compost at school and home, reduced littering
Barriers (in some instances, not others)	Inability to do more activities based on limited funds, fear that adults won't listen to them, resource materials not received, not enough Eco-Club meetings

Source: Reprinted from Roberts, N. (2009). "Impacts of the National Green Corps Program (Eco-Clubs) on Students in India and Their Participation in Environmental Education Activities." *Environmental Education Research*, p. 456, with permission.

Roberts (2009) summarizes the success of the program as follows:

The concept and outreach of the National Green Corps Eco-Clubs is well laid-out.

The focused objective of bringing about attitudinal change through greater environmental awareness has been favorable. In the long run, however, lack of coordination, poor feedback mechanisms and inadequate monitoring has resulted in the objectives being mostly unmet. (p. 463)

Although important because it a large-scale environmental program in South Asia in which thousands of youth participate, this program as currently designed does not focus on youth as leaders and does not give young people greater voice or control over their decision-making.

Youth Participation and Active Citizenship

In summary, participation is a requirement of active citizenship and fundamental to leadership. Youth participation is especially important in the rural areas of Bangladesh. Datta (2007) in his article *Sustainability of community-based organizations of the rural poor: Learning from Concern's rural development projects, Bangladesh*, indicates that “a committed leader who respects accountability and transparency, ensures participation in all decision-making process, and promotes alternative leadership within the organization can positively contribute to sustainability, even in an adverse sociopolitical context and with limited capacity-building support” (p. 66). Additionally, Schusler, Krasny, & Decker (2017) posit “the participatory process as a core dimension of environmental action” (p. 536).

These ideas of youth participation as fundamental to leadership and as a core dimension of environmental action directly link to the research question in this study which aims to understand how the ECP Fellows experience their roles as environmental youth leaders as they influence, through their own participation and leadership, others' participation in their school and communities' efforts to adapt to and reduce their contribution to climate change.

LEADERSHIP

Leadership as a field of study began at the turn of the 20th century. Bennis (1959) denoted more than 50 years ago that “of all the hazy and confounding areas in social psychology, leadership theory undoubtedly contends for top nomination. And, ironically, probably more has

been written and less is known about leadership than about any other topic in the behavioral sciences” (as cited by Day & Antonakis, 2012, p. 3). Day & Antonakis (2012) describe the complexity of recent leadership literature in the following passage:

But what is leadership? That turns out to be a challenging question to answer. Leadership is a complex and diverse topic and trying to make sense of leadership research can be an intimidating endeavor. One comprehensive handbook of leadership (Bass, 2008), covering more than a century of scientific study, comprises more than 1,200 pages of text and more than 200 additional pages of references! (p. 3)

This study is most interested in the types of leadership that most closely relate to the research question. In order to place these findings in context, a brief historical context is provided followed by a brief review of youth leadership literature and leadership theory during the 20th and 21st centuries.

Historical Background

Youth have been key leaders that have shaped the history of the world. “When a teenager named Alexander set out to conquer the world known to his fellow Greeks, contemporaries often lived well into their 40s. But, for the millions of years before Alexander the Great, it is likely that most humans and their ancestors did not live beyond their teens” (Cummings & Maghakyan, 2014, p. 7). As the lifespan of humans grew so too did ageism, as indicated by Cummings & Maghakyan (2014):

Most cultures forgot the contributions of their child- and youth-ancestors and their genetic predisposition to lead. Today’s denial of youth participation in decision-

making contradicts the overall human record, which largely encompasses leadership experiences of young people, not their elders. (p.7)

Youth leadership continued its evolution through the centuries into modern times. In recent history, youth have been involved “in every progressive social movement including the U.S. Civil Rights movement, the transnational LGBTQ movement, successive waves of feminism, environmentalism and environmental justice, the labor, antiwar, and immigrant rights movements, and more” (Costanza-Chock, 2012, p. 1). Most recently, American youth organized the largest youth mass protest in the Never Again Movement in Washington, DC in 2018.

20th Century Youth Leadership Literature

The literature reveals scant youth leadership materials through the first half of the 20th century. Even though youth leadership was not yet an academic foci of research during the first half of the 20th century, however, large formal youth organizations emerged such as the Boy Scout movements in Europe in 1908 and in the U.S. in 1910 (“History of Cub Scouting – Boy Scouts of America,” n.d.). The Girl Scouts of America followed in 1912. Coussée, Verschelden, & Williamson (2009) indicate that “in the three decades that followed the first World War “youth” came to the fore” with the emergence of youth centers, Youth Service Corps, Youth Civil Defense Units etc. (p. 18).

One example clearly showing the scale of youth leader influence is revealed in Germany during World War II. During this time, Hitler utilized over 8 million male youth leaders between the ages of 14 and 24, known as Hitler’s Boy Soldiers. “On September 1st, 1939, Hitler's armies invaded Poland. Six years of war would follow with the full participation of the Hitler Youth eventually down to the youngest child” (“The History Place - Hitler Youth: Hitler’s Boy Soldiers 1939-1945,” n.d.). In 1948, in the aftermath of the war, AIESEC (originally an acronym for

Association Internationale des Étudiants en Sciences Économiques et Commerciales but AIESEC is no longer used as an acronym) formed which “develops the leadership potential of youth through experiential learning, volunteer experiences and professional internships” (“Home | AIESEC in the United States,” n.d.).

“During the 1950s “youth culture” was identified as one of the key phenomenon of the decade” (Coussée et al., 2009). Richards & Polansky (1959) compared youth leader and parent participation in The Girl Scouts of America with socioeconomic status. Intriguingly, this early study revealed higher levels of parent and adolescent participation in middle class verses working class families (upper, middle, working, and lower classes were identified by the researchers and the participants self-identified into their group) (p. 36).

Throughout the 1960s and 1970s youth voices were prominent in U.S. secondary and tertiary education in such events as ‘sit-ins’ and student marches during the civil-rights movement and Vietnam War protests (Dempster & Lizzio, 2007). In their book “Youth in the 80s,” UNESCO indicates “it is crucial, however, to understand that the 1960s created no lasting organizations of active youth or permanent dynamic of institutional change in those areas supposedly most affected by the [youth] movements of that period (p. 14).

During the 1970s, led by the late Jean Rudduck, a “pioneer of student voice, both as an academic field and as a potential agent of school transformation,” much of the academic research focused on youth voice in schools and communities (Fielding, 2007, p. 232). Although it is important to consider the historical context of student voice work, this body of research focused on youth voice in school transformation not specifically on youth as leaders.

Different youth groups continued to coalesce during this decade, however with the Black student movement and Indian Youth Leadership Program in the U.S. and a wide variety of youth

organizations around the world including Youth and Environment Europe in Stockholm in 1983 (the European regional branch of the International Youth Federation for Environmental Studies and Conservation) (“Youth and Environment Europe - Basic info,” n.d.).

Due to large percentages of school drops outs and other community problems, the Indian Youth Leadership Program and the Indian Youth Leadership Camp (IYLC) were created in 1981 “to develop specific skills in Indian youth who will assume leadership positions in the future at the family, school, community, tribal, and national level” (Hall, 1987. p. 1). Modeled after the National Youth Leadership Camp, the IYLC was designed as an 8- to 10-day intensive camp experience with the intent of “facilitating habilitation,” and developing skills [Native American] youth needed to become functional, competent, independent adults” (p. 1). These skills included (a) situational skills, (b) judgement skills, (c) interpersonal skills, and (d) communication skills. The camps included an in-service project component and a pre- and post-test. Additionally, there were environmental, morals and ethics, leadership, and communication seminars throughout the intensives. Interestingly, “after returning home from camp, the Cherokee youth were challenged to help implement a leadership project in the 14-county area that makes up the Cherokee Nation today” (pgs. 9 & 10).

Although the objectives of this camp; to prepare youth for their roles in their unique communities and to become functional adults, is dissimilar to those of the ECP Camp, other aspects of the IYLC are notable for similarities to the ECP parent project in this study, including the time frames, combination of environmental and ethics classes, and the final project of identifying and implementing a leadership project.

The San Francisco Bay Area’s Youth Leadership Institute (YLI!) was founded in 1991. Libby et al., (2005) identify the youth-adult partnerships (Y-APs) component of the YLI! as

fundamental to community change efforts and highlight the following components of the program as important:

- Organizational pathways for leadership development
- The necessity of advance preparation by youth and adults
- The need to moderate program intensity
- The difficulty of sustaining Y-APs in a resource-scarce environment (p. 111)

Focusing on school change as a tool to address national concerns about youth issues and problems, Pittman & Cahill (1992) argued that a shift in research focus was needed that looked youth development as “the most effective strategy for the prevention of youth problems and the achievement of educational goals” (p. 8). They proposed a new model of youth development with focus on positive outcomes, youth competencies, and needs. Mohamed & Wheeler (2001) argue that, although the positive youth development model identified by Karen Pittman and others represented a much-needed advance in youth development approaches, the model was developed in a western urban context and contains bias (p. 4).

Scientific research begins to focus on youth leadership during the end of the 20th century but it is in the early 2000s when youth leadership takes off as a field of study. Table 2.2 reveals the growth in youth leadership literature from 1980 through the first half of 2018 in all University of Albany databases.

Table 2.2

Number of ‘Youth Leadership’ Sources Listed in All Databases through the University of Albany

Years	Number of Sources
1980-1989	210,042
1990-1999	301,457
2000-2009	936,689
2010- 2018	1,890,208

20th Century Leadership Theory

According to Gumus, Bellibas, Esen, & Gumus (2018), “in the late 19th and early 20th centuries, the “great man” theory was the popular phenomenon shaping the understanding of leadership” (p. 27). This theory assumed that leaders require specific traits which they are born with. This theory eventually became “trait theory” which focused only on identifying leadership characteristics and did not consider if these characteristics were inherent or learned.

Organizational leadership research prior to World War II gave birth to “behavioral theory” which categorized effective organizational leadership behaviors into four groups, (a) task-oriented, (b) relational-oriented, (c) change-oriented, and (d) passive (Gumus et al., 2018).

Burns (1978) developed the concept of transformational leadership in his Pulitzer-Prize winning book, *Leadership*. He posited that, based on his research on political leaders, there are two types of leaders in organizations; transactional and transforming. He notes the differences in these two types of leaders:

“Transactional leaders approach followers with the intent to exchange one thing for another, for example, the leaders may reward the hard-working teacher with an increase in budget allowance. On the other hand, “the Transforming leader

looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower” (p. 4). (as cited by J. Stewart, 2006, p. 9)

Transformational leadership theory is discussed further discussed in the 21st Century Leadership Theory section of this paper and analyzed in Chapter 4 as it relates to the ECP Fellow’s experiences in this study.

Murphy (1995) indicates that “leadership research from post-World War II through the 1980s was characterized by the behavioral science era” which led to the formation of ‘contingency/situational leadership theory’ (Cited by Gumus et al., 2018). This theory contends that there are no preeminent characteristics of leaders. “Most educational leadership models that have been discussed today, such as instructional leadership, distributed leadership, and teacher leadership, emerged during the post-behavioral-science era (after the 1980s)” (Gumus et al., 2018, p. 27).

Lunenburg (2003) posits:

The behavioral science approach was an attempt to reconcile the basic incongruency between the rational-economic model and the social model. The more recent post-behavioral science era includes the interrelated concepts of school improvement, democratic community, and social injustice, as well as subjectivist and interpretivist approaches to the study and practice of educational administration variously labeled neo-Marxist/critical theory and postmodernism. (p. 4)

The focus on subjectivist and interpretivist approaches gave rise to more educational leadership research during the latter half of the 20th century. Gumus et al., (2018) in their review of leadership models in educational research found the number of papers on this topic increased

exponentially from 16 from 1980-1984 to 344 between 2010-2014 (Gumus, Bellibas, Esen, & Gumu, 2018, p. 34).

Even with this increase in attention, leadership, as a field, was still finding its roots as is indicated by Rost (1993):

The facts are that in the 1990s the concept of leadership does not add up because leadership scholars and practitioners have no definition of leadership to hold on to. The scholars do not know what they are studying, and the practitioners do not know what it is that they are doing. A high priority for the 1990s is to reach a consensus on a clear, concise, easily understandable, researchable, practical, and persuasive definition of leadership. (p. 8)

In his book “Leadership for the 21st Century,” Rost (1993) indicates that “as we enter the twenty-first century, leadership scholars and practitioners are moving from understanding leadership as an individual to viewing it as a relationship” (p. 3). In other words, practitioners are moving from an object-centered to a process centered, or ecological view. He posits that most of the research prior to the turn of the century focused on the ‘periphery’ and ‘content’ of leadership and that the single disciplinary view of leadership held for most of the 20th century was changing into a multidisciplinary view. Finally, Rost speculates that the research focus should instead be on the ‘process’ of leadership defined as “the process whereby leaders and followers relate to one another to achieve a purpose” (p. 4).

Kouzes & Posner (2012) developed Five Practices and Ten Commitments of Leadership aimed at organizations in their book “The Leadership Challenge” originally published in 1990. These practices and commitments have been refined and updated over time and are presented in the 21st Century Leadership Theory section of this paper.

Conclusion

In conclusion, leadership theory evolved through the 20th century in accordance with the values espoused by society during this time. Ciulla (2009) reviews 20th Century views of leadership as the following:

- 1920s - Leadership is the ability to impress the will of the leader on those led and induce obedience, respect, loyalty, and cooperation
- 1930s - Leadership is a process in which the activities of many are organized to move in a specific direction by one
- 1940s - Leadership is the result of an ability to persuade or direct men, apart from the prestige or power that comes from office or external circumstance
- 1950s - Leadership is what leaders do in groups. The leader's authority is spontaneously accorded him by his fellow group members
- 1960s - Leadership is the acts by a person which influence other persons in a shared direction
- 1970s - Leadership is defined in terms of discretionary influence. Discretionary influence refers to those leader behaviors under control of the leader which he may vary from individual to individual
- 1980s - Leadership means to inspire others to undertake some form of purposeful action as determined by the leader
- 1990s Leadership is an influence relationship between leaders and followers who intend real changes that reflect their mutual purposes (p. 306)

These definitions clearly indicate the shift from influencing acts of a single individual to relationships between individuals. Ciulla (2009) postulates that contemporary scholars embrace

20th century definitions that “imply a noncoercive, participatory, and democratic relationship between leaders and followers” with leaders influencing rather than inducing followers to participate (p. 306).

21st Century Youth Leadership Literature

Youth leadership literature is still quite limited in the early 21st Century as indicated by MacDonald (2012):

Where are youth present in the leadership literature? Likewise, where is leadership present in the youth literature? In the “tens of thousands of pages” written about leadership, what are the contributions to our understanding of youth leadership, youth leadership development, and the differences between youth and adult leadership? In much of the literature focused on leadership theory, leadership development, or leadership practice, youth are noticeably absent. (p. 29)

MacDonald adds that the existing literature focuses on the skills, knowledge, and talents of youth rather than on ability or authority, which are prevalent in adult leadership literature (p. 30).

Dempster & Lizzio (2007) advance that a critical first step toward developing more youth leaders is understanding how youth define leadership. They further state that their analysis of literature related to student leadership in schools “shows that there is an identifiable gap in our knowledge of students’ understanding of leadership and how they see, experience and interpret it in different situations” (p. 279). This idea is profoundly important to this study as the research question asks for five ECP Fellows as PARs to explain in their own words how they see, experience, and interpret their experience of leadership.

21st Century Leadership Theory

Leadership theory evolved into more collaborative, less top-down frameworks in the 21st Century in part due to the fact that “more scholars from the humanities joined the field” (Ciulla, 2009, p. 304). “This shift coincided with a philosophical change in our country, with social constructivism, critical theory, postmodernism, and feminist theory all contributing to contemporary theories of leadership” (Mortensen et al., 2014, p. 448). Mortensen et al., identify the following theories in more contemporary views of leadership:

- Transformational (Bass, 1985; Bass & Riggio, 2006)
- Servant (Sendjaya & Sarros, 2002)
- Shared/Relational (Komives, Lucas, & McMahon, 1998)
- Social Exchange Model of Leadership Development (Astin & Astin, 1996)
- Complexity (Uhl-Bien & Marion, 2007)
- Authentic (Avolio & Gardner, 2005)
- The reconceptualization of some traditional theories (e.g., Trait, Behavioral, LMX, Situational; Komives & Dugan, 2010) (p. 449)

Each of these contemporary views of leadership (excluding Servant because it was not found to be relevant to the ECP Fellow’s experiences and Complexity as its focus is leadership in complex organizations which does not align with the research question in this study) along with Kouzes and Posner’s Five Practices and Ten Commitments of Leadership are described below.

Transformational

First described by Burns in 1978, Northouse (2016) defines transformational leadership as a process that changes and transforms people and “is concerned with emotions, values, ethics, standards, and long-term goals” (p. 161). Northouse theorizes that transformational leadership is

a process that often incorporates charismatic and visionary leadership that influences followers to aspire to change and accomplish new things. This type of leadership can be used to facilitate small- or large-scale changes within society. “Bass (1985) believed that charismatic leadership is a necessary ingredient of transformational leadership. The research on charismatic leadership opens up a wide range of ethical questions because of the powerful emotional and moral impact that charismatic leaders have on followers” (House, Spangler, & Woycke, 1991, as cited by Ciulla, 2009, p. 319).

Ciulla (2009) finds Burns’s (1978) theory of transforming leadership compelling because it is based on the following set of moral assumptions about the relationship between leaders and followers:

Burns’s theory is clearly a prescriptive one about the nature of morally good leadership. Drawing from Abraham Maslow’s work on needs, Milton Rokeach’s research on values development, and research on moral development from Lawrence Kohlberg, Jean Piaget, Erik Erickson, and Alfred Adler, Burns argued that leaders have to operate at higher need and value levels than those of followers, which may entail transcending their self-interests. A leader’s role is to exploit tension and conflict within people’s value systems and play the role of raising people’s consciousness (Burns, 1978). (pgs. 316 & 317)

The literature reveals that in order to transform others’ worldviews, a transformational leader must have a strong value system in place. Therefore, the success of a transformational leader is directly linked to her or his value system. Considering a leader’s value system brings the idea of ethics into leadership theory. Merriam Webster defines ethics as a set of moral principles or a consciousness of moral importance. Leadership theorists disagree on the importance of ethics in

leadership theory. Ciulla (2009) compares the different focus on ethics in Burns's and Rost's work:

This is an area where Burns's view of ethics is very different from advocates of participatory leadership such as Rost. Burns wrote, "Despite his [Rost's] intense and impressive concern about the role of values, ethics and morality in transforming leadership, he underestimates the crucial importance of these variables." (p. 317)

Transformational leaders empower their followers by becoming strong role models (Northouse, 2016) who encourage others to share their values. Transformational leadership is often considered within the realm of organizational leadership. When considering ethics as it pertains to transformational leadership important questions to consider are:

- What are the transformational leader's values?
- Are the transformational leader's values in line with the objectives of her or his leadership goals or that of the organization?

Northouse (2016) notes that "people are attracted to transformational leadership because it makes sense to them. It is appealing that a leader will provide a vision for the future" (p. 177). He further indicates that this type of leadership is a process that incorporates both the leader's and follower's needs. Finally, he adds that there is substantial evidence that this type of leadership is effective but lacks conceptual clarity because it has broad parameters.

The tenants of transformational leadership theory are very important to this study as several of the ECP Fellows' experiences align with the core components of transformational leadership.

Shared/Relational

Goksoy (2016) defines shared leadership as “a modern leadership approach internalized through voluntary cooperation and interaction based on the competencies of all stakeholders and a sense of responsibility” (p.297). Shared leadership is often used in the field of education where the contributions of many leaders who share the same value systems work together to achieve common goals (Goksoy, 2016). This type of leadership allows schools to alter the hierarchical top-down model of the principle leading the entire staff, to combining the strengths and talents of teachers and others to work together for a shared vision. This type of leadership has many parallels with distributed leadership, also used in education, where the tasks of the leadership process are distributed throughout a team but Goksoy (2016) posits that these are two distinct types of leadership with different theoretical bases and should not be used interchangeably.

Northouse (2016) categorizes shared leadership under a larger heading of ‘Team Leadership.’ Hill (2016) states that “the complexities of team processes demand the attention and focus of all members of the team. Some teams are autonomous and self-directed with no formal leader. But even those with a formal leader will benefit from shared leadership among team members” (p. 365). In shared leadership all team members are taking risks and making decisions for the team. Bergman et al. (2012) denote that even with these risks, “teams with shared leadership have less conflict, more consensus, more trust, and more cohesion than teams that do not have shared leadership” (as cited by Hill, 2016, p. 365). Shared leadership is even more important for virtual

teams in which individuals use information technology (IT) to share information and build relationships (He & Paul, 2009).

Shared leadership theory directly correlates to the findings in this study as all five ECP Fellow's indicated that they required a friend to share in all aspects of their leadership experience. This idea is further explored in Chapter 4.

Social Exchange Model

Supported by the Higher Education Research Institute at the University of California Los Angeles, Alexander and Helen Astin brought a team of researchers together to create The Social Change Model of Leadership in 1996 "as a way to enhance socially responsible leadership amongst college students" (Komives, Wagner, & NCLP, 2016, p. 10). This model is based on the following ideas:

- Leadership is socially responsible; it affects change on behalf of others
- Leadership is collaborative
- Leadership is a process, not a position
- Leadership is value-based
- Community involvement and service is a powerful vehicle for leadership

This model emphasizes eight values which include; consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, and change (Dugan & Komives, 2010, p. 526). Although many of these values are expressed by the ECP Fellow's in this study such as consciousness of self, collaboration, and change, others, such as controversy with civility, were not expressed by the ECP Fellows. This could have to do with cultural differences in Bangladesh where elders are deeply respected, and youth might choose not to cause conflict. Interestingly, one of the most important values expressed by the ECP

Fellows is communication, which is absent in the Social Change Model of Leadership. This model is further discussed in the U.S. Youth Leadership section of this paper.

Authentic Leadership

Authentic leadership is a relatively new area of leadership research which focuses on whether a leader is authentic or ‘genuine’ (Northouse, 2016). Northouse adds that there “is no single accepted definition of authentic leadership. Instead, there are multiple definitions, each written from a different viewpoint and with a different emphasis (Chan, 2005)” (p. 196). He offers the following viewpoints on authentic leadership:

- Intrapersonal perspective, which:
 - Focuses closely on the leader and what goes on within the leader.
 - Incorporates the leader’s self-knowledge, self-regulation, and self-concept.
- Interpersonal process, which:
 - Is created by leaders and followers together (Eagly, 2005).
 - Authenticity emerges from the interactions between leaders and followers.
- Developmental, which views authentic leadership as something that can be nurtured in a leader, rather than as a fixed trait. (p. 196)

Avolio & Gardner (2005) suggest that authentic leadership is composed of the following eight components:

- Positive psychological capital
- Positive moral perspective
- Leader self-awareness
- Leader self-regulation
- Leadership process behaviors

- Follower self-awareness/regulation
- Follower development
- Organizational context (pgs. 323-327)

They note that one of the most important components of authentic leadership is that both leaders and followers develop over time “as followers internalize values and beliefs espoused by the leader” (p. 327). They propose that the leadership environment should provide open access to information, resources, support, and equal opportunity for everyone to learn and develop. Finally, they indicate that this type of leadership can incorporate other types of leadership such as transformational, servant or others (p. 329).

Whitehead (2009) in his article “Adolescent Leadership Development: Building a Case for an Authenticity Framework,” posits that authentic leadership differs from other types of leadership in that there is an end goal of positive social outcome (p. 847). He indicates “authenticity is multi-faceted and is concerned with more than individual self-satisfactions.” (p. 851). He defines authentic leadership as a type of leadership “that concentrates at least as much on the external factors of one’s influences as it does on the internal factors of being true to oneself.” (p. 851).

Whitehead (2009) further suggests that adolescent leaders develop from either pro-social or anti-social constructs with both types of leaders able to produce results (p. 867). According to Whitehead:

Good leaders have the potential to enhance the quality of life and increase affiliation for their social group as a whole, while bad leaders see their experience as a zero-sum game and are reluctant to share the benefits of achievement. Good

leaders can move society towards greater collective accomplishment (Hogan and Kaise, 2005; Ping Pinge et al., 2001; Wenguan et al., 2000). (p. 867)

Authentic leadership theorists recommend further research to see if this type of leadership framework can be a useful tool for schools' adolescent leadership development programs which strive to connect leaders with others in their peer group working towards pro-social ideals.

Five Practices and Ten Commitments of Leadership

Kouzes & Posner, (2012) began researching leadership in the 1980s and point out that although the “*context* of leadership has changed dramatically since [they] first began [their] research 30 years ago, the *content* of leadership has not changed much at all” because the behaviors and actions of leaders have remained the same. (p. 15, emphasis in original). They offer the following Five Practices and 10 Commitments (two per Practice) of Leadership:

1. Model the Way

- Clarify values by finding your voice and affirming shared values
- Set the example by aligning actions with shared values

2. Inspire a Shared Vision

- Envision the future by imagining exciting and ennobling possibilities
- Enlist others in a common vision by appealing to shared aspirations

3. Challenge the Process

- Search for opportunities by seizing the initiative and looking outward for innovative ways to improve
- Experiment and take risks by constantly generating small wins and learning from experience

4. Enable Others to Act

- Foster collaboration by building trust and facilitating relationships
- Strengthen others by increasing self-determination and developing competence

5. Encourage the Heart

- Recognize contributions by showing appreciation for individual excellence
- Celebrate the values and victories by creating a spirit of community (p. 29)

“The truth is that exemplary leader behavior makes a profoundly positive difference in people’s commitment and performance at work. Those leaders who more frequently use The Five Practices of Exemplary Leadership are considerably more effective than their counterparts who use them infrequently” (p. 25). Although tailored for adults in the workforce, there are parallels between several of these practices and those of the ECP Fellows in this study. Specifically, Model the Way and Enable Others to Act were identified as paramount to the ECP Fellows’ experiences. Encourage the Heart was not a practice that the ECP Fellows shared in their experiences, however. Again, this could have to do with different cultural perceptions and values in Bangladesh of the importance of the individual in the collective group.

Along with the five practices, Kouzes and Posner posit that in order for people to follow a leader, the leader must be (a) honest, (b) forward-looking, (c) competent, and (d) inspiring (p. 35). Northouse (2016) describes the Leadership Practices Inventory (LPI) developed by Kouzes and Posner (1987) to measure the outcomes of this model as “a 360-degree leadership assessment tool that consists of 30 questions that assess individual leadership competencies. It has been widely used in leadership training and development” (Northouse, 2016, p. 175).

The idea of the necessity of a leader to be inspiring is particularly relevant in this study. These parallels and ideas will be further explored in chapters 4 and 5.

Conclusion

Leadership theory and practice continue to evolve in the 21st as the importance of leadership in various contexts becomes better understood. Leadership theory is evolving to be more transdisciplinary with multiple theories combined across many fields of study being used to study real world problems. A current definition of leadership offered by Redmond & Dolan (2016) is, “facilitating change and development of the individual and society through the use of core social and emotional competencies, including self-awareness, collaboration, empathy and relationship-building” (p. 263). This definition clearly shows the evolution of leadership to include individual social and emotional growth such as self-awareness and empathy, which are then harnessed with the intent to create larger societal change.

Defining Youth Leadership

Defining youth leadership is not an easy task. An online search reveals no formal definitions of ‘youth leadership’ in Merriam Webster or other dictionaries. The Collins English Dictionary, the only online dictionary with any definition, defines ‘youth leader’ as “a person who has responsibility for the young people at a youth club etc.” (“Youth leader definition and meaning | Collins English Dictionary,” n.d.). This lack of relevant online definitions reveals the ‘youth leader’ concept has not made it into mainstream public discourse.

Although there is a myriad of literature on the subject of leadership, very few of the existing definitions, theories, and models consider the following question; *how does being young alter the leadership experience?* One prominent example of the lack of literature on youth leadership can be found in The book *Encyclopedia of Leadership* (Burns, Goethals, & Sorenson, Eds., 2004), which dedicates only 11 out of 1927 pages to the topic of youth leadership! Within these 11 pages Ejebe & Renchan (2004) define leadership as the following:

Over the years, youth leadership programs have been classified and delivered under many auspices, including youth development, civic engagement, community-based learning, service learning, student government, and youth empowerment. Whatever the rubric, these programs empower youth to lead change within themselves and the community. Additionally, youth experience leadership within the informal domains of peer relationships, family, and participation in community organizations. For the purposes of this entry, youth are defined as individuals between the ages of nine and twenty-four years. Youth are exposed to the leadership process when they are involved in experiences that challenge them to innovate, take risks, and communicate effectively to work toward a shared vision (p. 1699).

The definition above illustrates the complexity of capturing the experience of being a youth leader in a short, succinct representation because of the multidimensional and transformative nature of leadership. This definition does not specifically state what youth leadership is. Rather it discusses how youth leadership has changed, the age requirements for youth leaders, and how they can be exposed to the leadership process.

Mortensen et al. (2014) posit that “little formative work has been done to assess whether adult theories actually map onto youth definitions of leadership” (p. 447). In their review of other studies that examined how youth define leadership they found the following important themes:

- Collaboration (Roach et al., 1999)
- Listening and communicating with others (Mitra, Sanders, & Perkins, 2010; Roach et al., 1999)

- Representing the group (Cassell, Huffaker, Tversky, & Ferriman, 2006; Roach et al., 1999) (p. 448)

They surmise “though little research exists on youths’ ideas of leadership, [...] studies suggest less emphasis on power, authority, and specific traits than most adult leadership theories emphasize” (p. 448). All of the themes identified by Mortensen et al. in 2014 were present in this study with Listening and Communicating with Others identified as one of the most important components of the ECP Fellows experiences as environmental youth leaders.

Wheeler & Edlebeck (2006) describe youth leadership as “learning, listening, dreaming, and working together to unleash the potential of people’s time, talent and treasure for the common good” (p, 89).

U. S. Youth Leadership

Many organizations, universities, and national, state, and local governments in the U.S. have long embraced the idea of youth participation and civic engagement, but there has been a youth leadership resurgence within the field of youth development in recent years (Mohamed & Wheeler, 2001). This resurgence “validates a growing recognition within the philanthropic community and among leadership theorists that personal and social development are essential conditions for strengthening a community’s capacity to respond to its problems and build its future” (Mohamed & Wheeler, 2001. p. 3). The Ford Foundation, Annie E. Casey Foundation, W. K. Kellogg Foundation, and Rockefeller Foundation are several of the larger foundations actively pursuing leadership strategies and initiatives in the U.S. (Mohamed & Wheeler, 2001, p. 3). Many private organizations such as the YMCA, Girl and Boy Scouts of America, Girls and Boys Clubs of America, and National Indian Youth Leadership Project all offer various trainings programs, projects and grants to youth leadership initiatives. National organizations such as the

Congressional Youth Leadership Council (CYLC) offer many annual leadership conferences for outstanding young people including:

- The National Young Leaders Program (NYLP)
- The National Young Leaders State Conference (NYLSC)
- The Junior National Young Leaders Conference (JrNYLC)
- The National Young Leaders Conference (NYLC)
- The Presidential Youth Inaugural Conference (PYIC)
- The Junior Presidential Youth Inaugural Conference (JrPYIC)
- The Global Young Leaders Conference (GYLC) (“CYLC : Leadership Link: Our Programs,” n.d.)

Youth leadership programs are also found at the state and local level with regional youth leadership programs and those sponsored by the Mayor, or Governor’s office of many U.S. cities (See NYLC for an example in New York State).

In 1999, The Ford Foundation funded 12 diverse youth organizations (See Table 2.3), and the Innovation Center for Community and Youth Development, for a landmark three-year project focused on civic activism and youth participation titled the Youth Leadership Development Initiative (YLDI) (Lewis-Charp, H., Hanh Cao Yu, S., & Lacoë. J., 2003, p. 1). This program is one of many programs in the philanthropic community that place youth leadership development as a core component of positive youth development strategies and programs (Mohamed & Wheeler, 2001, p. 18). Interestingly, YLDI discovered that “*in all cases*,” there was, and continues to be, a scarcity of practical and field level information about how organizations engage youth from marginalized backgrounds (p. 6, emphasis in original). Based on these findings, YLDI wrapped their project around marginalized groups of young people in the U.S.

Their findings were broad and relate to: (a) the ‘at risk’ age of the youths’ involved, (b) the confluence of identity-support and positive youth development, (c) youth organizing strategies to engage the youth as leaders, (d) creating formal well-defined decision-making roles for youth, (e) creating connections between young peoples’ families and schools, and (f) the value of using and building upon youth development models, among others.

Table 2.3

1999 Ford Foundation Youth Led Leadership Development Initiative Grantees

Exhibit I-4 Youth Leadership Development Initiative Grantees		
Organization	Location	Target Population
21 st Century Youth Leadership Movement	Selma, AL	African American youth
Asian Immigrant Women Advocates (AIWA)	Oakland, CA	Asian American young women
Coalition for Asian Pacific American Youth (CAPAY)	Dorchester, MA	Asian American youth
C-Beyond	Concord, CA	Low income youth of color
Leadership Excellence (LE)	Oakland, CA	African American youth
Mi Casa Resource Center for Women (Mi Casa)	Denver, CO	Latino/Latina youth
National Youth Advocacy Coalition (NYAC)	National	LGBTQ youth
Outright	Portland, ME	LGBTQ youth
Tohono O’odham Community Action (TOCA)	Sells, AZ	Native American youth
Youth Ministries for Peace and Justice (YMPJ)	Bronx, NY	Low income African American and Latino youth
Youth United for Community Action (YUCA)	East Palo Alto, CA	Youth of color
Young Women’s Project (YWP)	Washington, DC	Under-resourced young women

Source: Lewis-Charp, H., Hanh Cao Yu, S., & Lacoë, S., 2003. *Extending the Reach of Youth Development Through Civic Activism: Research Results from the Youth Leadership for Development Initiative*. Innovation Center for Community and Youth Development. p. 12. Reprinted with permission.

Dugan & Komives (2010) studied 14,252 college seniors from 50 institutions of higher education in the U.S. to explore the influence of higher education on eight leadership outcome measures using the Social Change Model of Leadership (See p. 64) development. Their results confirm other study results that meaningful relationships between students and faculty can enhance socially responsible leadership outcomes for students. Moreover, they found that “involvement in community service played a positive, influential role in the development of each of the leadership outcomes except consciousness of self and change” (p. 539). They suggest the reason for these findings might be that the college service experiences lack the quality and depth to promote these values. The students also revealed that their most compelling college experiences were “the degree to which [they] engaged in socio-cultural conversations with peers” which is indicated in the following passage:

The powerful influence of peer interactions [...] is well documented in the literature [...]. Findings from this study suggest that peer conversations, not just interactions, across a wide array of differences (e.g., social issues, lifestyles, personal values, political ideologies, and multicultural concerns) can contribute to gains in theoretically grounded measures of socially responsible leadership. These conversations may provide a platform for the development of listening skills, clarification of personal values and perspectives, and social perspective-taking. (p. 539)

Dugan and Komives surmise “only recently have scholars settled on socially responsible leadership as a definitional approach critical to the study of leadership as a core outcome of college (p. 525). These findings are particularly relevant to this study that revealed that peer interactions, including peer support, were essential components of the ECP Fellow’s processes

and successes as environmental youth leaders. Moreover, all five Fellows indicated that the very act of being part of the ECP and choosing to be environmental youth leaders was made possible through conversations with their peers.

Youth Leadership in U.S. Science Education

Few studies have been conducted regarding science education and youth leadership in the U.S. In their meta-analysis of U.S. youth leadership development literature, Ricketts & Rudd (2002) found that “very little research and even fewer applications of teaching adolescents' leadership development have been conducted” (p. 1). Focused on career and technical education, they created a model of leadership development they hope will “serve as the first step in developing a curriculum designed to teach leadership to youth in a formal setting” (p. 1).

The public-private 4-H organization (H stands for head, heart, hands, and health) works with public schools across the U.S. in areas such as science and technology. 4-H, administered by the U.S. National Institute of Food and Agriculture, is led by a partnership of universities, federal and local government agencies, foundations and professional associations working together to provide content and curriculum, technological resources, research, and innovative thought-leadership (“4-H Leadership Structure,” n.d.). According to their website <http://www.4-h.org/about/leadership/>, this network, the largest of any youth development organization, provides 4-H youth [which number more than 6 million] with the positive environments they need to become confident, contributing leaders in their communities (“Leadership,” n.d.). 4-H is broken down into the Cooperative Extension System, which has an office in every state with university connections, the 4-H National Headquarters, which promotes national youth conferences, and National 4-H Council, the fundraiser of the organization.

Several regional museums offer leadership opportunities for public science education

students. The Franklin Institute Science Museum Center for Innovation in Science Learning, located in Philadelphia, PA, promotes science learning research, program development, and educational services in science education and teacher development, educational technology, gender and family learning, and youth leadership (“Science Leadership Academy,” 2014). The center offers a year-round youth leadership event titled Partnerships for Achieving Careers in Technology and Science (PACTS), which combines science enrichment, career development, mentoring, and leadership opportunities for diverse middle and high school students in the Philadelphia region.

There are also myriad leadership design and leadership ‘toolkits’ available in books and on the web. Many of these are targeted at certain populations of youth or sectors of society. For example there is a federal Youth Leader Toolkit that is designed for schools to use to help kids stop bullying (See *www.StopBullying.gov*). Another Youth Leadership Toolkit developed by the Independent Living Research Utilization and Utah State University provides information to disabled youth interested in developing leadership and service skills for active citizenship.

Youth Leadership in U.S. Environmental Education (EE)

U.S. youth participation literature can be found within the field of environmental education. “For more than 30 years, scientists and educators have recognized that environmental education (EE) plays a key role in helping individuals and communities understand the complex nature of their interactions with the natural world and in fostering the knowledge, attitudes, and behaviors needed to improve and protect the environment” (Duvall & Zint, 2007, p. 14). Duvall & Zint reviewed and synthesized studies between 1992 and 2003 that focused on the design of environmental education (EE) programs in ways that encouraged children to influence the environmental knowledge, attitudes, and behaviors of adults and “identified several factors that

contribute to intergenerational learning, including actively involving parents in student activities and focusing on local environmental issues” (p. 14).

Kollmuss & Agyeman (2002) explored the gap in environmental knowledge, environmental awareness and pro-environmental behavior. They concluded that environmental behavior is too complex to fit into one simple framework. They discuss how early models of pro-environmental behavior were linear, depicting knowledge, attitude, and behavior as the core elements.

“Research showed that in most cases, increases in knowledge and awareness did not lead to pro-environmental behavior. Yet today, most environmental Nongovernmental Organizations (NGOs) still base their communication campaigns and strategies on the simplistic assumption that more knowledge will lead to more enlightened behavior” (p. 241). They offer a new model, shown in Figure 5, which illustrates the complexity of some of the internal and external factors and barriers that affect pro-environmental behavior. Although not focused on leadership, pro-environmental behavior is a prerequisite of environmental leadership and should be considered in this context. This model is considered during the data analysis of the ECP Fellow’s experiences being environmental youth leaders.

One theme found within the youth leadership literature is the idea that youth are trained as leaders for a future time period; that their leadership potential is not taken seriously as young people. Harrison, Lekies, & Arnold (2013) surmise this idea within the field of environmental education in the passage below:

Sustainability leadership is required to meet the complex environmental, economic, and social challenges that our communities face. Cultivating leaders and promoting leadership qualities are critical to finding creative solutions and fostering innovative thinking to move towards sustainable communities. Youth

leadership development is particularly critical, especially as the planet faces serious environmental challenges and new approaches are needed. However, leadership development opportunities for adolescents and young adults often focus on preparation for future leadership roles, rather than helping them to lead as young people. (p. 14)

Another theme is the idea that in order to become leaders, youth need authentic real-world practice. “Young people need opportunities not only to learn leadership skills, but also to apply these skills in authentic ways that can have an impact on real-world issues (MacNeil, 2006). Many youth leadership programs focus on conferences and symposiums (also indicated in the Bangladeshi context). Although these conferences can bring about positive outcomes in the short-term, such as self- awareness, personal growth, empowerment, and raising awareness, among others, it is important that that engagement is sustained after these events (Pancer, Rose-Krasnor, & Loiselle, 2002). But how does youth engagement become sustained? In attempting to answer this question Pancer et al., (2002) generated a conceptual model, based on research on youth volunteering and a review of the literature on youth involvement (Prancer and Pratt, 1999), which looks at individual and systems levels (p. 48). According to their model, youth become involved at the individual level because of the influence of others, including parents, friends, or teachers. At the systems level, youth involvement begins because of organizations and activities in

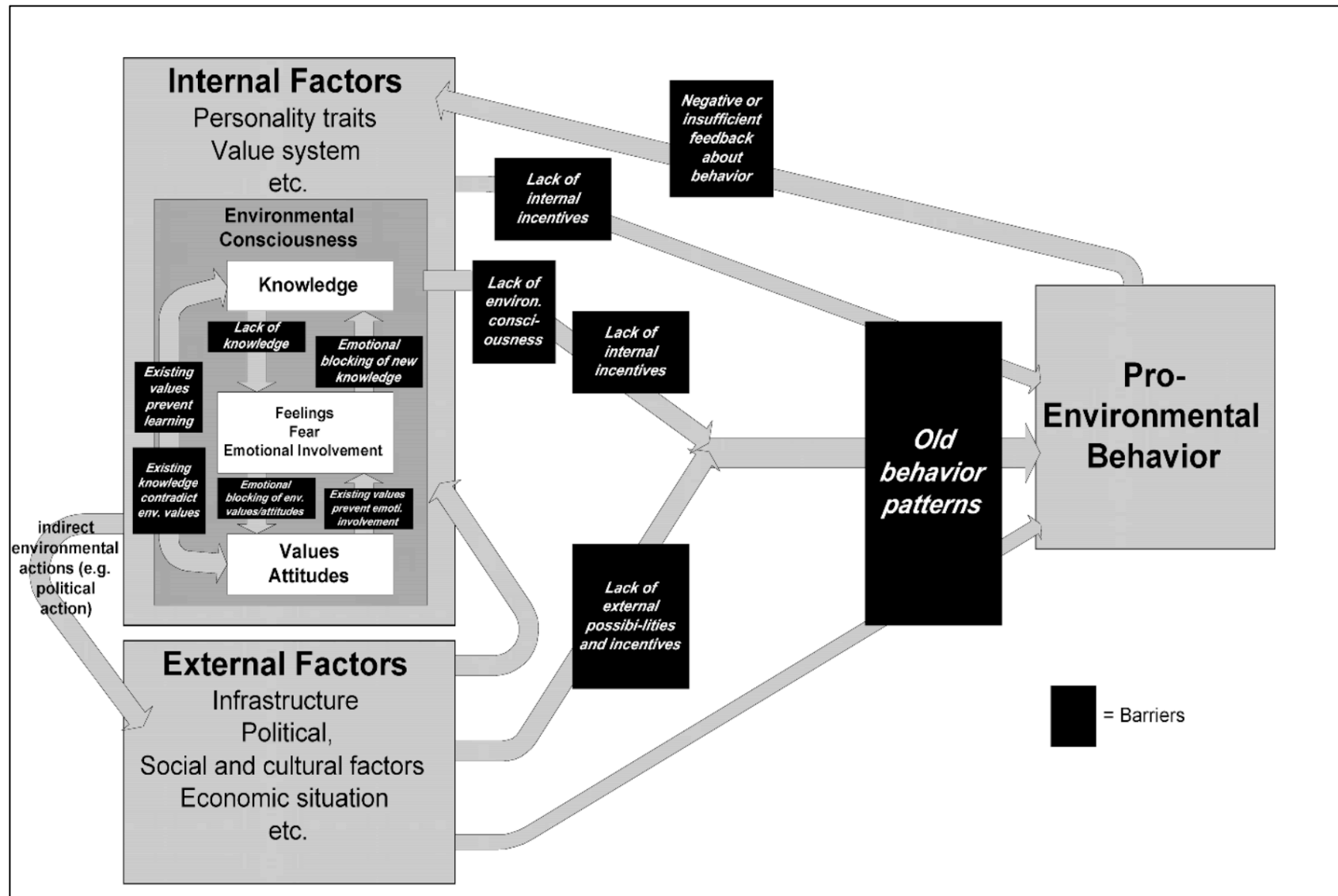


Figure 5. Model of Pro-Environmental Behavior by Kollmuss & Agyeman (2002) p. 257. Reprinted with permission.

These ideas are supported by An, Akiyama, Kim, Hoshiko, & Furumai (2011) in their review of the “outcome of field exercise ‘Oasis Unit’ under the “Asian Program for Incubation of Environmental Leaders” (APIEL) established at the University of Tokyo (p. 1271). They surveyed students participating in fieldwork in the Heihi River basin in China about their leadership skills, style, perspective, and education. They found that “the integral field-oriented approach influenced the participants, giving them a clear concept of environmental leadership” (p. 1274). These ideas are also supported in this study in which the ECP Fellows became interested in environmental youth leadership because of the BYEI ECP program and identified their leadership style, perspective etc. after their field-oriented leadership experience.

Once youth are interested, trained, and engaged how do they start leading? Delgado and Staples (2008) in their book “Youth Led Community Organizing,” devised an *Analytical Framework for Youth Led Community Organizing*, that consists of nine core principles surrounded by ten guiding elements, seen in Figure 6. This framework can help guide individuals through the “rough terrain of community organizing,” and brings together many key elements usually associated with social change (p. 76). Additionally, they also introduce the *Changing Paradigm of Helping* which illustrates how practitioners move from traditional models of helping people, to models that seek to empower people (p. 78). An example of the paradigm includes moving from a deficit model toward a strength model, where assets and resiliency are the foci, rather than the identity of pathologies and vulnerabilities. This model is important to this study because the ECP empowers youth, giving them tools they need to be agents of change in their communities and country.



Figure 6. *Analytical Framework for Community Led Organizing*. Delgado, M., & Staples, L. 2008, p. 76. Oxford University Press. Reprinted with permission.

One program that combines many of the key elements outlined by Delgado and Staples is *Wild Treasures: Sustainability, Naturally*, through Antioch University New England, which works under the premise that “the active engagement of youth in solving real problems should be at the heart of our nation’s science education programs” (“Wild Treasures - Sustainability, Naturally | AUNE,” n.d. para. 1). This program combines environmental education and youth leadership by offering curriculum for youth in grades 5-12 “to investigate their school’s sustainable practices, create and present a persuasive proposal for changing their school’s operation, and then turn their school board approved proposal into action” (para 3). This

program has shown success with 450 students from 15 middle schools in Vermont and New Hampshire being “agents of change in their communities” (para 12).

Environmental Youth Leadership

Tying together the multitude of concepts in this literature review is a thought-provoking and complex task because in order to define or at least understand environmental youth leadership, it requires background knowledge about youth, leadership, and the environment. Each of these topics are expansive and combining them can be a challenging task. In fact, a search of all Antioch University New England and the University at Albany databases reveals no books or articles specifically under the heading ‘Environmental Youth Leadership.’ In the existing Environmental Leadership literature, the term is also noticeably absent. The book “Environmental Leadership Equals Essential Leadership: Redefining Who Leads and How” (Gordon & Berry, 2006) does not include one reference to the words “environmental youth leader/ship.” Similarly, the two volume book “Environmental Leadership” (Gallagher, 2012), close to 2000 pages in length, also contains no references to these terms. One might ask, how can this be? There are Environmental Youth Leadership summits and symposiums all over the world, college courses and programs dedicated to this topic, and multitudes of organizations and agencies around the globe which profess to develop and engage environmental youth leaders. As previously stated, materials related to environmental youth leadership are housed under different headings. It is hoped that this study will add to the existing literature related to youth leadership, environmental education, ecojustice, place-based education, youth development, participatory action, environmental youth leadership, environmental sustainability, among others.

CHAPTER 3

METHODOLOGY

This chapter describes the methodology used in the study and details the methods and procedures used by the researcher. It is hoped that by following the steps outlined in this chapter, other researchers could replicate the study with other environmental youth leaders. This chapter outlines the research design employed and details each step of the research process.

RESEARCH QUESTION

How do five Bangladeshi environmental youth leaders experience their roles in influencing their school and communities' efforts to adapt to and reduce their contribution to climate change?

RESEARCH DESIGN

This study was based on the assumption that the research question, which seeks to understand “how environmental youth leaders understand their role in influencing their school and communities’ efforts to adapt to and reduce their contribution to climate change,” would be best addressed using a qualitative mixed method design (Morse, 2010). The methods employed are grounded theory (Charmaz, 2006) and narrative inquiry (Riessman, 2008) within a Participatory Action Research (PAR) framework. Qualitative design was chosen because this study “attempts to uncover the nature of a person’s experiences with a phenomenon” (Strauss & Corbin, 1990. p. 19). The phenomenon in this study is the experience of being an environmental youth leader.

This section will provide the rationale for the use of these methodologies and will suggest that they are not only complimentary in this study, but when combined, produce rich,

multidimensional, transdisciplinary data. Additionally, using multiple methodologies simultaneously within a study lends itself to one form of data analysis known as triangulation, which increases validity (Denzin, 1978; Jick, 1979; Patton, 1990; Creswell, 1994; Tashakkori & Teddlie, 1998; as cited by Gioia-Hasick, 2000).

Grounded Theory

Classic grounded theory methodology, developed by sociologists Barney G. Glaser and Anselm L. Strauss in the 1960s, “advocated developing theories from research grounded in data rather than deducing testable hypothesis from existing theories” (Charmaz, 2006, p. 4). Kathy Charmaz brought grounded theory into the 21st century with her constructivist version of the classic methodology (Charmaz & Bryant, 2010; Charmaz, 2017) which “is informed by a relativist ontology and transactional epistemology” (Charmaz, 2006, p. 142). In constructivist grounded theory, it is assumed that data collection and analysis is subjective in nature as the researcher is deeply entwined in the research process.

This study follows Charmaz & Belgrave’s (2012) approach to grounded theory which “build[s] on a symbolic interactionist theoretical perspective with constructivist methods” (Charmaz, 1990, 2000, 2006, 2007, 2008) (p. 349). This approach makes several key assumptions:

1. Multiple realities exist;
2. Data reflect researchers’ and research participants’ mutual constructions; and
3. The researcher enters, however incompletely, the participant’s world and is affected by it.

Additional elements of Kathy Charmaz’s (2006) constructivist grounded theory are also incorporated, which include the following ideas:

1. Neither data nor theories are discovered;
2. Temporal sequences of events are lined in a process and lead to change; and
3. Researchers construct grounded theories through [their] past, which represents involvements and interactions with people, perspectives, and research practices (p. 10)

It is important to note that this approach of grounded theory “explicitly provides an interpretive portrayal of the studied world, not an exact picture of it” (Charmaz & Belgrave, 2012. p. 349).

This idea relates to this study because the ECP Fellow’ narratives portray a snapshot in time and space of the experiences of these young students not an exact picture of the totality of their lives.

Constructivist grounded theory proponents emphasize the importance of multiple perspectives of participants and the researcher, the influence of social structures and processes at micro and macro levels during analyses, and the reflexive role of the researcher throughout the research process (Lal, Suto, & Ungar, 2012). This is particularly important in this study as I, as the researcher, am a white English-speaking, American woman interviewing teenage, Bangladeshi Muslim and Hindi youth, in their non-native language of English.

Constructivist grounded theory “adheres to similar principles as many contemporary narrative inquirers such as Riessman (2008), and actively engage with these principles by using methods from narrative inquiry” (Charmaz, 1999, and Clarke, 2005; as cited by Lal et al., 2012, p. 8). These principles include finding relevant themes of the youths’ stories and contextualizing those themes in the sociopolitical context of Bangladesh. One fundamental difference in grounded theory and narrative research is in how the themes are created. In grounded theory, the main themes and categories are developed without using the literature as a framework. The categories and themes emanate from the data. In narrative research, it is quite the opposite, with all relevant

categories being developed in concert with apropos research. Therefore, the order of methodology is important in this study and is why grounded theory was employed first, followed by narrative inquiry.

Grounded theory provides interpretive analysis that “aim[s] to capture the worlds of people by describing their situations, thoughts, feelings and actions by relying on portraying the research participants’ lives and voices” (Charmaz, 1995. p. 30). Through this process I, as the researcher, learned how the ECP Fellows construct their experiences using grounded theory by:

1. Intensely studying grounded theory methodology.
2. Following the procedures set forth in relevant grounded theory literature.
3. Adapting interview and questioning methods, coding, and theory development throughout the study.
4. Applying theoretical sensitivity to all aspects of the research.

These processes will be further explored in Chapter 4.

Narrative Inquiry

Narrative inquiry, or analysis, broadly defined, refers to the interpretation of narrative text. This type of inquiry assumes that humans experience life through the social action of storytelling (Chase, 2005; Clandinin, 2006; Riessman, 2008). Narrative inquiry is most often used for the purpose of understanding and organizing the human experience (Bruner, 1991; Lal, Suto, & Ungar, 2012) and can produce data that includes “descriptions of experience along with reflections on its meaning” (Lieblich, Tuval-Mashiach, & Zilber, 1998a).

This study embraces relativist, constructivist narrative inquiry with the understanding that the students, whose narratives are the foci of this research, are shaped by their political, cultural, and economic surroundings and construct meaning through their unique worldviews. Narratives do

not mirror some independent reality but help construct, within relationships, the very reality itself (Best, 2008).

Narrative inquiry has been chosen for this study for several key reasons. As ECP is a relatively new program, unique in design and location, there are few other programs that can easily be compared. Adding to this the fact that Bangladesh is underdeveloped and facing such severe environmental problems, the community projects differ in scale and scope from other youth community projects. Moreover, because of Bangladesh's history of British colonialism, political strife in its goal of attaining religious freedom, and social conservatism, the projects described in the stories of these young Muslim and Hindi leaders will be distinctive, and potentially difficult to weigh against other youth projects. Zahirul Islam (2010), in his article, *From "Marginality" to "Mainstream": A Narrative of Early Childhood Professionalism in Bangladesh*, describes how narratives fit well into the colonial Bangladesh context:

Drawing on a postmodern perspective, the article proposes an alternative paradigm of efficient professionalism that is respectful of "little **narratives**"-- local voices, diversity and the child's perspective--which is appropriate to the **Bangladesh** context and embraces openness. In order to make professional practices decolonized, this paradigm dismantles the colonial trend, challenges the professional approach's claim to be a transcendent form of knowledge and initiates the trend of understanding children in terms of their own circumstances (original emphasis) (p. 29).

Islam further indicates that the narrative paradigm includes deconstructive practices that break down ways of thinking "in order to create a space for thinking differently" (p. 30).

The narratives presented in this study provide a unique lens into the experience of being an

environmental youth leader in Bangladesh. Constructivist narrative inquiry reveals how these young leaders make sense of those experiences (Schall, Ospina, Godsoe, & Dodge, 2004) while bringing their voices into environmental youth leadership discourse. Unlike other methodologies which break interview data into smaller pieces through coding and categorizing, narrative explores the “personal identity, lifestyle, culture, and historical world of the narrator” (Lieblich, Tuval-Mashiach, & Zilber, 1998b) by contextualizing the experience. Narrative analysis provides a much deeper understanding of real-world social problems (Bickman & Rog, 2009).

Rationale for Combining Grounded Theory and Narrative Inquiry

This study embraces constructivist grounded theory and constructivist narrative inquiry as complementary research methods. As the focus of this research is youth leader stories, narrative inquiry allows the voices of these stories to stay intact, while grounded theory allows codification of the stories for environmental youth leadership theory. Charmez (2006) posits that “grounded theory methods can complement other approaches to qualitative data analysis” (p. 9). Lal et al. (2012), agree “that grounded theory and narrative inquiry can be potential allies in a qualitative study given that they are theoretically commensurable and methodologically complementary” (p. 14). It was decided early in this study that the young leader’s stories were valuable from a narrative inquiry perspective to look at the totality of their leadership experiences in context, and also from a grounded theory perspective, to determine salient transdisciplinary social and psychological themes.

Further, different methods of analysis can be used within each methodology to focus on myriad of different phenomenon, which can be used in many disciplines. Examples include: Charmaz (1999), who combined methods from both grounded theory and narrative inquiry to guide analysis and representation of findings in her study of chronic illness; Gioia-Hasick

(2000), who combined the analytical procedures of grounded theory with narrative inquiry to explore the meaning of work for young adults with schizophrenia; and Light & Evans (2017) who combined these methods to identify the role participation in sports plays in the participants' socialization processes. In this study, narrative inquiry is used to explore the core categories that emerged from the grounded theory analysis (Bailey & Jackson, 2003, 2005; Drew, 2005, 2007; Floersch et al., 2010; as cited in Lal; et al. 2012).

STUDY OBJECTIVES

The major objectives in this study are to:

- Ascertain what five Bangladeshi youth leaders consider important about their experience in influencing their school and communities' efforts to adapt to and reduce their contribution to climate change.
- Analyze the narratives of five Bangladeshi environmental youth leaders for salient themes

The specific objectives of this study are to:

- Determine the social, historical, and situational conditions necessary for environmental youth leadership in Bangladesh
- Identify the factors that characterize environmental youth leadership in Bangladesh
- Compare the roles and effectiveness of the environmental youth leaders studied
- Establish the significance of Bangladeshi environmental youth leaders' experiences to youth leadership theory with specific focus on environmental youth leadership
- Define environmental youth leadership theory
- Bring five Bangladeshi environmental youth leaders' voices into the dialogue regarding youth leadership

PARTICIPANT SELECTION AND SAMPLE

The participants in this study were purposely selected from a U.S. State Department sponsored ECP parent study, all of whom had been selected for project funding, on their own merit, based on their community project submissions (See Appendix J – for more information on the ECP parent project). This selection occurred in Dhaka, Bangladesh in 2011 and involved a partnership between BYEI, the U.S. Embassy, Bangladesh, and its affiliate the American Center, Dhaka. Mr. Shamir Shehab from BYEI screened the proposals and selected those that best met the criteria outlined in the ECP parent project, including project viability and cost. The top candidates were then brought to a panel of judges which included Mr. Ryan Bradeen, the Chief Affairs Officer (CAO) at the U.S. Embassy in Bangladesh, and his assistant, a local Bangladeshi.

Sample

Five students were purposively selected to ensure the sample was rich with “experiential” experts in environmental youth leadership (Gioia-Hasick, 2000). The predominant concept for sample size in qualitative studies is *saturation* (Malterud, Siersma, & Guassora, 2016). Malterud et al., (2016), suggest the term ‘saturation’ is inconsistently applied, however, and that the sample size should depend on “(a) the aim of the study, (b) sample specificity, (c) use of established theory, (d) quality of dialogue, and (e) analysis strategy (p. 1753). “Jette, Gover & Keck (2003) suggest that expertise in the chosen topic can reduce the number of participants needed in a study - while Lee, Woo, & Mackenzie (2002), suggest that studies that use more than one method require fewer participants, as do studies that use multiple (very in-depth) interviews with the same participant (e.g. longitudinal or panel studies)” (Mason, 2010).

Charmaz (2006) submits that the aims of the study are the ultimate driver of the project design, and therefore the sample size (p. 114). Further, she posits “grounded theory logic

invokes saturation as the criterion to apply to your categories” (p, 114). Moreover, it is the claims of saturation that should be considered, as they affect the credibility of the study. It is important, according to Charmaz, that the researcher proves they have reached theoretical saturation rather than to use the term inaccurately. According to Lieblich et al., 1998 narrative studies are often conducted with smaller sample sizes than more traditional research because the “quantity of data gathered is large.” (p. 9). In this study, each ECP Fellow was interviewed twice, and the two Fellows who participated in the focus group were interviewed three times, for a total of twelve interviews, which produced over two hundred double-spaced pages of rich data.

To protect the students’ identities, Bengali names were assigned to each student randomly using the (“Bengali name generator,” n.d.) online tool. The five students’ demographic information at the time of this study, along with their project title is described in Table 3.1.

Table 3.1

ECP Fellow Demographic Information

Student	Student #1 Binita	Student #2 Badal	Student #3 Chandi	Student #4 Lalita	Student #5 Leena
Age	16	17	18	16	18
Grade	12th	12 th	12th	11th	12th
Sex	Female	Male	Female	Female	Female
Religion	Muslim	Muslim	Muslim	Hindi	Muslim
Project	Pond Sand Filtration	Solar Water Bottle Lighting	Vermicom- posting	Slum Hygiene	Rainwater Harvesting

INSTRUMENTS

Introduction

The research problem in this study aims to comprehend the experiences of environmental youth leaders in Bangladesh. Because the youths' environmental leadership period lasted a year in duration, it was decided early in the research process that several combined or sequential approaches to data collection would be implemented (Charmaz, 2006), each with their own instrument. The following instruments were developed and used for this study (See Appendix A – D):

- Instrument #1 – ECP Fellow Reflective Journal Guidelines
- Instrument #2 - ECP Fellow Skype Interview Guide: During Leadership Process
- Instrument #3 – ECP Fellow Individual In-Person Interview Guide: Post Leadership Process
- Instrument #4 – ECP Fellow Focus Group In-person Interview Guide

Instrument #1 – ECP Fellow's Reflective Journal

Instrument #1 - ECP Fellow Reflective Journal Guidelines, was part of the parent ECP project and was used as written in the parent project (See Appendix A). "Reflective journals have been used widely in education as an experience that challenges students to reflect on their experiences in the present, and how their experiences will shape their future decisions" (Walker, 2006, p. 218). It was decided early in the design of this study that reflective journals would be a useful way for ECP Fellows to record their experiences throughout their leadership period, reflect on their leadership experiences in a safe and confidential way, and provide a useful tool for them to collect and remember their narrative data. The objectives and directions for this instrument are

listed in Table 3.2.

Instruments #2, #3, and #4 - ECP Fellow Skype, In-Person, and Focus Group Interview Guides

Instruments #2, #3, and #4, are semi-structured interview guides. According to Rabionet (2011), not only is interviewing a flexible and powerful tool, it can also “capture the voices and ways people make meaning of their experience” (Rabionet, 2011. p. 563). Semi-structured interviews consist of a list of key themes, issues, and questions to be covered in the interview that can change course during the interview (Rabionet, 2011). This type of interview allows informants the freedom to express their views in their own terms while providing reliable, comparable qualitative data (Kajornboon, 2005).

Table 3.2

Instrument #1 – ECP Fellow Reflective Journal Guidelines

Objectives	Directions
<p>ECP Fellows are to:</p> <ul style="list-style-type: none"> • Record significant events and their reflections of their leadership process. • Use the journals to assist in memory recall during their Skype and in-person interviews. • Record data for their own research as Participatory Action Researchers (PARs) • Voluntarily choose what to share, if anything, from their journals with permission to use the journal entries as research data. 	<p>Please record all significant events in your ECP process including:</p> <ul style="list-style-type: none"> • Timelines • Your dreams related to ECP or your project • Important relationships • Obstacles/Challenges • Positives/Successes • Your perceptions of your accomplishments and disappointments • Important encounters • Significant conversations • Social, political, and cultural influences on your ECP work • Visual descriptions of people/places • Photos/drawings • Pamphlets and other materials created by your club or as a part of your project • Video recordings • Anything else you deem important

Instrument #2 - ECP Fellow Skype Interview Guide (See Appendix B), and Instrument #3—ECP Fellow Individual In-Person Interview Guide (See Appendix C), were designed to gather data that have breadth and depth (“RWJF - Qualitative Research Guidelines Project | Semi-structured Interviews” n.d.). Each interview question was framed to capture the topic, while maintaining coherence with the research question. This particular model was adapted because it aims to capture social processes, which is a pertinent theme of this research (Charmaz & Belgrave, 2012). Charmaz and Belgrave (2012), describe their questioning technique in the passage below:

Charmaz’s questions reflect a symbolic interactionist emphasis on learning the participant’s subjective meanings and on stressing her or his actions. For a project concerning organizational or social processes, she directs questions to collective practices first and later attends to the individuals’ participation in and views of those practices (p. 352).

This model suggests open-ended, intermediate, and ending question types asked in an order that initiates trust, and culminates with positive, reflective thoughts. The objectives, directions, and questions for these instruments can be found in Table 3.3. and Table 3.4.

Instrument #4 – ECP Fellow Focus Group In-person Interview Guide (See Appendix D) is not as structured as the other interview instruments. Stewart et al., 2009, indicate that focus groups are tools that can be used to identify similarities and differences between individuals that are relatively unstructured compared other types of quantitative research. Further, they denote that a group’s discussion needs to be guided and directed so that it remains focused on the topic of interest (p. 600). In this study, the focus group allowed the individuals freedom to express themselves out of the confines of their home or school. Interestingly, the focus group consisted

of the only.

Table 3.3

Instrument #2 – ECP Fellow Skype Interview Guide: During Leadership Process

Objectives	Directions	Questions (16)
<ul style="list-style-type: none"> Record ECP Fellow experiences during their environmental youth leadership processes Record important relationships and circumstances during the ECP Fellow leadership period from June 2011 through this segment of the ECP. Determine significant life events during this segment of the ECP. Gain insights into cultural, social, and political forces that support or impede ECP fellows in their leadership experiences. 	<p><u>Begin:</u> Review assent forms and ask if there are questions</p> <p><u>State:</u> I'd like to begin by asking for your name, age, and hometown. Then I will ask some information about your project</p> <p><u>Ask:</u> Questions 1-6</p> <p><u>Ask:</u> Follow-up questions</p> <p><u>State:</u> Now I'd like to talk more about your experiences as an environmental leader as you've worked on this project</p> <p><u>Ask:</u> Questions 7-16</p> <p><u>Ask:</u> Follow-up questions based on their responses</p>	<ul style="list-style-type: none"> Questions 1-2 ask demographic information such as name, age, and hometown Questions 3-16 are open-ended questions about the following: <ul style="list-style-type: none"> Creating an environmental club in their school; Community projects; Successes; Obstacles; and Other experiences as a leader

male and a female who shared their experiences relating to gender and leadership. “Focus groups provide a learning context that may facilitate empowerment of participants through the development of communicative self-efficacy as they struggle over constructing and sharing understandings of controversial issues” (Zorn, Roper, Weaver, & Rigby, 2012. p. 115). The objectives, directions, and questions for Instrument #4 – ECP Fellow Focus Group In-person Interview, can be found in Table 3.5.

Table 3.4

Instrument #3 – ECP Fellow Individual In-Person Interview Guide: Post-Leadership Process

Objectives	Directions	Questions (21)
<ul style="list-style-type: none"> Record ECP Fellows' experiences after their environmental youth leadership Fellowship. Understand important ECP Fellow relationships and circumstances during their leadership period from June 2011 through the end of the project in June/July 2012. Determine significant events in ECP Fellows' lives during the ECP. Gain insights into cultural, social, and political forces that support or impede Fellows their leadership experiences. 	<p><u>Begin:</u> Review assent forms and ask if there are questions</p> <p><u>State:</u> Last time we spoke I asked you questions about your experiences during your project. During this interview, I will be asking questions about your leadership process now that your project is completed</p> <p><u>Ask:</u> Questions 1-6</p> <p><u>Ask:</u> Follow-up questions</p> <p><u>State:</u> Now I'd like to talk more about your experiences as an environmental leader as you've worked on this project</p> <p><u>Ask:</u> Questions 7-19</p> <p><u>Ask:</u> Follow-up questions</p>	<p>Questions ask general information about how the ECP Fellows became interested in leadership, their leadership training experiences, and reflections about many aspects of their experience including the following:</p> <ul style="list-style-type: none"> Outcomes of the project Advice to other youth and adults they worked with What they would change about their experiences What they would still like to learn.

Table 3.5

Instrument #4 – ECP Fellow Focus Group In-person Interview Guide

Objectives	Directions	Questions (6)
<ul style="list-style-type: none"> To gather more rich data at one time that may come about from a facilitated discussion among peers To gain new insights from the group conversations that occur 	<p><u>Begin:</u> Review assent forms and ask if there are questions</p> <p><u>State:</u> I would like you all to share the words you selected to describe your leadership processes during the ECP. Please indicate how that word reflects your experiences.</p>	<p>Questions focus on the words they used to describe their leadership process, how they all worked together and communicated to meet the goals of their projects, and how they used social media throughout their projects</p>

RESEARCH SETTING

This research took place virtually via Skype from my home in Vermont and in three locations in Bangladesh: Dhaka, Khulna, and Chittagong. The first series of interviews were conducted via Skype in September 2012, after the Fellows received word that they won community project funding and had started their community projects. The second round occurred in Bangladesh in February 2013, when I traveled to Bangladesh to visit each ECP Fellow in her or his home and/or community. The focus group interview took place at a restaurant in downtown Dhaka on the last day of my visit, during which two of the ECP Fellows were able to participate. Of note, there was gun violence in the streets of Dhaka during the group interview, which is why only two students were able to attend. The entire city was on strike that day. This is discussed further in the limitations section of this paper.

SUBJECT CONSENT PROCEDURES

Subjects were initially approached by and informed about the study by the researcher, who was known to the participants as the lead trainer in the parent ECP project (Gioia-Hasick, 2000). Once research approval was received from Antioch University New England, the Institutional Review Board (IRB), and the President of BYEI. The researcher worked with Shamir Shehab from BYEI, to have informed consent forms translated into the students' native language of Bangla. Once all permission forms were approved in English and Bangla by Antioch University New England, detailed emails were sent to each ECP Fellow to inform them of the researcher's plans to conduct three interviews during the 2012-2013 academic year. Each email included an Antioch New England Individual Research Assent Form and Consent Form in English and Bangla (See Appendix E, F, G, & H). The assent and consent letters were very thorough and indicated that the students could withdrawal from the study at any time. The researcher and ECP

Fellows also exchanged emails throughout the study.

DATA COLLECTION PROCEDURES

Once all signed assent and consent forms were received, each ECP Fellow was sent a copy of the approved Skype interview questions so they could consider their responses in advance of the interview. Skype interview dates and times were arranged with each ECP Fellow and each Fellow was called at the designated time at their home in Bangladesh from the researcher's home in Vermont. Each Fellow was responsible for securing a confidential location with a secure internet connection. During the Skype interviews, due to the low-quality internet in Bangladesh, there were several occasions where the participants lost internet connection and additional phone calls were required. Each interview lasted approximately one hour. All Skype interviews were taped with MP3 Skype Recorder online technology. No other individuals were present during these interviews.

All questions were asked as written on the interview instruments, although there were times when further elaboration about the topic of the question, or restating the question was required. Michler (1986) postulates that "exact questioning is central to the basic requirement within the stimulus-response paradigm of a standard stimulus for all respondents" (p. 12). This idea is important to the reliability of this study and is fully explored in this reliability section of this paper.

Because these students functioned as PARs during their leadership process, they had full control about what they wanted to report out about their experiences. Each Fellow used their Journal Reflections to guide their responses, and it was evident in the way they referred to them throughout their interviews, that they had given thought about what they wanted to report in their narrative data. Once all ECP Fellows had been interviewed, each interview was manually

transcribed. Simultaneously, the Skype interviews were coded using HyperResearch® software.

Although all Fellows spoke English, they had varying abilities, and the researcher spoke no Bangla. Therefore, all data was read and transcribed by me first, and then a copy of each transcription was sent to each ECP Fellow to validate their transcript. Each student responded via email validating their interview transcript. Several students asked for corrections, in spelling of names and places, as well as clarification of ideas, and each ECP Fellow approved their narrative with the changes. “The use of translators and interpreters is not merely a technical matter that has little bearing on the outcome. It is of epistemological consequence as it influences what is found” (Mishler, 1986). The importance of the ECP Fellows involvement in the translation of their narratives is important as it adds to the rigor and validity of the study. This topic is discussed further in the validity section.

Due to their exam schedules in Bangladesh, and the Fellows’ and their parents’ preferences for the second interview schedule, I requested and received permission to revise the dates of the in-person interviews to February of 2013, rather than October-December 2012 (See Appendix I). The researcher then worked with her Dissertation Chair to revise the previously approved questions on Instrument #3 – *ECP Fellow Individual In-Person Interview Guide* to avoid redundancy with the Skype interview responses, and to focus on areas of interest from the initial interviews. For example, during the Skype interview each of the five ECP Fellow’s indicated that a friend was pivotal to their leadership experience. In keeping with grounded theory methods, questions were added to the interview instrument to capture specific information about the role their friends had in their leadership experience. Additionally, because the dates of the second interviews were several months after the initial schedule, the students had all finished their community projects. Interview questions were revised to reflect these changes so that the

questions were not specific to what they were actually doing on the ground but reflecting about what they did in the past.

Once the revised interview instruments were approved by my institution, interviews were scheduled and the in-person interview questions were sent to each Fellow via email, as was done with the Skype interview. This allowed the participants to think about the questions in advance of their interview, so they consider what to share as data. The researcher then returned to Bangladesh for the in-person and focus group interviews in February 2013. Because the dates had been revised from the initial assent and consent forms, revised versions of each form were given with the corrected dates. All revised forms were signed by the students and their parents on-site in Bangladesh.

Once on the ground in Bangladesh, the researcher traveled with BYEI staff to various locations throughout the country to visit each Fellow in their home and community. One student had arranged a special visit to their school, where the researcher received a formal welcome and tour of the school and gardens created by the environmental club. Another student took the researcher to their vermicomposting garden. A third student took the researcher to visit the slum where her environmental club had done their community project. Meals were shared with all female students and their families before each interview. The male student met the researcher at a restaurant in Dhaka, Bangladesh.

All data from all in-person interviews was audio and videotaped using a digital tape player with microphone, and Flip Camcorder technology. The president of BYEI, Shamir Shehab, and his Chief Officer, Abdullah al Shakil, were present for each in-person interview. Mr. Shehab helped translate the permission forms and other pertinent information to parents and family members, and Mr. Shakil was the cameraman for each interview. Mr. Shehab also helped with

translation on site if the ECP Fellow requested. Each in-person interview lasted approximately 90 minutes. The schedule of interview data collected in this study can be found in Table 3.6.

The researcher kept a reflective journal throughout the study, which captured reflections before, during, and after the interviews. After each interview, journal reflections were translated into research memos. Copious pictures were also taken by the researcher while visiting with each student. All data was housed in secure files in the researcher's computer and backed-up on an external hard drive. All permission forms were kept in a locked cabinet.

Table 3.6

ECP Fellow Interview Schedule

ECP Fellow	Skype	In-Person	Focus Group
#1 – Binita	September 27, 2012	February 24, 2013	
#2 – Badal	September 27, 2012	February 25, 2013	February 25, 2013
#3 – Chandi	September 9, 2012	February 20, 2013	
#4 – Lalita	September 9, 2012	February 23, 2013	
#5 – Leena	September 9, 2012	February 19, 2013	February 25, 2013

ETHICAL CONSIDERATIONS

Ethical considerations are a principal concern, particularly because the participants were children at the time of this study. Dr. Jimmy Karlan, Dissertation Chair, was consulted on all ethical matters throughout the study. The purpose, goals, and objectives of this dissertation was explained to the ECP Fellows multiple times via:

- Email prior to the project, and subsequent emails

- Through Informed consent forms in English and Bangla for each student and her or his parents
- Verbally at the beginning of each interview

Students were asked to provide data and validate all interview transcripts. ECP Fellows had complete control about what they wanted to report as data in this study. They had multiple opportunities to edit and/or revise their data and had ultimate approval about what data was included in the final report.

Risk assessments were made through initial International Research Board approval process and were determined to be very low. The possible risks included:

- Emotional strain due to pressure to participate
- Ridicule due to special attention given by being selected to participate
- Harm if sharing negative feelings, emotions, or information about specific individuals, or agencies

The ECP Fellows, Antioch University New England, and I, as the researcher, all have full access to the data in this project. The ECP Fellows have received all data (in the form of interview transcripts) throughout the project and will receive the full dissertation after it is approved. Table 3.7 delineates how each of these considerations was addressed throughout this project.

Table 3.7

Confidentiality Considerations

Consideration
<ul style="list-style-type: none"> • The ECP is in the public record in the U.S. and in Bangladesh. • The students' real names have been kept confidential in this study, however, as to minimize direct correlation to narrative entries. • As the data was collected five years prior to this report, the students are now 21 or 22 years-old and no longer children. • Each ECP Fellow wants to have their story told and added to the record. • Each ECP Fellow indicated there was nothing in their narratives they were not comfortable sharing. • All data is housed in secure files in the researcher's computer, and backed-up on an external hard drive. • All permission forms are kept in a locked cabinet.

DATA ANALYSIS

This study employed grounded theory and narrative inquiry analysis. Because grounded theory requires the researcher to analyze the data before becoming fully immersed in the literature, the data was analyzed first using this methodology, followed by narrative inquiry analysis. After the initial grounded theory analysis, the salient themes were further analyzed through narrative inquiry. This allowed the themes to be fully explored using the students' own voices. Finally, the analyses are woven together, and theory is presented.

Grounded Theory Analysis

The first phase of grounded theory analysis included full immersion in the ECP Fellows narratives as they shared their experiences of being an environmental youth leader. The narratives were listened to multiple times via audio and video before transcription began. Initial transcription of the tapes was tedious and slow. Because the ECP fellows' native language is Bangla they spoke with accented English. The method of repeated listening to the audio and

video allowed the accent to become more familiar, which made transcription easier. All words and utterances were initially captured on the transcripts, but after careful consideration and a review of the literature regarding this subject, superfluous words were removed. For example, one “I think” was removed from text that read “I think, I think,” or fillers such as *hmm* were removed for ease of codification.

After transcript validation from the ECP Fellows, the transcripts were then corrected with grammatical, spelling and other specific feedback from each ECP Fellow. There were no large changes in content of any transcripts. The transcripts were then formatted in paragraph length units for analysis. Of note, the focus group data was not included with the Skype and In-Person interview analysis. Because the questions were significantly different, and only two ECP Fellows attended, this data was coded and analyzed separately.

The goal of using grounded theory in this study is to develop theory that is grounded in the phenomenon of being an environmental youth leader. Saldana (2016), reviewed the grounded theory canon, and compiled best practices from the field in his book, *The Coding Manual for Qualitative Researchers*. He suggests that if the “goal is to develop new theory about a phenomenon or process, then classic, or re-envisioned grounded theory and its accompanying coding methods (In Vivo, Process, Initial, Focused, Axial, and Theoretical Coding) are recommended, but not required options” (p. 75). He further delineates first cycle methods as those used at the beginning stages of data analysis, and second cycle methods, as those employed at later stages of data analysis. Throughout each stage of coding, in keeping with grounded theory methodology, the researcher fit the codes to the data rather than forcing the data to fit into the codes (Charmaz, 2006). Additionally, the researcher (a) remained open; (b) stayed close to the data; (c) kept codes simple and precise; (d) preserved actions; (e) compared data to data; (f)

and, moved quickly through the data (Charmaz, 2006, p. 49).

Memo-Writing

Memo-writing (Glaser, 1998); Charmaz 2006) was completed in concert with interview transcription and coding. “Memo-writing constitutes a crucial method in grounded theory because it prompts [the researcher] to analyze [their] data and codes early in the research process” (Glaser, 1998). Glaser & Horton (2004) add that theory expression is facilitated through an extensive and systematic process of [memo-writing] that parallels the data analysis process (Para 61). Memo-writing begins at the onset of a grounded theory study and continues through the end of the project. Memos can be used to work out problems, make connections, and record the evolution of a grounded theory study. Most importantly, analytic notes that allow the researcher to make comparisons between data and data (Charmaz, 2006). Memos were recorded throughout this study and will be discussed further in Incident-by-Incident section of Chapter 3 and Chapter 4.

Initial Coding

Process Coding

Process Coding is a first cycle grounded theory method that focuses on the actions of individuals, interwoven with the dynamics of time (Saldana, 2016). Corbin & Strauss (2015), suggest that Process Coding captures “the rhythm as well and changing and repetitive forms of action-interaction plus the pauses and interruptions that occur when persons act and interact for the purpose of reaching a goal or solving a problem” (p. 173). Process Coding was chosen as a first cycle coding method because the research question in this study aims to understand the experiences of environmental youth leaders as they work to achieve their goals, and work through problems associated with their ECP Fellowship.

In this study, all Skype and In-Person semi-structured interviews were Process Coded using gerunds (“-ing”). Coding with gerunds allowed actions to be captured which stimulated a richer analysis than descriptive or other forms of initial grounded theory coding (Corbin & Strauss, 2015; Charmaz, 2006; Saldana, 2016). Additionally, Simultaneous Coding was employed, which is when two or more codes are applied to the same passage (Saldana, 2016). This is done when the content of the text suggests multiple meanings. For instance, the screen capture shown in Figure 7, *Simultaneous Process Coding Example*, depicts how several sentences were simultaneously coded in Badal’s Skype interview in HyperResearch® during the first cycle.

Once Process coding was completed, HyperResearch® tools were used to analyze code frequency. The codes were then diagramed to show categories, themes and word frequency. To check the validity of the initial coding procedures, the Senior Research Scientist from the Research Foundation of SUNY, Susan Geiryic, coded a sample interview transcription from the study using NVivo, a different and competing qualitative software package, to compare to the initial codes. This comparison showed similarity in coding style, which gave the researcher confidence in coding qualitative data. The results of this comparison will be discussed in the validity section of this chapter.

Describing Project Goal	Badal - The problem that we tried to address is the electricity problem because in Dhaka and we have huge problem regarding sustainable energy for these people because when I studied up on how many people live in the slum of Dhaka I figured out that actually 1/3 of the total people that live in Dhaka live in the slums. So me that was a huge number. I just want to do something that would make their life better. So solar bottles seemed like a project to me that I could change their life as far as when daytime is concerned. If you go to Bangladesh and you go to the slums they have their lights on all the time. Because the slums are so closely patched up and there is no space between the houses. So if they keep their lights on all the time they have to pay for the electricity. It is illegal but they still have to pay for it. So that is a huge problem for them. If they keep their lights on there are people who will come and scold them and tell them to turn their lights off but when they can't use the lights they cannot study. The people want to study and use the house but when you go there most of the people are outside the house for some light. So when I saw that I figured out that if I installed the solar bottles in those places so when we
Doing/Actions	
Describing Type of Project	
Wanting to Make Positive Envi	
Effecting change	
Describing Type of Project	

Figure 7. *Simultaneous Process Coding Example*

Additionally, notes were taken throughout the coding process and early themes were detected. These were later turned into research memos. “The entire process and *products of* creating data about the data in the form of codes, categories, analytic memos, and graphical summaries are ‘metadata activities’ (MacQueen & Guest, 2008, as cited by Saldana, 2016, p. 18, original emphasis).

Time Gap

Due to circumstances beyond the researcher’s control, there was a time gap of 18 months that occurred between the initial Process Coding, and the completion of the data analysis. The researcher took the following steps to reimmerge in the data, and recommence data analysis:

1. Reviewed all interview audio, video, and transcripts
2. Reviewed all Process coding from 2013/2014
3. Auto-coded data with HyperResearch® to compare to original codes
4. Reviewed the following online video presentations by Professor Graham R. Gibbs from the University of Huddersfield <https://www.youtube.com/user/GrahamRGibbs>

- a. The Nature of Social Research
 - b. Grounded Theory – Core Elements Part 1 & Part 2
 - c. Grounded Theory – Open Coding Parts 1-4
 - d. Grounded Theory – Axial Coding, Line-by-Line Coding, and Selective Coding
 - e. Grounded Theorists and Some Critiques of Grounded Theory
5. Reviewed the video “A Discussion with Professor Kathy Charmaz on Grounded Theory” (Gibbs, 2015)
 6. Coded all data Line-by-Line in the margins of the narrative text
 7. Identified and highlighted important phrases and ideas in all transcripts
 8. Reviewed various HyperResearch Tutorials

Line-by-Line Coding

Line-by-Line Coding is the process of naming each line of text (Glaser, 1978; Charmaz; 2006). Glaser & Holton, (2004) describe Line-by-Line Coding as a method that forces the researcher to verify and saturate categories and minimize mistakes. This type of coding ensures the grounding of categories, which results in “rich, dense theory with the feeling that nothing has been left out” (para. 50). The following questions, first developed by Glaser in 1998, guide the Line-by-Line Coding process to keep the analyst “theoretically sensitive and transcending when analyzing, collecting and coding the data:”

- What is this data a study of?
- What category does this incident indicate?
- What is actually happening in the data?
- What is the main concern being faced by the participants?

- What accounts for the continual resolving of this concern? (Glaser & Holton, 2004. para. 48)

These questions force researchers to “focus on patterns among incidents that yield codes and to rise conceptually above detailed description of incidents” (Para 48). Line-by-Line Coding helps researchers connect deeply with fundamental empirical problems or processes when the data consist of interviews and observations (Charmaz; 2006; Gibbs, 2015).

In this study, Line-by-Line Coding allowed the researcher to connect with the data deeply by forcing her to slow down, stay close to the text, and consider all the data by analyzing every word. Importantly, line-by-line coding permitted more nuanced themes to emerge from the previously process coded data.

Incident-by-Incident Coding

The last round of Initial Coding was Incident-by-Incident. “Grounded theorists often conduct a close cousin of line-by-line coding through a comparative study of incidents. Here you compare incident with incident, then as your ideas take hold, compare incidents to your conceptualization of incident coded earlier” (Charmaz, 2006, p. 53). Making comparisons between incidents allows the researcher to place actions in context. This third round of coding also was a comparative method. Each round of coding allowed similar events to become evident, and dissimilar events and codes to become less significant. For instance, the code “funding” was more prevalent in the Process Coding section, but as the data was broken down in different ways it became evident that the original code was too broad. Funding was originally coded for any ideas that had to do with money, but not all narrative data that had to do with money had to do with funding. Perhaps money was mentioned simply to imply that something was paid for, rather than important to the leadership process.

Incident-by-Incident coding was quicker, smoother, and as the researcher became more comfortable with HyperResearch®, emerging themes became more apparent. Figure 8 reveals the emergent themes at this stage of data analysis.

Three core categories have emerged from the data after initial Process Coding using gerunds, Line-by-Line coding, Incident-by-Incident coding, and listening to all the interview audio files again. I feel that I am getting close to saturation. I am going to do one more sweep through the literature related to ground theory to find diagramming examples for the core categories. This type of diagramming will triangulate the data to make sure these three themes are the most significant. Then I am going to the literature to review ‘theoretical sensitivity’ which will “provide concepts and relationships that are checked out against actual data” (Strauss & Corbin, 1990).

I feel that my time away from the data has actually helped validate my initial data because the same themes, categories and patterns reemerged. I feel as though I should watch the interview video files to refresh my memory about the time and place.

The three themes that have emerged are

1. Convincing Others
2. Transformation
3. Adult Participation

I have looked at how all other codes can be categorized as ‘attributes or conditions’ under these three main themes. This is the first step of selective, or second cycle, coding.

I am curious why ‘peer support’ has not been more prominent. Perhaps it is interwoven with convincing others or transformation.

Figure 8. Memo 11 - Thoughts After Initial Coding

Focused Coding

Focused coding, also known as Selective Coding or Intermediate Coding, follows Process, Line-by-Line, and Initial Coding in this study (Saldana, 2016). Focused Coding in the process of searching for the most frequent or significant codes to categorize based on thematic or conceptual similarity. “Focused coding is a streamlined adaptation of grounded theory’s selective and Axial Coding” (Saldana, 2016, p. 240). Charmaz (2006) prefers Focused Coding to Axial Coding because it is more flexible, allowing for the researcher to follow the leads defined in her

or his empirical methods, rather than apply a ‘frame’ on the emerging themes (Cited by Saldana, 2016, p. 58). In this study, the themes identified in all three stages of first cycle coding were categorized and diagrammed. Further HyperResearch® analysis was conducted to cross reference relevant codes and themes to sort, categorize and clarify the data.

Theoretical Coding

“Theoretical Coding is a sophisticated level of coding that follows the codes you have selected during Focused Coding” (Glaser 1987; 1978; Cited by Charmaz, 2006, p. 63). During this stage of coding, the researcher begins to identify the relationships between the categories developed in earlier rounds of coding. According to Charmaz (2006), “Theoretical Codes conceptualize how your substantive codes are related, but also move your analytic story in a theoretical direction” (p. 63). Saldana (2016) refers to Theoretical Codes as an umbrella that covers and accounts for all other codes and categories (p. 250). Glaser (1978) feels that “theoretical codes must earn their way into your grounded theory” (As cited by Charmaz, 2006, p. 64). Strauss (1987) notes that the continuous and detailed coding cycles eventually put “analytic meat on the analytic bones” (Cited by Saldana, 2016, p. 250). In this study, the themes from focused coding were further analyzed using connecting strategies. The themes from all other coding stages were compared to each other, diagrammed, and solidified as saturation was reached. It is during this stage of coding that the grounded theory or central category of this study began to emerge

Constant Comparative Method

The constant comparative method was employed throughout each stage of coding to make analytic distinctions and comparisons at each level of coding (Charmaz, 2006; Glaser & Strauss, 1967). For instance, during each round of coding, all five Skype interview data were coded and

compared to each other first, then and all In-Person interview data were coded and compared to each other. The Skype and In-Person data were compared to each other. “The purpose of constant comparison is to see if the data support and continue to support emerging categories by defining their properties and dimensions” (Holton, 2010, para. 1). The resulting categories of each successive data analysis were then compared. Figure 9, *First Cycle Constant Comparative Method of Data Analysis*, represents a graphical representation of the constant comparative method of analysis for the first cycle coding in this study.

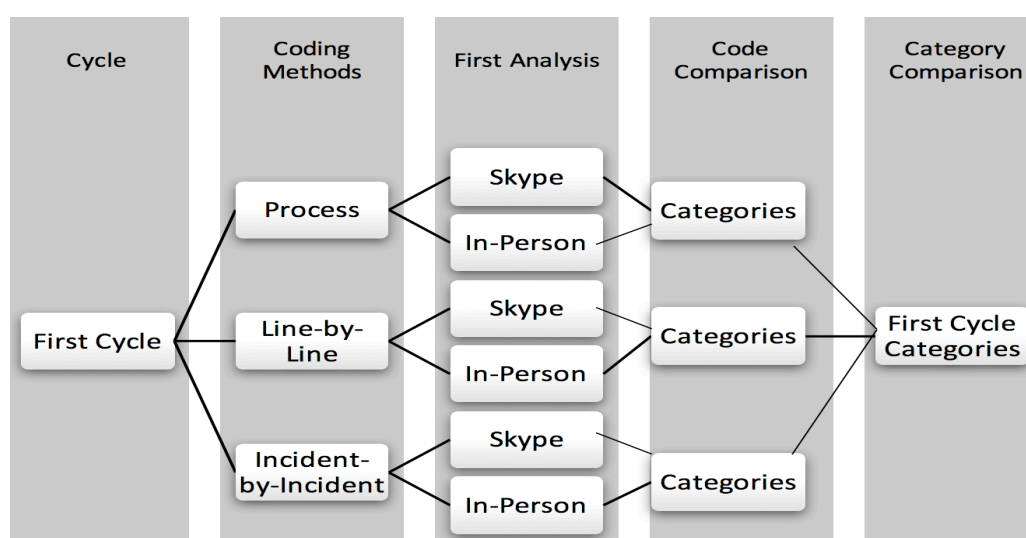


Figure 9. *First Cycle Constant Comparative Method of Data Analysis*

Theoretical Sensitivity

Theoretical sensitivity in a grounded theory study is the researchers' ability to break apart the stories of those studied and see the possibilities in the data by establishing connections and asking questions (Charmaz 2006). Adopting gerunds during Process Coding promotes theoretical sensitivity because it brings the words to life (Charmaz, 2006). Charmaz (2006) posits that “studying a process fosters [the researcher] to construct theory because [the researcher] defines and conceptualizes relationships between experiences and events” (p. 136).

It is important that the researcher be open to the ideas that emerge and have fun with the data. Most importantly, the researcher must ask questions throughout all stages of the coding in order to be reflexive about each step in the grounded theory process. “Reflexivity is described as a key element in ensuring the groundedness of a theory in constructivist grounded theory methodology” (Ramalho, Adams, Huggard, & Hoare, 2015, para. 5).

Use of the Literature

General rules of grounded theory discourage researchers to conduct an extensive literature review before data collection and analysis (Ramalho et al., 2015, para. 1). A brief review of the literature was required for the thesis proposal for this study. The topics were broad and overarching. The literature was not considered again until the Focused Coding processes. At that time, each of the relevant emergent themes was compared to the literature to provide a baseline for new concepts and analytic inquiry.

Narrative Inquiry Analysis

This research follows the narrative design pattern described in Figure 10, *Steps in Narrative Research*, which depicts the narrative process from preliminary research questions through final data validation. The narratives were analyzed through a categorical-content approach, which focused on specific categories of the ECP Fellows’ experiences such as important life events that brought them to environmental youth leadership, how they changed or grew as individuals, and relationships that changed the course of their leadership experiences (Lieblich et al., 1998). Once all data was collected, the researcher built in the past, present, future, and place by using the literature, observations of the interview, and project surroundings and, with each ECP Fellow’s assistance, restoried the narratives. Once the Fellows and researcher agreed on the final restories, a combination of categorical and connecting data analysis was employed.

The stories were first coded into distinct categories for theme analysis (Maxwell, 2005). Maxwell (2005), the categories into an “organizational, “substantive”, and “theoretical” framework” (p. 97). Organizational categories were anticipated prior to the research and included experiences and influences. Substantive categories are descriptions of the ECP Fellows concepts and beliefs, which were used in theory development. An example of this type of category is the ECP Fellows’ ideas about what is required to be an environmental youth leader.

Theoretical categories, on the other hand, twine the data with theory to represent the researcher’s concepts. One example of a theoretical category is adult-youth relationships. Once the breadth of the categorical data was understood, the researcher “counted, tabulated, ordered by frequency, and subjected the data various quasi-statistical comparisons” (Lieblich et al., 1998, p. 114). Categories were diagrammed, themes were compared, and segments of each participant’s stories were highlighted to showcase various salient themes.

After categorical analysis, connecting strategies were used to connect the categories in meaningful ways. This type of analysis identifies “relationships that connect statements and events within a context into a coherent whole” (Maxwell, 2005, p. 98). The blending of the categorical and connecting data analysis strategies allows deeper data analysis of a broader array of questions. Examples of larger themes that were examined during this stage were:

- Self-Actualization
- Importance of voice
- Affecting change

This data was tabulated similarly to the categorical analysis but focused on how the emergent themes relate to the context of the project as a whole. An example of this type of data analysis is to look at the how the ECP Fellows self-actualized as youth leaders through the lens of the

Bangladeshi family unit, social hierarchy and cultural context. Finally, narrative themes were compared to the grounded theory analysis.

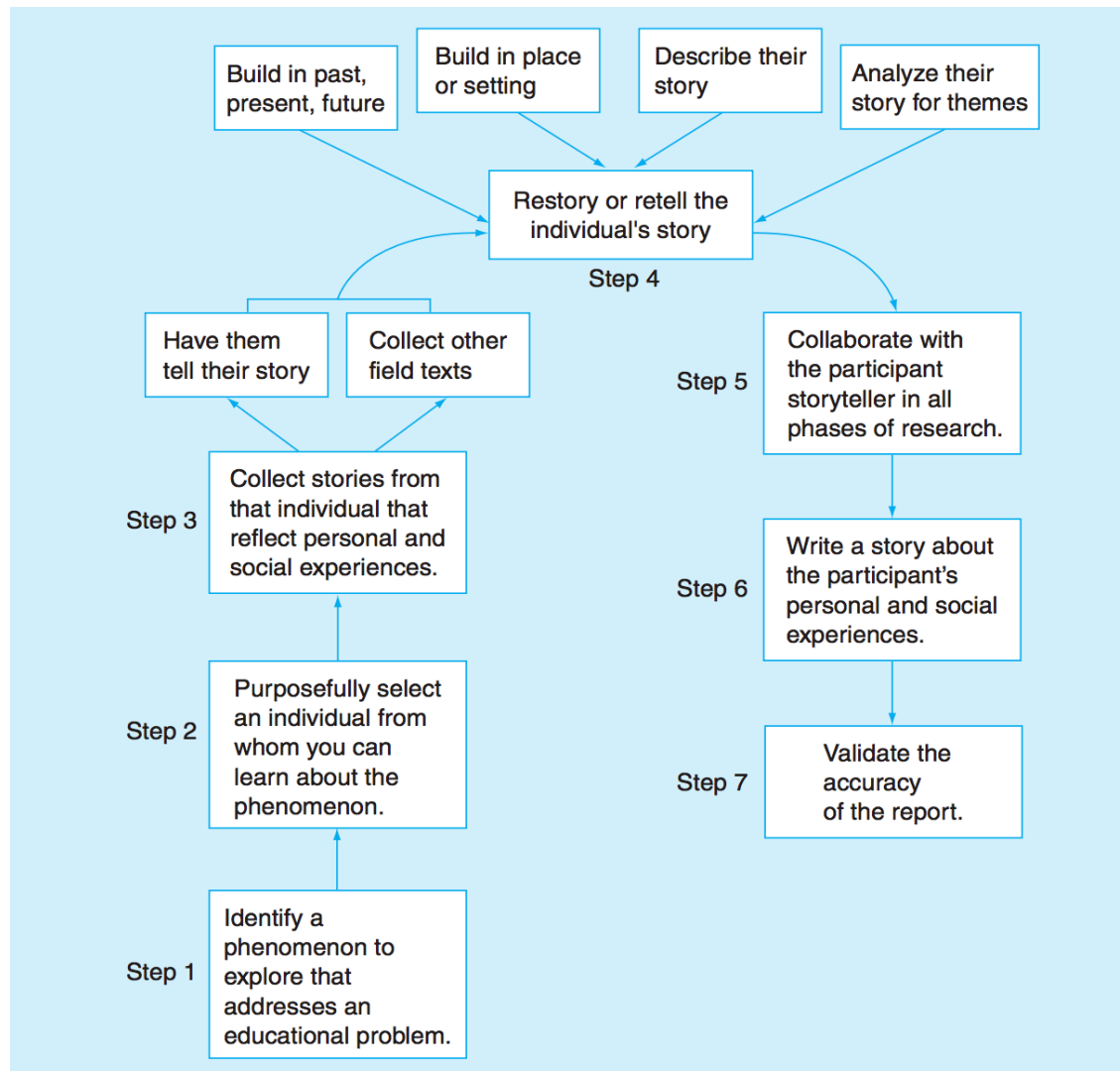


Figure 10. Steps in Narrative Research from CRESWELL, JOHN W., EDUCATIONAL RESEARCH: PLANNING, CONDUCTING, AND EVALUATING QUANTITATIVE AND QUALITATIVE RESEARCH, 4th, ©2012. Reprinted by permission of Pearson Education, Inc., New York.

VALIDITY

Bias, lack of cultural competence on the part of the researcher, and researcher reflexivity all pose serious ‘threats’ to the validity of this research. The precise definition and best practices of validation in qualitative research is widely debated, however, as narrative inquiry does not exactly fall into the positivist standards of validity and reliability (Lieblich et al., 1998). Winter (2000) offers the following alternatives to positivist approaches:

Some qualitative researchers have argued that the term validity is not applicable to qualitative research and have at the same time realized the need for some kind of qualifying check or measure for their research. As a result many researchers have espoused their own theories of 'validity' and have often generated or adopted what they consider to be more appropriate terms, such as 'trustworthiness', 'worthy', 'relevant', 'plausible', 'confirmable', 'credible' or 'representative' (Denzin & Lincoln, 1998; Guba & Lincoln, 1989; Hammersley, 1987; Mishler, 1990; Wolcott, 1990). Other qualitative researchers have rejected the notion of 'validity', in any form, as entirely inappropriate to their work (p. 1).

According to Lieblich et al., 1998:

Similarly to Michler (1990), we do not refer directly to the truth-value of a narrative study but propose that a process of consensual validation—namely, sharing one’s views and conclusions and making sense in the eyes of a community of researchers and interested informed individuals—is of the highest significance in narrative inquiry.” (p. 173)

Lieblich et al., offer the following alternate criteria instead:

1. Width: The Comprehensiveness of Evidence

2. Coherence: The Way Different Parts of the Interpretation Create a Complete and Meaningful Picture
3. Insightfulness: The Sense of Innovation of Originality in the Presentation of the Story and its Analysis.
4. Parsimony: The Ability to Provide an Analysis Based on a Small Number of Concepts, and Elegance or Aesthetic Appeal (p. 173)

This study employs Guba and Lincoln's (1985) alternative criteria for measuring the quality of qualitative research. Instead of the traditional criteria of internal and external validity measured with quantitative data, they alternatively measure credibility and transferability of qualitative data. Likewise, traditional forms of reliability and objectivity are changed to dependability and confirmability of qualitative data. (p. 213). These alternative techniques can be determined by using prolonged engagement, observation, thick description, and triangulation, among others (p. 213)

Maxwell (2005) offers a Checklist of Qualitative Validity which was used in this study and includes the following:

- Intensive long-term involvement
- Rich data
- Respondent validation
- Triangulation
- Searching for discrepant evidence and negative cases
- Quasi-statistics
- Comparison (p. 108-113)

What follows are the specific methods that were used to reduce three of this researcher's most significant validity threats.

Bias

According to the Oxford Dictionary bias is the *prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair*. In this particular study I analyzed data representing young Muslim and Hindi youth leader experiences. It is possible that I will show favor for the youth experiences that represent my own morals and value systems. For instance, in Bangladesh, arranged marriage is still a norm in society. During the ECP training the students debated arranged marriage versus 'love marriage' and shared their strong views on each side of the subject. Many ECP Fellows were in favor of arranged marriage and had strong arguments to back up their views. This topic is quite foreign to U.S. citizens such as myself, and although I was open to their ideas, I have strong personal views about this topic. Another topic that came up during my time with the ECP Fellows and ECP Trainers is the wearing of the Hijab. Again, the young Muslims had strong views about this practice which is deeply entwined in their religion. We spoke about this topic at length, and I asked if this was a choice for women and if these young people wanted to wear this headscarf. Again, the ECP Fellows and Trainers shared their views, that it was a choice they made. Many other Bangladesh and Muslim cultural norms have come up through my time with these young people including religion, prayer, the caste system, etc. and at every instance I was challenged to be open to new ideas and reflective about my own bias and/or prejudices.

In order to avoid bias in this research, I first established credibility by ensuring that the participants validated the research multiple times throughout the research process. "When the translator and the research are different people the process of knowledge construction involves

another layer” (Papadopoulos, 2006. p. 89). Because ultimately the narrative methodology tells stories, the only ones who can judge the stories are the storytellers themselves. I confirmed the data by comparing my study to other grounded theory, narrative inquiry, and participatory action research studies that focused on international youth, as well as all relevant thesis and dissertations. I also shared my findings with my committee and other academics and experts who can identify bias within the study.

Cultural Competence

Cultural competence refers to the researchers’ awareness of the participants’ cultural norms, mores, and traditions. Because I lived and worked in South Asia during the 2010-2011 academic year and spent several weeks working with these youth in November 2011, I have a good general cultural competence of the group I am working with. One problem I encountered in my November training sessions with the youth was the prayer schedule for Muslim men. I kept the students late for one training session and they became upset that they would be late for their prayer that day. We all discussed it and I accepted responsibility to ensure that I had full respect and would adhere to their prayer schedule from that time forward. Additionally, there were cultural differences in how I was perceived by the ECP Fellows. They called me ‘Mum’ which comes from the British influence on their English. They had deep respect for me as a person and a trainer. I was given my own room at the college where we held the ECP whereas all others shared rooms. I am not sure how much of that had to do with my being White, but I did feel that some of this respect and special treatment from the ECP Fellows and their families had to do with the fact I was American. In my experience in S.E. Asia, Americans’ are seen as having great power and influence and there is potential that good things can come from knowing an American. Whether that be for employment reference letters, help with college admissions,

sponsoring individuals for trips to the U.S., or even helping individuals relocate knowing an American is seen as a benefit. Communication with all participants was crucial and allowed me to gather feedback about their cultural needs and expectations. Increased cultural competency came from my long-term involvement with this group.

While traditional ideas of reliability refer to the likelihood of seeing the same results if the same data were collected multiple times, dependability refers to the need for the researcher to account for the “ever changing context within which research occurs” (Trochim, 2006, p. 2). This was particularly important within the Bangladesh cultural context to make sure that researcher bias and/or prejudice did not influence this research. Reliability was achieved in this study by gathering ‘rich data’ from multiple participants. The interview questions were designed so that the participants answered a wide array, or width, of questions related to many aspects of their life and work.

Researcher Reflexivity

Researcher reflexivity is “an attitude of attending systematically to the context of knowledge construction, especially to the effect of the researcher, at every step of the research process” (“RWJF - Qualitative Research Guidelines Project | Reflexivity | Reflexivity,” n.d.). Each researcher approaches their work through their own lens and worldview. As previously stated, the unique worldviews of researchers can enhance their studies and it is important that researchers consciously think about how they construct their knowledge and how this knowledge informs their research process. Reflexivity issues in this study were addressed by this researcher by

- Keeping a journal
- Soliciting feedback at all stages of the research from participants and advisors

- Triangulating all data

Discrepant evidence was solicited in all data sets and the participant data was compared and analyzed under differing circumstances to see if the researcher impacted the findings.

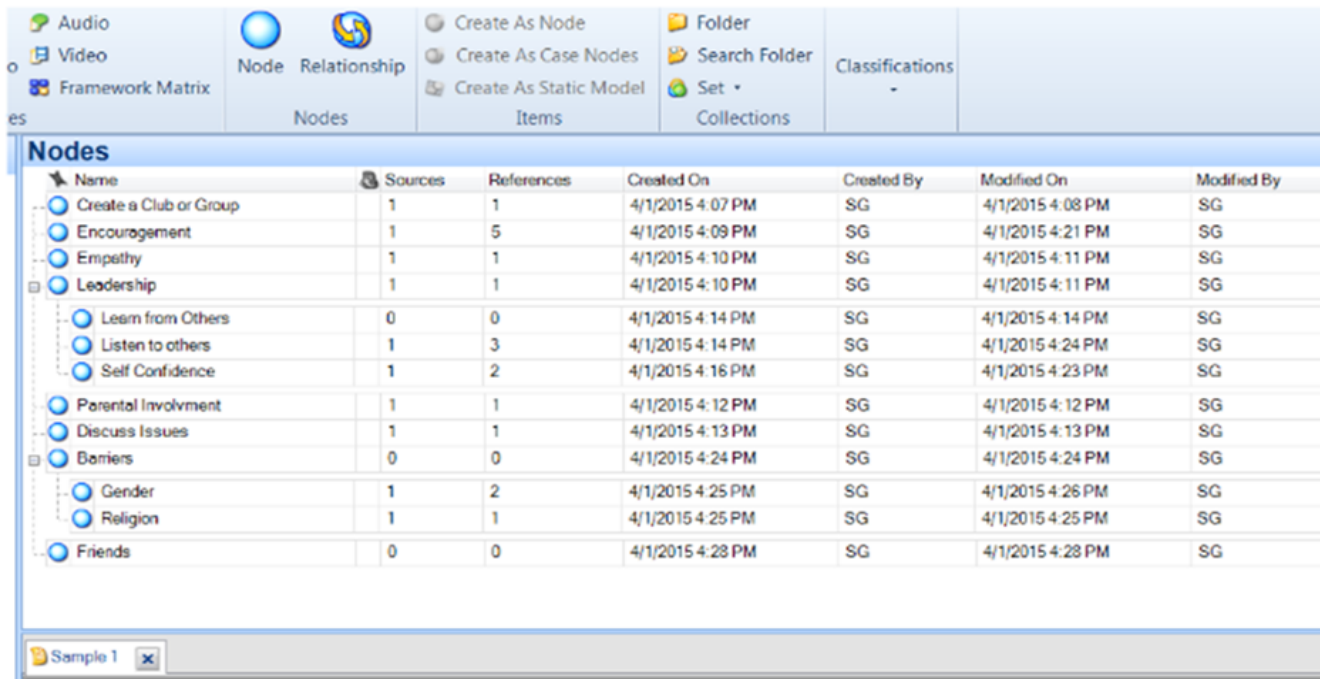
One area of feedback solicited by the researcher was to have Susan Geiryic, the Senior Research Scientist at the Research Foundation for SUNY, validate the coding process in the early stages of the study. This researcher provided her two samples of ECP Fellows' transcribed narrative data which she coded using NVivo software. The NVivo coding was compared to the HyperResearch coding (See Figures 11 and 12). The coding samples showed many similarities, especially considering Ms. Geiryic did not know the topic of the study or have any of the codes used in the study. Some examples of these similarities include Ms. Geiryic's use of encouragement, which this researcher coded 'convincing others,' 'listening,' and 'leadership.' This comparison gave this researcher confidence in her coding abilities and adds to the validity of this study.

Finally, Quasi-statistics were used such as word frequency, code frequency, word maps, total word count as well as concept and cognitive mapping to ensure deep analysis of the data collected. These kinds of statistics can increase the validity and usability for other studies of this kind. The researcher aspired to achieve insightfulness and parsimony in the presentation of all data recorded.

Conclusion

In conclusion, this is a mixed method qualitative study which explores five ECP Fellows' experiences as environmental youth leaders. Semi-structured interviews were conducted via Skype and in person in Bangladesh in 2012 and 2013. Grounded theory is employed in order to codify to identify pertinent categories and themes and to generate relevant grounded theory. Narrative analysis is employed to weave the narrative stories together and review the themes

identified in grounded theory through the voices of the five Bangladeshi environmental youth leaders.



The screenshot displays the NVivo software interface. At the top, there is a toolbar with various icons for audio, video, framework matrix, nodes, relationships, and creating nodes/case nodes/static models. Below the toolbar, the 'Nodes' pane is visible, showing a hierarchical list of nodes. The main window displays a table of nodes with columns for Name, Sources, References, Created On, Created By, Modified On, and Modified By. The nodes are organized into a tree structure, with some nodes expanded to show sub-nodes. The table lists the following nodes and their associated data:

Name	Sources	References	Created On	Created By	Modified On	Modified By
Create a Club or Group	1	1	4/1/2015 4:07 PM	SG	4/1/2015 4:08 PM	SG
Encouragement	1	5	4/1/2015 4:09 PM	SG	4/1/2015 4:21 PM	SG
Empathy	1	1	4/1/2015 4:10 PM	SG	4/1/2015 4:11 PM	SG
Leadership	1	1	4/1/2015 4:10 PM	SG	4/1/2015 4:11 PM	SG
Learn from Others	0	0	4/1/2015 4:14 PM	SG	4/1/2015 4:14 PM	SG
Listen to others	1	3	4/1/2015 4:14 PM	SG	4/1/2015 4:24 PM	SG
Self Confidence	1	2	4/1/2015 4:16 PM	SG	4/1/2015 4:23 PM	SG
Parental Involvement	1	1	4/1/2015 4:12 PM	SG	4/1/2015 4:12 PM	SG
Discuss Issues	1	1	4/1/2015 4:13 PM	SG	4/1/2015 4:13 PM	SG
Barriers	0	0	4/1/2015 4:24 PM	SG	4/1/2015 4:24 PM	SG
Gender	1	2	4/1/2015 4:25 PM	SG	4/1/2015 4:26 PM	SG
Religion	1	1	4/1/2015 4:25 PM	SG	4/1/2015 4:25 PM	SG
Friends	0	0	4/1/2015 4:28 PM	SG	4/1/2015 4:28 PM	SG

Figure 11. NVivo Coding Sample (Used with verbal permission from Susan Geiryc)

Starting Club	<p>Binita</p> <p>After returning from ECP, I was given 12,000 Dhaka and then I made an ART club in my college and I told my friend that they should come and join - so they asked me what do you plan to do and I told them the most important things is that I have a plan from ECP and the most important thing is that we should not be afraid and we have to - I think the main quality that must be in a leader - this is from ECP people if you - I have to convince him or her that this is good and you can do this.</p>
Identifying Leader Qualities	
Convincing People	<p>Paige</p> <p>So you convinced your ART club?</p>
Convincing People	<p>Binita</p> <p>I understand my parents that this is very good work and that they should come and work with me and they become very excited and still now they are excited.</p> <p>Paige</p> <p>So you convince them and that is how you get more people to be involved</p>
Qualifying Through Education	<p>Binita</p> <p>Yes, and they know the problems that we are facing and they have become more interested.</p> <p>Paige</p> <p>So what is the hardest part of being a leader? Last time I asked you what was the hardest part of your project. This time I am asking you what was the hardest part of being a leader?</p>
Identifying Leader Qualities	
Listening	
Sharing Hardest Part of Being a Leader	<p>Binita</p> <p>We have to learn from others - we have to listen to others. Most of the peoples don't want to listen to others they just want to listen to themselves. I have told you before it was the convincing others.</p>
Convincing People	<p>Paige</p> <p>So you are saying that the hardest part is when people do not listen to other peoples and trying to get them to listen or work together. And which of those was the most hardest of convincing them, not having them work together? What was the most hardest thing.</p>
Identifying Leader Qualities	
Having Self-confidence	<p>Binita</p> <p>If you think than yes I can do this - you have you build self-confident. A good leader must have good self-confidence.</p>

Figure 12. *HyperResearch Coding Example*

CHAPTER 4

FINDINGS

A guiding a priori proposition of this mixed methods study is that certain conditions have to be present in order for environmental youth leaders to experience success in influencing their school and communities' efforts to adapt to and reduce their contribution to climate change. This researcher made no hypothesis as to what these conditions might be. Rather, an assumption was made that in all work (such as the work required as an environmental youth leader), conditions must exist that allow the work to happen and, conversely, there are conditions that would be prohibitive to the same work. What would this study reveal about these conditions? Did all five ECP Fellows require the same conditions? Would new ideas emerge about the experience of being an environmental youth leader? These exciting questions led the researcher through the data analysis process.

The findings of this study uncover the following three themes as most significant to the ECP Fellow's experiences as environmental youth leaders:

- **Convincing Others** – Each ECP Fellow required the skills and ability to convince others to participate in every aspect of their experience as environmental youth leaders in order to experience success.
- **Youth Participation** – Each ECP fellow required substantial support from other youth including peers, ECP trainers, family members and other youth in their schools and communities in order to experience success as environmental youth leaders.
- **Transformation through Leadership** – Through self-discovery, each ECP Fellow experienced significant individual transformation throughout their leadership role in

the way they and perceive and interact the world, which informed their actions and decision-making.

Each of these themes are identified through grounded theory analysis and are then explored in context through narrative analysis. Additionally, the group interview is analyzed and explored for relevant themes.

As described in previous chapters, there is no universally accepted definition of leadership. Furthermore, throughout the course of this study, this researcher has identified very few formal definitions of environmental youth leadership. Through their narrative analysis, ECP Fellows defined the conditions that proved important to their experiences as environmental youth leaders. Using these conditions as a guide, a framework of the ECP Fellows' experiences is presented, grounded theory is proposed, and definitions of environmental youth leaders and environmental youth leadership is offered.

The results of this mixed method study are organized in the way in which the data was collected. First, each stage of grounded theory data collection is presented and summarized. Graphic presentation in the form of code maps, frequency reports, and tables is necessary in order to show relationships between the large amount of data collected and the emergent themes. The findings from each stage of the grounded theory analysis are then compared to the data and themes of subsequent stages until theory emerges. The narrative analysis explores the themes of the grounded theory analysis.

Grounded Theory Analysis

This grounded theory study followed the model previously described in Chapter 3. Three rounds of constructivist grounded theory data analysis were conducted which included Process Coding, Line-by-Line Coding, and Incident-by-Incident Coding. These analyses were followed

by Focused Coding through which a Framework of ECP Fellows Experiences was created. This framework provided the basis for grounded theory to emerge through theoretical sampling.

Process Coding

All narrative data was initially Process Coded in *HyperResearch* in tandem with interview transcription. Once all data had been codified, the Skype and In-Person codes were first analyzed separately to discover emerging themes and categories. Frequency reports, which indicate the frequency of all codes for each round of coding, for these two data sets can be found in Figures 13 and 14. Data analysis indicated that each data set (Skype and In-Person) directly aligns with the questions asked during each interview (See Appendix B and Appendix C for a list of interview questions). For instance, in the Skype interviews, the students were asked specific questions related to the formation of environmental clubs in their schools and the creation and implementation of their community projects.

Code	Total	Max	Bar Graph
Convincing People	17	7	
Describing Project Goal	12	4	
Identifying Leader Qualities	12	4	
Measuring Success	10	3	
Communicating Strategies	9	3	
Starting Club	9	3	
Supporting Parents	9	6	
Describing Type of Project	8	3	
Supporting Friends	8	3	
Transforming Through Leadership	8	3	
Describing Project Tasks	7	2	
Doing/Actions	7	3	
Reasoning for Particular Project Creation	7	3	
Being a Female or Male	6	2	
Describing Project Problems	6	2	
Describing Words leadership experience	6	2	
Identifying Biggest Success	6	2	
Measuring importance of ECP	6	3	
Thinking of Future of Club	6	2	

Figure 13. *Skype – Process Codes*

Code	Total	Max	Bar Graph
Convincing People	24	8	
Doing/Actions	23	10	
Effecting Change	14	7	
Qualifying Through Education	14	5	
Supporting Friends	12	5	
Telling Bangladeshi Youth What They Need to b	11	4	
Communicating Strategies	10	6	
Identifying Leader Qualities	9	3	
Sharing Hardest Part of Being Leader	9	3	
Transforming Through Leadership	9	5	
Being Role Model	8	3	
Changing Through ECP	8	2	
Feeling and Understanding Need for Change	8	4	
Having Self-confidence	8	3	
Supporting Friend Doing Work in Project	8	5	
Becoming Interested in Env Youth Leadership	7	2	
Identifying Environmental Problems	7	3	
Measuring Success	7	3	
Describing What Matters In Leadership Experier	6	3	
Earning Respect	6	2	
Financial Standing Importance	6	2	
Friend Helping Convince	6	2	
Learning Through ECP	6	4	

Figure 14. *In-Person – Process Codes*

The In-Person interviews, conversely, contained questions related to ideas about leadership and measuring project success, among others. In addition to the different interview questions, the ECP Fellows' Skype interviews occurred during various initial stages of community project implementation, so the students were having different experiences during these interviews. For these reasons, the total data from the Skype and In-Person interviews is compared to the total Skype and In-Person data sets in all cycles of coding (Process, Line-by-Line, and Incident-by-Incident), although differences between the Skype and In-Person interviews are considered. The group interview, previously identified as a limitation in this study, is analyzed separately from the other data sets in the grounded theory section.

This researcher interviewed the ECP Fellows twice, once via Skype and once in-person which was intended to triangulate the data. The Skype interview allowed the Fellows' to report data without others,' such as family members or the researcher, influencing their responses as each ECP Fellow was alone during these interviews and could not see the researcher (as Bangladesh

Internet did not have the bandwidth to support the Skype Video component). The In-Person interviews allowed for discussion that included gesturing and expressions, which helped the researcher understand the ECP Fellows' responses. During the In-Person interviews, ECP Fellows were surrounded by others including BYEI staff, their parents and family, and the researcher. Patton (1999) defines triangulation as "the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena" (as cited by Carter, et al., 2014. p. 545).

As is customary in grounded theory analysis, initial Process Coding revealed overlapping codes which were refined and recategorized. For instance, *Changing Through Leadership* and *Transforming Through Leadership* were capturing similar information therefore, *Changing Through Leadership* was recoded as *Transforming Through Leadership* because the act of transforming is more holistic as it accounts for the change and the individual's perception of the outcome of the change. Additionally, *Being Inspired by Peers* was recoded *Friend Support* to better reflect the meaning of the coded text. Other codes were renamed to capture specific action through the use of gerunds. All other similar codes were regrouped in the same manner or deleted if they were only used once. Other keywords emerged as well such as 'work' which was categorized as 'doing.' Negative codes (*Non-Supporting People*, *Not-Convincing*) were also added as these ideas needed to be captured separately. For instance, if an ECP Fellow indicated that no one, or a particular person did not support them, the *Friend Support* code would not be accurate description of the coded text.

After coding, recoding, and recategorizing the data, 88 codes and 18 categories emerged as seen in Table 4.1. As is often found in initial grounded theory data analysis, this data set reveals a large number of codes and categories. Particularly, there are many codes used to describe the

ECP Fellows' leadership process. The Process Code Map presented in Appendix M, visually depicts the systematic interrelatedness of the codified themes and concepts that emerged in Process Coding data analysis. "The ability to show how [...] themes and concepts systematically interrelate leads toward the development of theory" (Saldana, 2016, p. 15). This particular form of mapping is a type of clustering (Charmaz, 2006). Mapping provides additional dimensions of rigor and trustworthiness to the formation of grounded theory across the ECP Fellows' Skype and In-Person interviews (Gioia-Hasick, 2000). This Process Code Map reveals clusters of coded data, such as *Leadership* and *Leadership Style*, that merit further refinement into subcategories (Saldana, 2016), which was completed through subsequent rounds of coding.

Process Coding reveals some important early themes, however. Figure 15 shows a partial frequency report for this data set (See Appendix N for the full report). The most statistically significant codes in this data set are *Convincing People*, with a total of 41 codes and *Doing/Actions*, with a total of 30 codes. Other early themes that emerged are *Identifying Leader Qualities*, *Supporting Friends*, *Qualifying Through Education*, and *Transformation Through Leadership*.

Table 4.1

Process Codes and Categories

Categories/Codes	Categories/Codes
Embassy	Leadership, Continued
Adding Stature to Project	Doing/Actions
Financial Standing Importance	Earning Respect
Financing	Emulating Another Leader
Change	Environmental Leadership
Effecting change	Becoming Interested in Env. Youth Leadership
Feeling and Understanding Need for Change	Giving Advice to others
Communication	Having Morality
Communicating Strategies	Having Self awareness
Convincing people	Having Self-confidence
Not Convincing People	Identifying Leader Qualities
ECP	Leadership Style
Changing through ECP	Adapting
Learning through ECP	Being calm
Measuring importance of ECP	Being Compassionate
Education	Being friendly
Qualifying through Education	Listening
Environmental Awareness	Persevering
Becoming Interested in Environment	Sharing leadership
Identifying Environmental Problems	Proving to Others You Can Lead
Wanting to Make Positive Environmental Change	Sharing Hardest Part of Being Leader
Environmental Club	Speaking Up
Enlisting students for environmental club	Giving Advice to Bangladeshi Youth
Enlisting teachers and mentors for environmental club	Transforming Through Leadership
Starting club	Working Together Collectively
Family Support	Obstacles
Supporting Family	Being the Youngest/Young
Supporting Father	Biggest Obstacles
Supporting Mother	Identifying Corruption
Supporting Mother Words	Lacking Self-Confidence
Supporting Parents	Not Having Enough Money
Friend	Others Lacking Respect
Friend Having Knowledge of Project	Recipients not Believing
Friend Helping Convince	Other Support
Supporting Friend Doing Work in Project	Non-Supporting People
Supporting Friends	Supporting ECP Members
Future Plans	Supporting Moderator
Imagining Future - Personal	Supporting School Staff
Working After Project	Project
Gender	Describing Project Goal
Being a Female or Male	Describing Project Problems
Influences/Inspirations	Describing Project Tasks
Being Influenced by Role-Model	Describing Type of Project
Being influenced by Shehab/ECP	Managing Project Problems
Being Inspired by Family	Reasoning for Particular Project Creation
Being Inspired by Father	Thinking of Future of Club
Being Inspired by Mother	Training desired after project
Being Inspired by Others	Wanting the World to Know
Leadership	Success
Being Role Model	Earning Trust
Describing What Matters in Leadership Experience	Identifying biggest success
Describing Words leadership experience	Measuring success
Developing Future Leadership Goals	Partnering
Developing Trust	

This study aims to understand how the ECP Fellows experience their roles as environmental youth leaders as they influence their school and communities' efforts to adapt to and reduce their contribution to climate change. Influenced is a key word in this aim. Process Coding data reveals that these youth influenced their school and community through the act of convincing people. All five ECP Fellows used this word often to describe their experiences convincing everyone in their lives including their parents, family, school principle and moderator, friends, classmates, members of the community, and at times, even themselves. The Skype and In-Person data, with *Convincing Others* coded 17 and 24 times respectively, reveals they used this word to describe many experiences throughout their roles as environmental youth leaders. *Convincing Others* emerged as an important theme in this study and will be discussed later in this chapter.























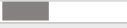
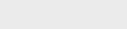
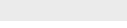
Code	Total	Bar Graph
Convincing People	41	
Doing/Actions	30	
Identifying Leader Qualities	21	
Supporting Friends	20	
Qualifying Through Education	19	
Communicating Strategies	19	
Measuring Success	17	
Transforming Through Leadership	17	
Effecting Change	16	
Describing Project Goal	14	
Being Role Model	13	
Supporting Parents	14	
Starting Club	12	
Supporting Friend Doing Work in Project	12	
Giving Advice to Bangladeshi Youth	11	
Having Self-confidence	11	
Describing What Matters In Leadership Experience	11	
Changing Through ECP	10	
Describing Type of Project	8	
Describing Project Tasks	8	
Reasoning for Particular Project Creation	8	
Describing Words leadership experience	8	
Being a Female or Male	9	
Biggest Obstacles	8	
Identifying Environmental Problems	8	
Total: 88	660	

Figure 15. Partial Frequency Report for Process Codes

The categories that emerged after process coding have very different properties. For instance, ‘Communication’ is a process whereby individuals speak and use language to influence others whereas, ‘Leadership’ includes a wide variety of actions such as *Work/Doing* and values such as *Morality*. It was decided that Line-by-Line Coding would be employed as a second cycle of coding to flesh out these early categories to see if they remained statistically significant.

Line-by-Line Coding

Line-by-Line Coding was done by hand in the margins of the narrative transcripts 18 months after the initial Process Coding. Due to the time gap, the researcher reviewed each interview video and all field notes before transcription. The large amount of narrative text revealed a large number of codes (See Appendix O for the full list of codes). Each Skype and In-Person code were recorded and run through Textalyzer, an open source statistical analysis tool, separately, to find the top code word frequency. The codes were then filtered to show words larger than three letters (with the exception of ECP, the acronym of the Earth Champions Program, the parent project) and to remove superfluous words (See Appendix P for one partial example of Badal’s In-Person Textalyzer summary report). Additionally, different tenses of the same code were combined. For instance, in Badal’s example Textalyzer Report (See Appendix P), *Convince* and *Convincing* were each coded 5 times, so these codes were combined for a total of 10.

Once the final top 10 code words by frequency were established for each ECP Fellow’s In-Person and Skype Interview, they were organized in the *Line-by-Line Coding Word Frequency (Skype and In-Person)* Table shown in Appendix Q. The code words with the highest frequency across all Skype and In-Person interviews are represented in Table 4.2.

Table 4.2

Line-by-Line Top Code Words by Frequency (Skype and In-Person)

Code Word/s	Occurrence
Support/Non-Support	73
Convince/ed/ing	63
Friend	34
Work/doing	30
Education	27
Father/Mother/Family	23
Problems	16
Project	13
Leadership/ing	13

The results of the Line-by-Line Coding reveal that *Support* (including *Non-Support*), with 73 instances was the most frequent code word. Additionally, as was seen in the Process Coding data, *Convincing Others*, with 63 occurrences, and *Work/Doing*, with 30 instances were seen as top code words. *Friend*, with 34 instances, and *Education*, with 27 instances round out the five most frequent code words. While code frequency is important in this data set, as the similar code frequencies validate those seen in Process Coding, it was analyzing these codes in context that proved most significant in this round of coding. In order to categorize this large amount of data, the researcher kept notes and developed research memos of the themes that emerged. The researcher then highlighted each section of text by hand to show how passages fit into categories. These categories are identified in Table 4.3.

Whereas Process Coding broke the data into smaller pieces through *HyperResearch* software, Line-by-Line Coding allowed the researcher to stay close to the text and by doing so, consider how the ECP Fellow's stories in context and in relation to each other. For instance, if a section

of one ECP Fellows narrative stood out as important, it was marked and highlighted. When a similar theme emerged later in the narrative or in a subsequent narrative, the researcher easily

Table 4.3

Categories After Line-by-Line Coding

Small Things
Stability to Learn
Changed How They Think
Convincing Others
Adult Participation
Respect
Leaders Not Born
Talking-To-Doing
Proving to Others
Transformation
Self-Discovery
Morality
Leading by Example
Persistence
Listening
Education
Support/Lack of

flipped the pages back and forth to compare the concepts and themes of all participants with ease. In order to make comparisons between narratives in HyperResearch, the researcher had to delimit the data and perform searches that revealed reports of coded text out of context. The addition of data analysis done by hand, outside of the data analysis software, adds to the validity of this study by providing coherence, which according to Lieblich et al., (1998) is the way different parts of the interpretation of the research create a complete and meaningful picture.

Line-by-Line coding revealed some new broad themes and categories such as ‘Transformation’ and ‘Self-Discovery.’ ‘Changing how They (ECP Fellows) Think’ and ‘Talking-to-Doing’ were also identified as more narrow categories which captured smaller amounts of text specific to when the ECP Fellows’ used those exact words to describe their experiences. These categories and themes were particularly significant as the ECP Fellows indicated the impact of the support and training provided during the leadership training portion of the ECP parent project. The ECP training was primarily from other youth as most of the ECP trainers were 18-23 years old. Two ECP trainers were adults according to the United Nations definition of a child being between 10-24 years-old (See Chapter 1). Youth participation was identified as an important theme in this study and is discussed later in this chapter.

Even though significant themes and categories emerged after Line-by-Line Coding, additional data analysis was employed in order to assure saturation, which occurs when no new information emerges from coding (Strauss & Corbin, 1998) and to consider new analytic ways to view the data. Line-by-Line Coding was therefore followed by its close cousin, Incident-by-Incident Coding (Charmaz, 2006).

Incident-by-Incident Coding

Similar to Process Coding, Incident-by-Incident coding was done using *HyperResearch*. All narrative text was coded to show concrete, behavioristic, descriptions of the ECP Fellow’s mundane action and interaction (Charmaz, 2006). The codes and code frequency that emerged are displayed in Figure 16. As with Process and Line-by-Line Coding, ‘*Convincing Others*’ remained the most frequent code in this data set with 40 instances. Additionally, this data reveals ‘*Leadership Style*, ‘*Adult Participation*,’ and ‘*Supporting Actions of Friends*’ as important concepts.

No new ideas presented themselves in this data. Rather, the same ideas were organized differently. For instance, in Process Coding *Doing* was coded separately from *Describing Project Tasks* or *Describing Project Problems* whereas in Incident-by-Incident Coding, these ideas were combined into *Doing Community Projects*. Additionally, *Friend Support* or *Supporting Actions of Friends*, ECP, Family members, and Other Youth were combined and recategorized as *Youth Participation*. The codes were arranged differently because the data was considered from the participants' point of view as they worked out problems, communicated with others, worked with adults and so on.

Incident-by-Incident Coding was a critical component in this study because it allowed the researcher to view the ECP Fellows' leadership experiences by observing how they manage daily life. As Charmaz (2006) indicates, "breaking through the ordinariness of routine events takes effort" (p. 53). This was certainly true in this study as well. Subtle patterns and significant processes were identified through Incident-by-Incident Coding that overarch all of the codes and categories identified in all Initial Coding process. Appendix R reveals how each Incident-by-Incident code was grouped into each of the following eight categories:

- Adult Participation
- Experiencing Leadership
- Leadership Awareness
- Leadership Requirements
- Leadership Reflection
- Leadership Growth
- Practicing Leadership
- Youth Participation

Several codes were placed in multiple categories such as *Self-Discovery*, which was placed in ‘Youth Participation,’ ‘Experiencing Leadership’, and ‘Leadership Awareness.’ Incident-by-Incident Coding revealed that categories identified in Line-by-Line analysis such as *Transformation*, *Talking-to-Doing*, and *Changed How They Think* are all identified as components of the broader theme of Self-Discovery. *Self-Discovery* and *Transformation* are identified as an important theme in this study and will be discussed later in this chapter.

Code	Total	Max	Bar Graph
Convincing others	40	8	
Leadership Style	30	7	
Adult Participation	25	6	
Doing Community Projects	21	4	
Necessary Things for Bangladeshi's Youth Lead	19	4	
Supporting Actions of Friends	18	4	
Leadership Effectiveness Indicators	14	3	
Self Discovery	14	3	
Practicing leadership	13	4	
Thinking About Future	13	3	
Inspiring actions of mother/father	12	3	
Understanding issues and importance of action	12	3	
Thinking about leading	11	4	
Managing Obstacles	11	3	
Funding-Financial Status Importance yes/no	9	4	
Earning respect	10	3	
Want More Experience to Grow as a Leader	9	3	
Identifying Successes	9	2	
Adult Participation lack of	9	3	
Leading actions in school	8	2	
Importance of age	8	3	
Leadership Training Importance	8	2	
Leading by Example	7	1	
Became Interested in Environmental Youth Lead	6	2	
First Hand Knowledge of Environmental Problems	6	2	
Organizations adding credibility US Embassy	5	1	
Youth taking care of environment	4	2	
Experiencing Cultural/Gender Stereotypes	4	2	
Rewarding Part of Leadership	4	2	
Proving oneself to others	2	1	
Experience level	2	1	
Project Changed After Obstacles on Ground	2	1	
Strategies For Future Leadership	2	1	
Inspiring actions of principle	1	1	
Importance of Technology	1	1	
Total: 35	369		

Figure 16. Incident-by-Incident All Codes

Focused Coding

After initial coding revealed no new concepts, saturation was achieved. The categories of each stage of grounded theory analysis were then further analyzed until all identified substantive processes became integrated (Glaser, 1998). Table 4.4 compares all initial coding categories. The eight final categories identified in Incident-by-Incident Coding subsume all other Process Coding and Line-by-Line Coding categories as shown in Table 4.5. These final eight categories and their substantive codes represent the substantive processes defined by the five ECP Fellows during their environmental youth leadership experience. Considered as a whole, these processes form the *Framework of ECP Fellows' Experiences* as shown in Figure 17.

Table 4.4

Initial Coding Category Comparison

Process	Line-By-Line	Incident-by-Incident
Backing by Embassy	Small Things	Adult Participation
Change	Stability to Learn	Experiencing Leadership
Communication	Changed How They Think	Leadership Awareness
ECP	Convincing Others	Leadership Requirements
Education	Adult Participation	Leadership Reflection
Environmental Awareness	Respect	Leadership Growth
Environmental Change	Leaders Not Born	Practicing Leadership
Experiences	Talking-To-Doing	Youth Participation
Family Support	Proving to Others	
Future Plans	Transformation	
Gender	Self-Discovery	
Influence/Inspirations	Morality	
Leadership	Leading by Example	
Obstacles	Persistence	
Other Support	Listening	
Project	Education	
Rewarding Part of Being Leader	Support/Lack of	
Successes		

Table 4.5

Process and Line-by-Line Categories within Incident-by-Incident Coding Categories

Adult Participation	Experiencing Leadership	Leadership Awareness	Leadership Requirements	Leadership Reflection	Leadership Growth	Practicing Leadership	Youth Participation
ECP	Experiences	Self-Discovery Changed How They Think	Backing by Embassy ECP	Change	Education	Communication	ECP
Family Support	Successes			Future Plans	Rewarding Part of Being a Leader	Environmental Change	Family Support
Other Support	Gender		Education	Rewarding Part of Being a Leader	Transformation	Leadership	Friend Support
Support/Lack of Support Adult Participation			Environmental Awareness Influences/ Inspirations Morality Education Stability to Learn	Changed how They Think Leaders Not Born	Talking-to-Doing	Obstacles Project Small things Leading by Example Convincing Others Respect Persistence	Other Support

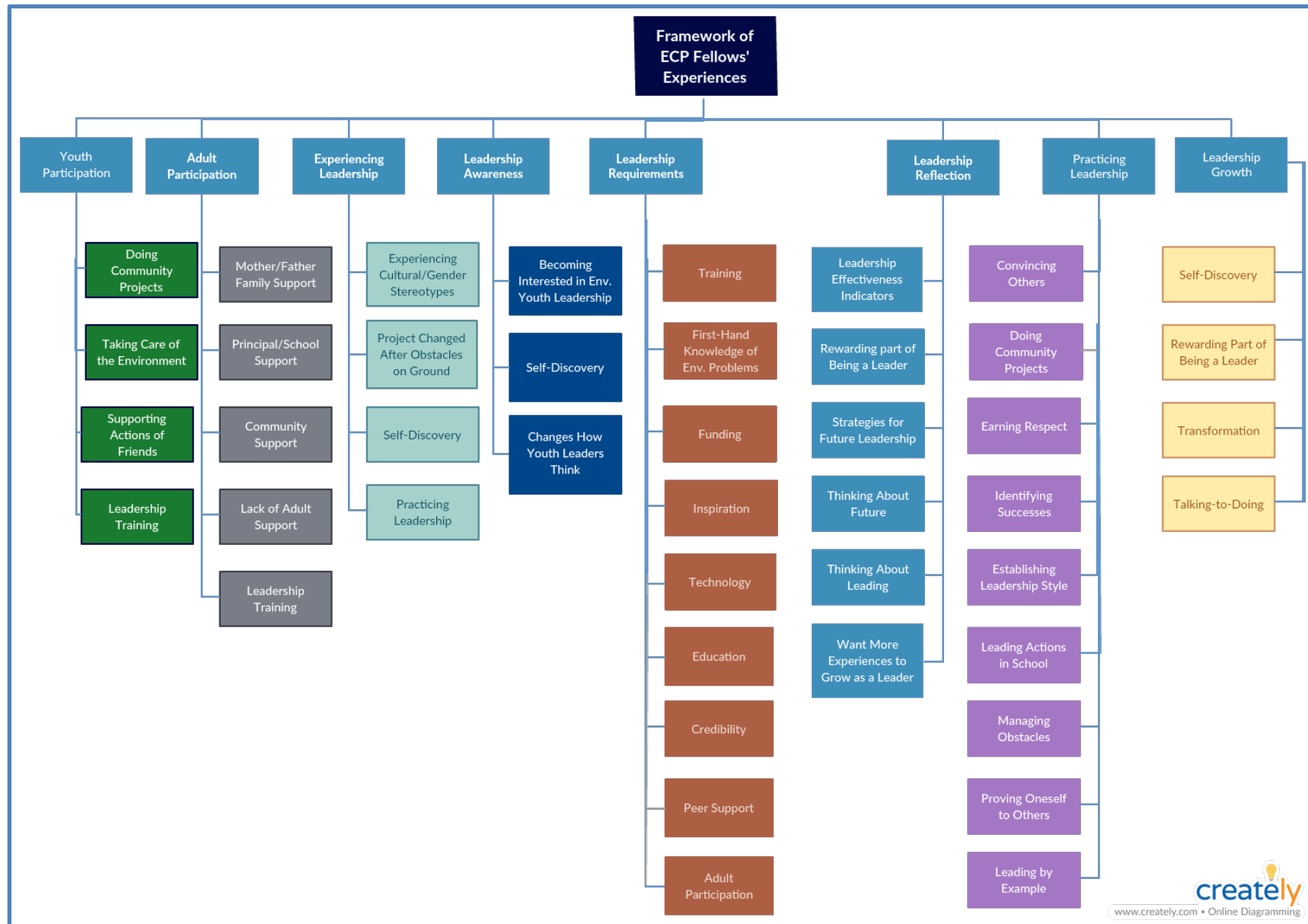


Figure 17. Framework of ECP Fellows' Experiences

The Framework illustrates the relationship between the ECP Fellows' leadership processes which is essential for placing further analysis in context. Many of the subcategories shown in this diagram have been extensively studied and are well known aspects of youth leadership such as Adult Participation (See Hart, 1997; Delgado & Staples, 2008). Others, such as Practicing Leadership and Leadership Growth, have been studied as important factors to consider in adult leadership especially related to employment performance and management (See Avolio & Gardner, 2005;) but have not been as extensively studied as fundamental components of youth leadership. This framework is a useful tool to consider when (a) designing, (b) developing, (c) implementing, and (d) evaluating environmental youth leadership programs.

Theoretical Sampling

According to Charmaz (2006), "anchoring [...] categories in a solid substantive base first gives [...] leads about where and how to proceed in other areas" (p. 106). The Framework of ECP Fellow's experiences above provides the substantive base from which grounded theory emerges in this study. The categories identified in this framework were compared to the themes that emerged as most significant through the coding process. This comparison revealed that the main findings in this study fall into the categories of: (a) Leadership Requirements, (b) Practicing Leadership, and (c) Leadership Growth.

Leadership Requirements

The ECP Fellows required the following conditions in order to be successful environmental youth leaders:

- Substantial interpersonal skills that they use to 'convince' people, or influence them as leaders to participate in environmental efforts
- Adult and youth support from friends, teachers, family, and community members

- Substantial ‘real world’ knowledge about environmental issues
- Inspiration from others including peers, family, teachers, and other leaders (idols) to pursue environmental youth leadership

Practicing Leadership

With the above-mentioned Leadership Requirements in place, ECP Fellows were able to practice leadership with the following abilities:

- ‘Convincing’ others to participate in their community projects
- Doing the work and taking the actions required to successfully implement their community projects
- Developing a leadership style that allowed them to earn the respect of others through relationship-building and establishing trust
- Managing all aspects of their projects to a successful conclusion

The absence of the leadership requirements such as lack of adult and youth support resulted in a negative outcome for one ECP Fellow.

Leadership Growth

When leadership requirement conditions were present, ECP Fellows experienced individual growth through the process of practicing leadership. They did this through the following:

- Self-discovery – each ECP Fellow experienced new aspects of themselves they did not know existed such as:
 - Confidence
 - The ability to ‘convince’ others to participate in all aspects of their leadership experience
 - The power to change others’ lives through action

- Transformation – each ECP Fellow experienced a transformation in the way they think and see the world through changes in the following:
 - Environmental consciousness
 - Passion for environmental causes
 - Pride
 - A deep understanding of the complexities of environmental conditions and community dynamics
 - A basic understanding of the socio-economics of leadership

Emergent Theory

The data from this study suggest that in order for environmental youth leaders to experience success in their roles in influencing their school and communities' efforts to adapt to and reduce their contribution to climate change, they require formal environmental education and leadership training focusing on real-world issues affecting their communities, combined with intensive interpersonal skill training providing them with the skills to effectively convince or persuade others to participate. Additionally, adult and youth support networks which include family, peers, teachers, and community members are a core requirement of environmental youth leadership success. These support networks can be framed and enhanced by organizations and agencies responsible for training and deploying young leaders to be agents of change in their communities. Furthermore, the results of the study, which suggest that each of these young leaders went through a period of self-discovery which led to transformation in behavior and/or thought, suggest that leadership programs include a reflective component that allows young leaders to reflect on their leadership experience while providing emotional support. The ECP did

not include a formal reflective component for the five ECP Fellows who were selected for funding for their community projects. This idea will be further discussed in Chapter 5.

Definition of Environmental Youth Leaders and Environmental Youth Leadership

As stated in the introduction section of this paper, environmental youth leadership is the weaving together of environmental activism, youth participation, and youth leadership. Considering these concepts and following the Model of Pro-Environmental Behavior (Kollmuss & Agyeman, 2002) introduced in Chapter 2, the following definitions of environmental youth leaders and environmental youth leadership in this Bangladeshi context are offered:

Definition of Environmental Youth Leaders in this Bangladeshi Context:

Environmental youth leaders are youth ages 10-24 who:

- **Are equipped with real-world environmental knowledge.**
- **Have developed an environmental consciousness.**
- **Exhibit pro-environmental behavior.**
- **Are able to convince others to support them, join their cause, and allow them to practice leadership.**
- **Have well-developed support networks of friends, family, and/or community members in place.**

Definition of Environmental Youth Leadership in Bangladesh:

Environmental youth leadership is the practice of youth leading others in pro-environmental actions for the betterment of society.

The core categories and conditions identified as critical for each ECP Fellow's leadership success which provide the basis for these definitions are further analyzed through narrative analysis.

Narrative Analysis

The narrative analysis is organized by first presenting the narrative restories of each ECP Fellow to establish the basis and provide context for their stories. Then, the core categories defined in the grounded theory are further analyzed within the scope of the ECP Fellows' experiences, within the wider shared experience, and finally, within the socio-political context of Bangladesh and South Asia.

Narrative Restories

This study employs the categorical-content analysis method of narrative analysis outlined by Lieblich, Tuval-Mashiach, and Zilber (1998) and restory structure outlined by Connelly & Clandinin (1990). Using these classic methods of narrative analysis, the text is restoried by building in the past, present, future and place (See Chapter 2) and then broken into smaller pieces and subjected to descriptive or statistical treatment known as "content-analysis" (p. 112). Restorying allows the researcher to add important details about the story that provide the setting and context. The setting in this narrative research includes friends, family, community project setting, home, social organization, and school, all the places in which the ECP Fellows' stories physically occur (Ollerenshaw & Creswell, 2002). The context is highlighted by the important socio-political, cultural, and inter- and intra-personal events that occur in the background while the story is taking place.

Restorying narratives also allows the participant and researcher's voices to be heard in tandem as Clandinin & Connelly (2000) describe in the following passage:

Narrative inquiry [...] is a process of collaboration involving mutual storytelling and restorying as the research proceeds. In the process of beginning to live the shared story of narrative inquiry, the researcher needs to be aware of constructing

a relationship in which both voices are heard. The above description emphasizes the importance of the mutual construction of the research relationship, a relationship in which both practitioners and researchers feel cared for and have a voice with which to tell their stories. (p. 4)

This study employs “The Three-Dimensional Space Approach” to restorying which, according to Ollerensaw & Crewsell, is based on Dewey’s philosophy of experience, which is conceptualized as both personal and social. In order to fully understand others’ experiences, the researcher must examine how they interact with other people. This approach also aligns with the grounded theory analysis, which also analyzed the ECP Fellows experiences through their interactions. There are main three aspects to this narrative approach; Interaction, Continuity, and Situation (p. 339). In this study, a table is used that includes these broad headings which capture the following information of each narrative:

- Interaction – includes the important personal and social components
- Continuity – includes the past, present, future
- Situation/place

In order to create a mutual construction of each restory, the researcher was careful to include the participants’ own words in each section of the table as well as her own analysis of the described events. Finally, in accordance with Ollerenshaw & Crewsell (2002) and Reissman (2006), who posit that narrative research requires that the researcher actively collaborate with the participants throughout the research process in order to stay true to the participant’ story, and as previously discussed, all of the respondents validated their narrative restories, which adds to the validity of this research. All five ECP Fellows’ restories are presented below

Table 4.6

Binita – Pond Sand Filtration Project - Three-Dimensional Space Narrative Structure Approach

Interaction		Continuity			
Personal	Social	Past	Present	Future	Situation/Place
“I have just given them a new life” (Binita’s journey to build a pond sand filtration system on an island that gave 6000 people access to clean water)	Has many friends including many males who all ‘support her in everything she does’	“My family supported me, so I had no problems”	Has a deep sense of pride in her accomplishments “As you know, water is another name for life and I just gave [that to] them”	“It has changed my mentality about how to spend money”	1 st interview -Via Skype from her home in Bangladesh
	After she got back from ECP everyone at home looked up to her and wanted to know what she learned	Felt great respect at being chosen as an ECP Fellow	Recognizes that male support (e.g., cousin, father, and other males) necessary in Bangladesh society	Foreigners can come to Bangladesh to help empower young leaders to take charge of environment	2 nd interview- In her modest home in Khulna, Bangladesh (In a more rural area than other ECP Fellows)
	“My friends love me so much and [...] doing all the things that support me”	Did not stay within her budget had many financial problems completing project	Believes that a positive attitude is required to build self-confidence and be successful	Wants to help take care of the environment “I have learned that the life we live in cities is not the real life and we can help others with little money”	In the family living room late at night after a large celebratory meal with her family
	Listens to others and then talks – respects others’ ideas	Learned about environmental conditions at a young age from her father, a forest ranger at the Sundarbans Reserve Forest	Believes she can accomplish anything with the skills she learned as ECP Fellow	Wants youth to work hard to ‘free’ Bangladesh from environmental problems	Her teenage male cousin sat with her to help translate and support her in the interview
	“In our society girls are not safe” Cultural norms require males to help females do work in Muslim country of Bangladesh		Feels that the ECP training and leadership experience changed how she thinks about money	Feels that ECP experience gave her self-confidence for the future. “I do not get afraid of anything”	Less affluent than other ECP Fellows Faced corruption in financial component of project
	Has many role models (friends, family, ECP trainers and Staff including Shehab)	Convincing others was the hardest part of leadership	Believes the desire to lead is not learned but comes from within a person	Feels that thinking about the environment is not enough – youth have to work hard to create future change	Binita’s English is not as strong as the other ECP Fellows. The interview required intensive translation

Adapted from Ollerenshaw & Creswell (2002), “Narrative Research: A Comparison of Two Restorying Data Analysis Approaches.” *Qualitative Inquiry*. 8:3. p. 340, with permission.

Table 4.7

Badal – Solar Bottle Lighting Project - Three-Dimensional Space Narrative Structure Approach

Interaction		Continuity			
Personal	Social	Past	Present	Future	Situation/Place
“For the first time in my life it felt like I was actually doing something for people” (Badal’s journey to install solar water bottles in a slum providing electricity to 85 families - 420 people)	“He [best friend] has been the most helpful in everything I have done with my project and everything about the environment and everything”	Created project proposal, verified the cost, devised the solar bottles, and made a budget with friend support	“When they [youth] cannot use lights, they cannot study” “I saw the dark houses turn so bright” “The most important thing in my life is going from talking to doing”	“Electricity is one thing that can change their life” Consciousness will start with youth not the government	1 st interview -Via Skype from his home in Bangladesh 2 nd interview- In a restaurant on the 4 th floor in downtown Dhaka overlooking a busy square
	Worked with slum members helping them learn how to install and use the solar bottle devices (empowering them)	“We talked to people and we convinced them” Indicates many times that this was difficult	“Small is beautiful” Feels that small actions can make a large difference Most rewarding part is having others interested in what he is doing	“If everyone is trying to solve one problem like this, we are going to reach our ultimate goal”	“People in Bangladesh always say that these people living in the slums are so bad and they are always committing crimes but none of [these people] try to do something to improve their lives”
	Was inspired through the ECP experience hearing and learning about what others who care about the environment have done	Identifies his biggest problem as trying to prove to the people living in slums that he wanted to help them “We had to make them understand the whole thing is free”	Empathizes with people – wants to help solve their problems Is inspired by Chomsky “He taught about how the world is supposed to be a better place”	He is going to continue to work on this project and also work on other projects including iEARN BD and Smallfoot with children	People in the slums had a hard time believing that someone wanted to help them for free “The people in the slums are used to people trying to take advantage of them”
	Learns about environment and communicates with friends through the Internet and social media such as Facebook	Was persistent and eventually community members began to believe Needed U.S. Department of State name to be successful.	Feels it is hard to shuffle leadership duties with education because expectations are so high and there is so much family pressure	Feels that consciousness, unity, and mass awareness are needed for youth to make future change	Mom was greatest moral support “I knew that if I ever had any problems I could go to my Mom and she would solve all of my problems” Badal was articulate with excellent English skills and comes from a more affluent family

Adapted from Ollerenshaw & Creswell (2002), “Narrative Research: A Comparison of Two Restorying Data Analysis Approaches.” *Qualitative Inquiry*. 8:3. p. 340, with permission.

Table 4.8

Chandi – Vermicomposting Project - Three-Dimensional Space Narrative Structure Approach

Interaction		Continuity			
Personal	Social	Past	Present	Future	Situation/Place
“I had to do this, so the whole world was gone away and I stopped caring about anybody, and I just started doing it” (Chandi’s journey to develop fertilizer through vermi-composting that can be used in agriculture)	Worked with one friend “who helped her a lot” to begin environmental club at her school and had support from some teachers but students were not as interested	“I thought I could develop this [rich fertilizer through vermicomposting] and I could reach the farmers”	“During the rainy season the water is on the bedding so most of the cultivation gets ruined and in the summer season most of the cultivation does not get water, so that is why the farmers use chemical fertilizers, but [they are] ruining the soil”	“Until I change the life of at least one farmer in my country I do not think I have been successful”	1 st interview -Via Skype from her home in Bangladesh
	Identifies her problems in the project as lack of cooperation from other students. “They did not have much expectations about it [...] and for some reason I did not get much help from other people”	“I reached out to farmers here in Dhaka, but we did not get many farmers here”	“She [environmental youth leader] has to be down-to-earth, sacrificing, and has to, before telling other people to do this or that for the environment, she has to try it for herself	“My biggest success was when I ate the first vegetable out of my garden – a lady’s finger – it was huge and really nice”	Lives on private military grounds, most affluent of the ECP fellows
		Feels bad about the results of her project	“According to Bangladesh standards, I live a very luxurious life”	Fells that the youth [can make a difference in the environment or reduce the effects of climate change] because “We see that, we live in that, we live in pollution – so the way we understand the need for having a better or greener world [is different than other youth]	2 nd interview- At a civil golf club Her father is a High-ranking military officer Chandi had excellent English skills
	Used Facebook and posters to promote the club to other students	Supported by both parents “My father helped me get the things I needed to set up the project. He also helped me a lot” “My mother visited the site every day”	“In our country, [...] the students are so busy with their studies they hardly have time for anything else and if they do, their results will be very poor. I have to choose a leader from the highest class in my school otherwise there will be systematic problems”	Feels that in order for youth to make a difference in the environment in the future they need more encouragement	Visited her garden at the top of a building. Took a private car (very rare) to view the vermicomposting project
	Has many role models (friends, family, ECP trainers and Staff including Shehab) and is inspired by mother			Feels that, in Bangladesh, change starts with the government Education Board taking initiatives to put environmental education in school curriculum	
	“Nobody had hope in my project” (They did not understand it - not the normal type of project)	Had problems finding a moderator to support her club	“The hardest part [of being a leader] was convincing them to listen to me”	She will learn from what she considers to be a failure	Had a family employee who tended to the garden

Adapted from Ollerenshaw & Creswell (2002), “Narrative Research: A Comparison of Two Restorying Data Analysis Approaches.” *Qualitative Inquiry*. 8:3. p. 340, with permission.

Table 4.9

Lalita – Slum Clean-Up Project – Three-Dimensional Space Narrative Structure Approach

Interaction		Continuity			
Personal	Social	Past	Present	Future	Situation/Place
“Yes, I think the youth of Bangladesh [can make a difference] if they are trained well and they have this morality in them and the ambition to do something for the environment - because they are our only hope” (Lalita’s journey to give 38 families a better life in their slum)	“when I got back to my school my principle and teachers in the school were really supportive [...], and friends as well as classmates”	Inspired by mother who is her role-model “I have my mom and she was really, really supportive throughout, I mean she is the sole reason I am part of the ECP”	Feels that speaking up and doing things are essential to leadership and that the ECP experience gave her confidence to speak up “being a leader is not going to seminars”	Is slowly discovering herself, “seeing a new me” Will continue to garden, recycle, and do other “simple yet very important things” for the environment	1 st interview -Via Skype from her home in Bangladesh
	Has one friend that worked with her and on her behalf during all aspects of the project “She [her friend] would say “Lalita is right” and others listened				2 nd interview- In her modest home in Chittagong Bangladesh (a large city in southeastern Bangladesh)
	Other students wanted to know “what would be their benefit in [their participation]” before they would commit to environmental club	Choose this project because she was inspired by a similar project she participated in during 6 th grade	Identifies biggest success as creating partnerships with institutions and people	Will get feedback from slum by having “mini-sessions and building long-lasting relationships	Mother was nearby and Lalita’s best friend sat with her and contributed to the interview
	Had problems communicating with and managing situations whereby nearby slums wanted same resources as the chosen slum	“People asked why are girls doing it? Boys and equality – outside people were the worst. Boys my age were really supportive, and they know my abilities” “Girl power-struggles”	Emulates other leaders like Shehab “Wherever he goes [Shehab] he is a leader speaking up so that I what I try to copy”	This experience has changed the way she thinks about the world, her country, and the environment “we are part of the environment”	Lost her father to illness at a young age and was raised by her mother
					I spent time in her city with her mother touring a Hindu temple (Lalita is Hindu)
	Inspired by principle “her idol,” who is a woman	Had respect issues being the youngest as she had to convince those older than her to support her	Feels that being able to convince others, trust, and morality are crucial for getting others involved	“Education and awareness are the most important things I am doing”	I toured the slum with Lalita, her friend, and her school moderator The individuals in the slum were very excited by my presence and cleaned up the slum and put on their best clothes for the event.
	“If I see one of my friends throwing [trash] on the floor, I go pick that up and say you should not do that [...] and after the third time she [throws it away]. That is how we bring about change”	Communication skills were important to the success of her community project “I kept taking to them until I convinced them”	“When you do something, people see that, and they know that [I am] doing something and [think]we can do it as well”	Would like more experiences with environmental issues Wants to continue to train young leaders by sharing her story	

Adapted from Ollerenshaw & Creswell (2002), “Narrative Research: A Comparison of Two Restorying Data Analysis Approaches.” *Qualitative Inquiry*. 8:3. p. 340, with permission.

Table 4.10

Leena – Rainwater Harvesting Project - Three-Dimensional Space Narrative Structure Approach

Interaction		Continuity			
Personal	Social	Past	Present	Future	Situation/Place
“I have grown as a thinker and a speaker and in confidence - even my personality has changed. Now I think eco-friendly” (Leena’s personal journey to provide clean water to six families (50 people) through rainwater harvesting”)	Her classmates “were genuinely interested and wanted to do as much as they could to support the environmental club”	“Her father supported her throughout the project and was ‘very, very helpful’ He went with her to the site and helped convince others	“In the summer we are having severe water problems in our water in our apartment and our homes”	“Rainwater harvesting is not very difficult. It is not something you have to spend a lot of money on”	1 st interview -Via Skype from her home in Bangladesh *Excellent English
	Convincing means “you have to make people join the club. [...] make the teachers understand that environmental club is actually important and is going to come to some use”	She and her friends were discussing what they could do for the project when it started raining “when we saw the rain we were inspired” “Convincing teachers was hardest part of leadership” for Leena	Feels environmental youth leaders need to be convincing, honest, dedicated, self-confident, good students and innovative	“Yes, it is possible “for Bangladeshi youth to make a difference] because nowadays [they] have realized that you cannot depend on adults because adults are not going to step forward”	2 nd interview- In her middle-class home in Dhaka after a tour of her school, and a lunch with her family
	“Guys are more dominating and more confident” Her male classmates helped her find her voice by telling teachers and others to listen to her	Identifies the ECP training as important because the sessions gave her the tools to convince people and the confidence to speak in front of a crowd	“I see people throw litter and nowadays this affects me a lot” “I listen to people and then make decisions”		Leena’s family was nearby during the interview and was very supportive
	“Family plays an important role – moms, dads, brothers, sisters, if they believe in your cause, if they think you can really do it, then you really can do it”	Needed adult participation in order to be successful “When they saw my dad and saw that I had adult supervision, [...] they were convinced”	Some teachers are still trying to back out of the environmental club “I think I was unable to completely convince them”	“You don’t need your family to be well-off. If they inspire you, if they tell you that you can do it, you can do it by yourself	I met with Leena’s environmental club, visited their gardens, and met with the school administration
	She became interested in environmental youth leadership when students came to her college and told her about ECP	Met with resistance from community members at first but then she received “a call from another family, and they said would you please come do it at my house? That was the proudest moment of the entire project”	“It is still raining but [the families] have traps in the ground so it is easier [for them because] they do not have to go outside in the night to get water. They are really using it”	Awareness is necessary for Bangladeshi citizens to become leaders “you need to constantly give them opportunities” Feels confident for the future	She had a nice school, but it had so many students they had two sessions (morning and night)
	Participation from American Center important for success				

Adapted from Ollerenshaw & Creswell (2002), “Narrative Research: A Comparison of Two Restorying Data Analysis Approaches.” *Qualitative Inquiry*. 8:3. p. 340, with permission.

The above narrative restories allow the ECP Fellow's stories to stay intact throughout the narrative analysis process and reveal that each ECP Fellow had unique experiences related to their environmental club creation, support system, and project outcomes, among others. These restories also reveal and support what was found in the grounded theory analysis, which is that each fellow had certain leadership requirements that allowed them to practice leadership, which led to a period of self-discovery, and personal transformation which allowed them to grow into their roles as leaders. Convincing Others, Youth Participation, and Transformation, as identified in the Grounded Theory section of this paper as core components to the ECP Fellows' leadership experiences, are now analyzed through a narrative perspective to provide context for understanding.

Conditions Required Environmental Youth Leadership

Convincing Others. Convincing others emerged as one of the key components of the ECP Fellows' leadership experiences. Convincing is the ability to "to bring (as by argument) to belief, consent, or a course of action" of another which can affect their behavior ("Definition of CONVINCER," n.d.). Convincing, synonymous with persuading and influencing, is identified in the literature as a core component of leadership, especially as it relates to organizational management and politics. "The component common to nearly all classifications [of leadership] is that leadership is an influence process that assists groups of individuals toward goal attainment" (Northouse, 2016, p. 16). Northouse (2016) posits:

Leadership is a process of influencing others; it has a moral dimension that distinguishes it from other types of influence, such as coercion or despotic control. Leadership involves values, including showing respect for followers, being fair to others, and building community. It is not a process that we can

demonstrate without showing our values. When we influence, we have an effect on others, which means we need to pay attention to our values and our ethics (p. 348).

While the grounded theory analysis clearly showed that one of the most important aspects of leadership for each ECP Fellow is their ability to convince people to support them, the narrative data reveals the array of conditions in which these young leaders had to use their skills in these efforts. Figures 18- 22 show excerpts from each ECP Fellows' narrative describing their experiences convincing or not convincing people.

Figure 18 illustrates Lalita describing her philosophy on how to get others involved in youth leadership. In this excerpt, Lalita describes how she begins convincing with specific language, and if she feels she is unsuccessful, she shifts tactics to "show them the reasons" why they should come work with her. She tries to convince them by using her own experiences and thinking ahead to plan how she will counter the other youths' possible arguments. Lalita clearly shares her values in what she deems important, shows respect for followers in the way she engages with them, is fair to others in that she debates with them rather than imposing ideas on them, and tries to build community by sharing her environmental consciousness and through exhibiting pro-environmental behavior.

P - How can you get others involved in youth leadership?

L - I think first is convincing them. Making them realize, as in the past questions I have added that to go to them and say to them "look, this is what we're going through. I need your help, or we have to work together." So if they understand the matter and they're convinced, they will, of course, come and work with me. But if they're not, you have to show them the reasons why they should come and work with me. If they have other issues like "what is my benefit in it, or what if it does affect my other things in life." I would, maybe give an example of my life saying. "Come on, I'm doing it, I'm not having any problems. So you won't have." There are two more things that depend on the

Figure 18. *Lalita In-Person – Convincing*

In Figure 19, Binita describes what she learned as an environmental youth leader. In this passage she reveals that she has formed a deeper understanding of the realities of those living in the villages most affected by climate change and noted that it does not take much money to help these individuals. Money is a recurrent theme that can be seen in Binita's restory as she struggled to stay in her budget. She further describes that it is through convincing others of her leadership abilities, she is able to determine what the villagers need, and with confidence, she is able to convince them that she can meet their expectations. Binita clearly has established values in that she listens to the needs of others, she shows respect for, and is fair to, those she is trying to help because she cares about their issues, and she also participates in community-building through her actions. Binita built a pond sand filtration system that gives fresh water to 6000 people which indicates that she was successful in convincing others as well.

P - Can you tell me what you learned?

Binita - I learned that the life that we are living in cities or in that is not the real life - the people that live in the villages that are affected by the problems serious kinds of problems like serious environmental pollution they are so helpless and I also learned that if we want we don't need so much money we can help them with limited money if we want. So I have also learned that what people want by telling what I can convince them. I have also learned that after If I cannot do that - I have to be confident and when I start working with my confidence I can do that.

Figure 19. *Binita Skype – Convincing*

Figure 20 reveals Leena describing the difficulty of convincing teachers to join her environmental club. As seen in her restory, Leena struggled with this throughout her project and also reveals she found this to be the most difficult part of being a leader. In this passage, Leena indicates that in order to get teachers to join her club she had to exhibit first-hand environmental

knowledge and exhibit pro-environmental behavior. She also indicates that he had to rely on her friends to help her come up with new ways of thinking about how to convince the teachers of the importance of the club. Leena shares her values with the teachers including why the club is important and useful, she shows respect for followers by including them in the conversation about how to convince the teachers. She is fair to others in that she includes them in her leadership efforts, and she builds community through her actions. Through her perseverance, Leena and her friends were able to convince several teachers to participate in the project, which led to what she considers a successful outcome.

P - Can you tell me what convincing means?

Leena - You have to make people join the club. You have to make the teachers understand that environmental club is actually important and is going to come to use. Because most of the teachers question the club - why are environmental club what are you going to do in an environmental club? Do you really need it? And at that point we had to come up with ideas and ways of convincing them actually apply for some help and what other people could we get that could possibly get for some help.

Figure 20. *Leena Skype – Convincing*

Figure 21 reveals Badal discussing how he feels environmental consciousness is developed. In this passage, he reveals that he convinced others of the usefulness of solar bottle lighting devices by going into the field and installing them. He feels that actions are the best way to convince others and also share his environmental consciousness. He shares that building an environmental consciousness is a slow process, but it is through doing and sharing what he is doing, he is able to successfully influence others. Badal clearly shares his values through his pro-environmental behavior of installing solar water bottles for others, shows respect for followers and community members by including them in what he is doing and discussing the

value of his actions, he is fair to others by letting them come to him with questions, and he builds community by actually doing the work in the community; his community.

PAIGE

How do you think this consciousness can be developed? Where is this going to start? Is it going to start with the youth? With the government? With who?

BADAL

I don't think it's going to start with the government. It's going to start with the youth. Especially in my country. I know in my country the government is not going to do something as long as the youth does not push the government for it. We've been sending all these diplomats all these places all these years, but it has brought us no difference. It's been a few years I guess, people have started doing things for the environment. You see some kids actually going down the street and cleaning the streets. At first it's weird and then, when I did my project they saw some guy was at Privi taking up solar bottles and trying to put them inside tins and everything. They did not get a thing about what I did. But I think small steps like those actually created the consciousness eventually. Right now everyone in my area especially, knows a lot about solar bottles because at first I installed two of those devices in my area. I have slums in the place where I live, there are slums very close to it. So the first thing I did before even getting the money was, with my own money I went there and installed two devices. Then people started calling me up in the street "hey, what are you doing? I heard you're installing bottles." And then I explained everything. I think by doing things most importantly and then also talking about it, I think that's the way to develop consciousness and when the youth do it; everyone else is going to follow the way. That's my thought.

Figure 21. *Badal – Convincing*

Figure 22 reveals that Chandi was not successful in convincing other members of her environmental club to join her community project. She found that other students were not interested or did not understand in her type of project. She picked a vermicomposting project that is not very familiar in the Bangladeshi context. She found the project on an American

website on the Internet. She indicates that she “told them so many times” about her project but did not adapt her strategy of convincing them. She then became frustrated and decided to do the work on her own. She does not reveal that she tried to share her environmental values or put any emphasis on the science of the project, rather she ‘told’ them about it. She did not solicit friend support, or try to build trust, or a sense of community. Instead, she got frustrated and decided to do the work on her own.

Chandi - At first, I thought well okay this is a project by the American Center and students will be very interested because students in my country are usually very interested in such projects. But after I told them what am I going to do - they said why this? We thought you were going to do something like solar bottle or other projects like that nothing related to earthworms so they were like we will think about and we'll see and I told them so many times and they said they would help you out for reaching out to other people but we can not help you by going out to build the project. Other people kept me hanging so I thought that I can't wait for other people any more. Something came in to me and made me feel like I had to do this. It wasn't about completing the project or anything it just shook me that I had to do this so the whole world was gone away and I stopped caring about anybody and I just started doing it.

Figure 22. *Chandi - Not Convincing*

As seen from the above narrative excerpts, the ECP Fellows had mixed experiences with convincing others in their leadership experience. Lalita employed several different strategies to convince others to join her in pro-environmental behavior and adapted her strategy based on their responses. These tactics worked, and she was successful in getting students to join her. Overall, Lalita feels she was successful in her environmental leadership efforts. Binita found that she had to be persuasive in her communication with local villagers in order to find out their needs before she could even begin to develop her ideas for a community project. She learned that she had to convince, or persuade, with confidence and once she did that, she found success. Badal found

success influencing others by going out in the community and showing the community members first-hand what he wanted to do and conveyed to them why it was important.

Chandi, on the other hand, was not successful in convincing others to join. Perhaps because the other students did not understand her ideas of vermicomposting, which fell outside of what they knew and understood about the environment (earthworms), the students were not convinced, and did not join her project. She became frustrated and “stopped caring about other people,” which led her to do all of the work on her own. Overall, Chandi does not feel she was successful in her environmental leadership efforts.

Convincing others is a complex part of leadership. Successfully convincing others in this study required ECP Fellows’ to be flexible and have different strategies in their toolbox for different situations. Four ECP Fellows in this study required friend support in their efforts to convince others to participate in their community projects. In doing so they shared a clear set of environmental values, established trust, showed respect for followers, and participated in community-building efforts. Without these components, one ECP Fellow did not experience success in convincing, or influencing others. This student’s lack of success could be due to the fact that vermicomposting was unrelatable to the other students.

Adult and Youth Participation. Along with the ability to convince others, ECP Fellows also required adult and youth support in order to be successful in their roles as environmental youth leaders. Types of youth and adult support ECP Fellows identified as important during their leadership process are listed in Table 4.11. This table reveals that the Fellows received both adult and other youth support throughout their leadership experience. The narrative restories in this study reveal that each ECP Fellow could not have completed their community projects without the support of other youth. Even Chandi, who felt unsuccessful in her vermicompositng

project, felt that she could not have completed the project without the moral support of her friends. Different levels of adult and youth support occurred throughout these youths' ECP experience and community project implementation.

Table 4.11

Types of Support ECP Fellows Received During Leadership Experience

Youth Support	Adult Support
ECP Trainers	ECP Trainers
Friends	Mother
Other ECP Fellows	Father
Students at their School	Principal
Students in their Environmental Club	Moderator
Siblings	Teachers
Cousins	School Staff
	Community Members

Table 4.12 reveals the individuals that each ECP Fellow identified as most important in creating their environmental club in their school. The creation of the environmental club was a critical component in the ECP Fellows leadership process because it was through their club, and with the support of their club moderator, that they were able to implement their community project. Each ECP Fellow identified a family member and someone at the school as important. Three of the five ECP Fellows identified friend support as being most helpful and all five indicated that other youth support was critical at this early stage in the ECP program.

The findings in this study support the vast array of literature revealing the importance of adult support (See Hart, 1997, Delgado & Staples, 2008; Theis, 2007) to youth leadership. The literature also supports the importance of youth and peer support (See Delgado & Staples 2008;

Table 4.12

Individuals Identified as Most Helpful in Creating Environmental Club

In what ways have others in your school, community, and/or family been helpful in creating an environmental club?	Binita	Family helpful – father accompanied during each phase – club advisor – friends (classmates) most helpful made it all possible – Mother inspired her and gave her permission to participate - Shehab from BYEI also went to his school and spoke to the teachers
	Badal	Best friend (classmate) and partner in project made it all possible helped with ideas and getting support – mother provided essential moral support - Shehab from BYEI also went to his school and spoke to the teachers
	Chandi	Friend (another ECP Fellow and classmate) helped a lot – club moderator helped with convincing everybody about the club – Shehab – family gave a lot of support
	Lalita	Security guard in school helped a lot by allowing them access to the school and helping hang posters – mother made it all possible by telling her she could do it –classmates support essential
	Leena	Teachers – father gave a lot of support by going with her to different locations which helped convince others to let her do the work – classmates inspired her

Dugan & Komives, 2010) to youth participation and leadership. This study, however, finds that youth support, specifically in the form of peer support, in the form of other environmental youth leaders from the parent ECP project as well as other friends and family members (cousins) is a critical component for ECP Fellows' success as environmental youth leaders in Bangladesh. This could be due to the design of the parent ECP project which included opportunities for the students to obtain this type of support. Delgado & Staples (2007) refer to this type of peer support as second-line support, and indicate how first-line and second-line leaders work together to meet the goals of a project in the following passage:

Leadership may be centralized (one or several youth) or may be shared. Second-line leaders are core activists who participate regularly in meetings, activities, events, and committees; they serve as links between the top leaders and rank-and-file members, helping maintain accountability and two-way communication. Frequently, but not always, new first-line leaders emerge from this group.

Regardless, second-line leaders usually function as worker bees and provide the honey that holds the group together. (p. 86)

Figures 23-27 describe how each ECP Fellow relied on their peers in their leadership efforts. In Figure 23, Lalita describes how her friend, also an ECP Fellow, whom she describes as her “soul sister,” would act on her behalf. Importantly, Lalita describes that it was because she trusted her friend completely, that she was able to allow her friend to act and speak on her behalf as a second-line leader even describing her as her Vice President.

L - My friend, she's a best friend of mine, and as I said, a soul sister to me. She applies with me for the same training, ECP, so while going through the procedures of ECP, until the personal interview was taken, she understood the full thing. She knows how I have been selected to ECP, what training I took at ECP and all of it. When I had to go to my other friends and explain how I got selected to ECP, what did I learn here, she already knew about it. I didn't have to explain to her the importance of the teachings that I got and why it is important for us to take action because she already knew it. Then when I had any ideas, or I had to talk to the teachers or my friends, we shared the same friend circle. When I was not there to talk to my friends about it, she used to give backup. She would say "guys I think you should go work with ECP." All these things she used to backup for me and speak with my friends when I was not present and it did have some effect on my friends because I would be supporting myself, what I am doing is right. You should do it. But when an other person goes and says "yes, she is right." It actually rings a bell. Like yah. She would say "Lalita is right. She is right." They're very simple things that she is doing, but I must say that a very big support I'm getting from her. Even in other works, like when we had the Community Project, she was actually, if you consider me as a president, I would say her as an acting president on my behalf when I'm not there, or I cannot do something. I can actually completely trust her. I just give her a call. I say "I'm not able to do it, please do it for me." She would do it. She would talk to the principal, talk, to the teachers and all of that.

Figure 23. *Lalita Describing Peer Support*

Chandi describes how a friend, also an ECP Fellow, her environmental club moderator, and Shehab from ECP, were paramount in supporting her school environmental club. Even though Chandi did not experience success in her community project, she did experience success in creating her environmental club.

Chandi - The other girl with me. She is also an ECP Fellow. She helped me a lot - both of us helped each other. Other than that one of our moderators helped us a lot convincing everybody that this club can do good and everything. We had support from Shehab Bhai also he went to our school and spoke to the teachers. Yeah, mostly them.

Figure 24. *Chandi Describing Peer Support*

Figure 25 depicts Badal describing how his friend gave him moral support throughout the project, and moral and financial support in their pilot project. As seen in his restory, Badal describes the specific ways that his friend supported him at every stage of the project from beginning to end and details how much he needed this support to be successful. This friend worked as a second-line leader with Badal doing much of the work and as Badal indicates providing complete moral, physical, and mental support.

Figures 26 and 27 depict Binita and Leena negotiating leadership within the patriarchal society of Bangladesh. Building Resources Across Communities (BRAC), one of the largest Non-Governmental Organizations (NGOs) in Bangladesh, reports that “NGOs target women as their beneficiaries in most cases. Bangladesh is a country of patriarchal society. Especially in rural areas, people are conservative, and women are not preferred to closely communicate with males outside family” (Ali, 2012, p. 1). Fitting in with this description, each of these young female leaders needed male support in order to be successful in their leadership efforts. Binita describes how her male friends and cousin provided essential support throughout her project and

even indicates that this support made her leadership experience possible, as her father required she be chaperoned by males. Leena is more specific as to the type of support provided as describes how a male friend spoke up for her and convinced others at critical times when she was struggling to lead.

Badal

The first thing and the most important thing he gave me was moral support. He would ask all these questions and then you give all these logical answers. After that people don't say "you're wrong," but they say, "I still don't think it's going to work." So this friend of mine helped me in that way. He said, "You can do it." And as I told you before submitting the projects, since he's a State Department alumni, he helped me get some grant from himself and we did a pilot version of the project together so that I can actually be confident that this is something that works. The most important thing was he gave me the moral support and then whenever I needed some infrastructure, and I lacked it, he could help me out and he did. That's why it would have been tougher even if I could do anything without him. I think it was pretty important.

Figure 25. *Badal Describing Peer Support*

Binita - Actually as I was I have to face some problems but with my friends encouraging me and when I started working it just seemed that everything is okay - they were the biggest support for me. The indigenous community was the problem, so in my college most of the members are boys and I start working with them in the morning and sometimes I was the only girl among 15 boys so my friends really supported me and they were really good and I have a cousin Sadir who also stayed with me and that is why my father always agreed.

Figure 26. *Binita Describing Peer Support*

Leena - He was very important because he is in the same grade and being a guy, he can do a lot of things that I can't. Usually I tend to request people. I go please and I go behind them and I try to get their attention. And often I fail. And it used to hurt a lot because someone's not giving you attention no matter how much you want. You're trying and trying and trying and they just keep avoiding you. What happened was, when we wanted to go to an event, we convinced the teachers they were ready, they accepted it at the last moment. At the last moment when everything was ready they were starting to back out. At that time I was breaking down. I was almost like, I'm going to cry or something. At that time, being a guy he could go up to the authority and say "we have permission. You can't do this. You can't actually deny us the help at the last moment." Maybe because he was a guy, he could do that. But he was really helpful.

Figure 27. *Leena Describing Peer Support*

Peer support is identified as a core component of authentic leadership where leaders and followers co-create the leadership process. This is certainly true in this study as well. Badal, Lalita, and Leena all experienced authentic leadership as they co-created their community projects with ECP peers. This research supports the idea that a peer-to-peer type of leadership framework can be a useful tool for adolescent leadership development programs which connect leaders with others in their peer group working towards pro-social goals. This idea will be further explored in Chapter 5.

Transformation. Transformation is defined by as “a complete change in the appearance or character of something or someone” (“Transformation Definition in the Cambridge English Dictionary,” n.d.). In this study, each ECP Fellow experienced what they felt was significant individual transformation during their leadership experience in the way they interact and perceive the world. These young youth leaders were experiencing leadership through their leadership training and as citizen participants. Burke (1979) identified six strategies of citizen participation that still are relevant and instructive today:

Education-therapy, behavioral change, staff supplement, cooptation, community power, and advocacy. Both education-therapy and behavioral change focus on making changes in individual participants, with the first approach operating from the assumption that those involved will gain “increased competency in civic affairs,” and the second endeavoring to change individual behavior through the powerful experience of group participation. (As cited by Delgado & Staples, 2007, p. 99)

The idea of behavioral change through the powerful experience of group participation is paramount to this study. The ECP Fellows had several significant experiences in group participation including the parent ECP project (which was a year-long and included many activities), through their environmental club at their schools, and throughout their community project development and implementation. Although the parent ECP project did not endeavor to measure changes in the behavior of the ECP Fellows, or purposefully attempt to change their behavior (the ECP parent project focus was on imparting knowledge and skills), these ECP Fellows all experienced significant changes in how they view and interact with the world as a result of their ECP training, and community project development and implementation.

Table 4.13 compares how each Fellow answered the interview question about how they changed through their leadership experience. This question was asked after each ECP Fellow had indicated throughout their story that they experienced significant change through their experiences. In fact, the themes of change and transformation permeated both their Skype and In-Person interview narratives.

Table 4.14 indicates what they felt was the most important part of the ECP training. All five Fellow clearly indicate that they experienced significant changes in their life including how they

think and act. According to the ECP Fellows' narratives, an important component of the changes they experienced was the leadership and climate change training they received during the ECP training.

Table 4.13

Interview Question Comparison – Change

In what ways do you think this experience has changed you?	Binita	Changed my life; changed my mentality about spending money
	Badal	ECP was the beginning of everything; I have gone from talking to doing
	Chandi	Changed the way I act; I now model good environmental behavior
	Lalita	It has changed the way I think
	Leena	It has changed who I am and how I act

The fact that the ECP training was organized and trained by other youth is significant. “When youth trainers are involved in the planning of trainings, regardless of the age of the audience, the content is enriched, and the structure is more engaging. Youth trainers bring a different

Table 4.14

Interview Question Comparison – ECP

What was the most important part of the ECP?	Binita	ECP [US Embassy backing] gave me respect in my school which made this possible
	Badal	The workshop and the trainers – to meet people who had actually done a lot
	Chandi	ECP gave me a way to go to reality
	Lalita	I learned to give genuine answers – also create awareness –education and awareness
	Leena	Everything from lectures to ideas – hearing that I might have these qualities in me

perspective and a dose of reality that is critical to planning trainings” (Libby et al., 2005, p. 115). Figures 28-31 depict excerpts of ECP Fellows’ describing the importance of the ECP leadership training. When asked how she would like to grow as a leader, Leena described how the ECP training gave her confidence to grow as a thinker and a speaker. She also indicates that her personality has changed in that she is a pro-environmental thinker.

Leena - I'm actually a pretty strong leader now when I think about it. Because if you took me back before during ECP. Even today, when there were so many students in our lounge sitting together and talking, I wouldn't have been able to ask a question. I wouldn't have been able to state a sentence. I'd start stammering or something would have happened. But now, ECP gave me the confidence. The whole talking to people. I started out small. I used to call up two or three girls and talk to them because I was afraid of standing on the stage, having a mic and talking out loud. But I have grown. I have grown immensely. The conclusion of ECP was I was able to speak my mind fluently and express to the other person what I really had in my mind. I have grown as a thinker and a speaker and in confidence. Even my personality has changed. Now I think eco-friendly. Let's not do that, let's do this. Eco-friendly.

Figure 28. *Leena Describing Transformation*

When asked how she changed through her leadership experience, Binita explained that the education she received through the ECP training program changed the way she thinks and changed her life (SAYEM is the South Asian Youth Environmental Meet, a part of the parent project). Specifically, Binita identifies that she thinks about money differently, this could be an indication that her environmental consciousness grew as a result of her experiences.

Binita - I was spending money but it has changed my mentality about how to spend money - you have seen me in ECP entertaining at that time I have turned my aim in life and I have told you that I want to be a doctor but now when I went to ECP and in the SAYEM I have come to know that I am learning other subjects in my education. It has changed my life.

Figure 29. *Binita Describing Transformation*

When asked how he became interested in environmental youth leadership, Badal described how an ECP trainer instigated his self-discovery of environmental pollution by having him compare the night sky in a more rural area of Bangladesh and in the city (Savar is a district in Dhaka, and the location of the ECP camp). He indicates that he teared up when he saw the full

night sky in the rural area. He also described how the education he received at the ECP camp piqued his interest and got him thinking about the world differently.

As far as Environmental Youth Leadership is concerned, my leadership came from the knowledge of environment. I studied a lot, since I debate and I study a lot, but exactly when it comes to doing something about the environment, when I applied for the City Fellow Project and I got into it and we went to Savar, and we worked there for one week, and that was basically the moment of revelation or something as you call it. Before that, my knowledge was not really intact. I knew bits of everything, but it was not altogether. But after going there and getting all the people to talk, and we had a lot of very good people who actually taught us about different aspects of the environment from all around South Asia, and yourself too, and that got me knowing about everything. That's when my interest came in. That's when Environmental Leadership came in. Basically, when I know something is actually harmful or something. If there is a cause, even if it's small, I can feel a difference in - I always try my best to do something about it. And then after that camp environment became the biggest cause, well I still remember that example. The instructor was telling us, "look at the sky and you're going to figure out the difference. How the environment has changed. You look at the sky from Savar; you can see all these stars. And I want you to tell me what you can see after you go back to Dhaka." And I came back to Dhaka, and that same night I went out to hang out with my friends, and I looked at the sky and that actually brought tears to my eyes because this is the first time, I actually noticed that things have changed so much. I could see just one star probably, very dimly lit. But in contrast to what I saw in Savar, it was a whole sky full of stars and everything. Things like that got me even more thinking and that's when I actually wanted to do something about the environment. We always thought that you've got to do something big, but Shehab kept telling us, you don't need to do something. Nothing is small as long as it's making a difference.

Figure 30. *Badal Describing Individual Transformation*

When asked how he has grown as a leader, Badal indicates his transition from talking about doing things to actually doing. A large part of Badal's transformation had to do with going from thinking about doing things to actually doing things.

Badal I became from someone who knew to someone who was doing something. I think that at first my leadership was about knowing, browsing, going on the internet, getting to know things, spreading them around and talking to people. Then I turned into someone who did smallest things at first and then someone who got himself associated with people and organizations who do bigger things. I think that's when the change in my leadership process from knowing and being conscious, to doing.

Figure 31. *Badal Describing Transformation*

Self-Discovery. Self-discovery is defined as the following:

- Becoming aware of one's true potential, character, motives, etc.
 - The process of gaining understanding of oneself and one's motivations and needs
- (“Self-discovery definition and meaning | Collins English Dictionary,” n.d.).

In this study, self-discovery indicates the ECP Fellows' processes of gaining empirical knowledge and experience through environmental youth leadership that changed how they interact with the world. This knowledge, combined with their individual motivations and needs, allowed the ECP Fellows to transform through their leadership experience. As leaders, this transformation changed how they interacted with others which impacted every aspect of their leadership experience including their ability to convince others to participate, self-confidence, and decision-making. This notion is supported in the literature. According to Baric et al. (2009), with the Cooperative for Assistance and Relief Everywhere (CARE):

Girls' leadership programs appear to be more successful when in addition to providing the opportunities for acts of leadership, they also include structured activities for self-reflection and discovery. These “transformational” leadership opportunities are ones in which youth can see how their efforts make change happen in their communities. (p. 12)

The ECP parent project allowed the ECP Fellows to discover new aspects of themselves that changed their worldview and character. This study allowed the participants to reflect on their experience through the act of being a PAR. The idea of reflection as a component of youth leadership development will be further discussed in Chapter 5.

Group Interview

The group interview, previously identified as a limitation in this study as only two participants could attend due to political violence in the streets of Dhaka, was first Process Coded using *HyperResearch*. Some important themes emerged, however, despite these limitations. Appendix D, *Instrument #4 - ECP Fellow Focus Group In-Person Interview Guide* reveals the questions that were asked during this interview. Badal and Leena were in attendance and were asked questions about the networks they created, kinds of communication they found useful, and how they interacted with each other to meet the goals of their projects. They were also asked what advice they would give to other youth leaders.
















Code	Total	Max	Bar Graph
Managing Obstacles/Limitations	7	7	
Giving Advice to Other Youth Leaders	6	6	
Technology	4	4	
Identifying Cultural Boundaries	4	4	
Giving Advice to Other Trainers	3	3	
Adult Participation	3	3	
Identifying Gender Differences	3	3	
Naming Leadership Style	2	2	
Doing Rather than Talking	2	2	
Transformation	1	1	
Self-Discovery	1	1	
Identifying Leadership Style	1	1	
Identifying Most Effective Ways to Communicate	1	1	
Convincing Others	1	1	
Importance of Agency Backing	1	1	
Total: 15	40		

Figure 32. Group Interview Process Coding

Figure 32 reveals that the codes and themes found in Process Coding followed closely with the interview questions. Badal and Leena agree that Facebook is the most effective method of communication for environmental youth leaders in Bangladesh. Badal, however, added while

Facebook is the most important, texting and calling were the most immediate. Leena also used email in her communication with other ECP Fellows. They also agree that technology was critical for their success throughout the ECP Fellowship; from researching their projects to communicating with peers for physical, moral, and mental support during each phase of their fellowship.

When asked to share the words they used to describe their leadership process in the Skype and In-Person interviews, neither Fellow could remember. Together, they came up with the new words ‘Shared Leadership’ that described their leadership processes. They spoke of how they prefer to talk to others, get advice and opinions, listen to all options, and then they make their own decisions as environmental youth leaders. Achieving what they considered full shared leadership, which they indicate is when student leaders collaborate and make decisions with consensus from their team, was difficult for each them, however, because of adult interference as indicated in Table 4.15. This table displays the advice these two youth leaders would give trainers of youth leaders. Leena and Badal both agree that the adult trainers should stay out of the way and let the students do the work. This idea relates to Hart’s Ladder of Participation introduced in Chapter 1, which specifies that when adults do not let youth do the work, they keep them from reaching their full potential as citizens in a participatory democratic society. It is important to note that the adults the students are speaking about are not related to ECP or any part of the parent project, but rather the adults they worked with at their schools and in their communities such as their mentors, club moderators etc. It is evident that they saw these individuals as ‘trainers’ by the language they use to describe them. The ECP trainers from the

Table 4.15

Group Interview – Advice for Trainers

What are the three most important pieces of advice you have for trainers of other youth leaders?	Leena	Trainers should let the students do the work - mostly our trainers in school would do the work for us - I think they should give us advice but let us do the work starting from talking to the principal and vice principal.
	Badal	Yes, they should make them do everything and they should just be the supervisor position instead of action. Secondly, they should also guide in terms of what they should do. The people get confused, and the kids get confused easily, and the trainers should inspire them with the small things that they can.
	Leena	Don't scold them, enforce them. They [trainers] get rude sometimes. They [trainers] expect good answers from the students - if the student can't come up with it [answer] be open to it, but if they don't get them [answers] if you don't like it, fine, but don't get angry - reject it properly and nicely.

parent project were not involved with any community-based or project work. Most of these trainers had returned to their countries of residence. BYEI staff worked with the students and their school staff or community to manage problems but did not participate in the community project decision-making.

Badal and Leena agree that adults need to be involved and support the youth but need to step back and let the students do the actual work. Hart (1997) agrees as indicated in the following passage:

To achieve shared-decision projects, children need to be involved in some degree in the entire process. The temptation is to involve them only in the conceptual design and to assume that the technical details, which commonly compromise the project and erode its original scope, are not part of children's concern but should be left to the adult initiators [...]. This is a mistake. Even if children cannot have a voice in these discussions, they should be able to understand how and why compromises are made. In this way, they will less likely to assume that their

participation was merely token and more likely to gain a realistic idea of how environments are created. (p. 44)

Table 4.16 reveals advice these Fellows would give to upcoming youth leaders. They both feel that upcoming youth leaders should get more people involved through the act of convincing. This relates to the previously identified importance of the act of convincing to the success of these Fellows. Additionally, they convey that other youth leaders should be open to new ideas, to criticism, and finally, they should ‘actually do something.’

Other themes that emerged in the group interview are cultural boundaries and gender differences. Figure 33 shows Leena and Badal’s conversation related to how gender and cultural norms played a role in their leadership experience.

Table 4.16

Group Interview – Advice for Upcoming Youth Leaders

What are the three most important pieces of advice you have for upcoming youth leaders?	Badal	Get more involvement and if you can’t convince your friend what are you even doing?
	Leena	Keep trying - don't give up so easily if you can't convince one person keep going.
	Badal	Be open to new ideas - half of the time you will be on the wrong track if not most of the time. If you are open to new ideas, you will get back on the right track.
	Leena	Be open to criticism as well - people are going to criticize you.
	Badal and Leena	Actually do something.

Their rich discussion reveals how each of them saw gender from their unique perspectives as male and female. Leena begins by describing how leadership is harder for females because they do not exhibit the strength of males. Badal disagrees and shares that in his experience, females understand what is happening and are more dedicated, especially when they have family support. He finds that males are more concerned with whether the project is ‘cool’ and face peer pressure

to not participate. Leena counters with the fact that girls have so many restrictions imposed by their society. They agree that their society has gender discrimination and they both found this a limitation in their leadership experience. These gender differences are well documented in the literature. Greenwood, George, Murphy Jr., Teahan, & Madero (2016) in their exploration of cross-cultural and gender differences in Asia found that “women possess higher social (collectivistic) value orientations; males possess higher personal (individualistic) value orientations” (para 1).

Paige - So you brought up the role of gender in leadership so sometimes girls are...

Leena - girls try to take it peacefully, try to do quietly and smoothly as possible. And they take their time they are quiet patient actually I came a long time to come back to track but I had a friend of mine who was really good actually who - he would demand teachers and everyone and say this must be done. And my teachers promised me that they would get it done but almost at the end they would hold up their hands and say I cannot take it. At that time the girls would say ok fine we would be all teary we are going to cry at any moment but a guy he takes it strongly and says no, that is not how it is done. To Badal - you agree right?

Badal - not completely - Mostly I think working with guys it has been kind of tough in a sense because at least in my friends circle - my friends feel like maybe they are going to do something and it is not going to be as cool - maybe they have more important things they say they have to do. They are hanging out all the time doing nothing which is apparently really important to them. So I think it is actually about getting some help from them - maybe people are too afraid to try and just go for it. With girls leading the whole process it is almost easier because girls are open to feedback so maybe that is why if a girl has a new idea she just goes with it - supports her the family supports most of the time she can always do it but for a guy you have to get out of the fear and rationality. In my case it was there and my friends did not think it is cool later they came into it and they figured out that it is about being cool it is about something that is fun and something that is actually making a difference. But I never had to go to a girl and explain that. I tell her what to do and what I am doing and most of the time girls understood it but with guys I had to... they are really efficient of course, once you convince them. That is why I think girls can just go with it and guys have a tough time getting across the barriers the peer pressure - How the society has personas like you are this and girls are that. (stereotypes)

Leena - girls are open to the ideas but they are not as effective as guys they have too much restrictions. You can't go out now - you can't do this now it getting late come back home. You can't go out of our area. You can't go out of your town - stay in your town (word not understood) You can they are definitely open and they are comparatively less effective.

Paige - that is what I have heard from several of you is that you needed the father or friends there at all times you to give the support in the community.

Leena - even from convincing the locals we are going to do the project over here if it is a girl they think of it is a girl doing it they wont do it really good. It is girls. If they see guys as well they think it is fine with guys they know what they are doing. Bangladeshis have still not gotten over the whole gender discrimination thing there is still a bit of that everywhere.

Paige - You're shaking your head so you agree?

Badal - I saw that happening. I mean as far as fieldwork it can be really tough with girls we had to work from morning to 6, 7 or 8 and then the girls I worked with I had to drop the girls back at their houses but I did not have to drop the guys. It was a bit of a drag. But then again I don't know why all those girls I had to drop back at their home after the work with me and my project was unnecessary - probably I might get mugged but I know that girl is able enough and probably smarter than me and not going to get mugged but still her parents were like - I remember the first weekend and there was a girl and she was an US alumni and her dad dropped her and he mentioned don't forget drop her back home and we had to take her from Mirpur to Gulshan and this happens most of the time (long distance) and it was a big problem with girls but there was always something else in there like that with girls because she had a way around it. She does not get paid she does not even get a certificate - she got her dad convinced and ready to drop her - but all of it was unnecessary but sadly it was always there but they can always work around it. Not all girls can do it but girls who are super interested can always do it.

Paige - you think your culture just makes it more challenging really hard for women?

Leena - It binds us.

Figure 33. *Group Interview – Gender Differences*

Baric et al., (2009) state that “girls must be well acquainted with themselves and critical of the status quo in order to lead” (12). They further equate critical reflexivity with empowerment because it might enable girls to challenge discourses that help sustain women’s subordination to men. Finally, they posit:

In developing country contexts, such critical reflexivity could come with considerable risk to girls, who could pay a high price for questioning patriarchal norms that subjugate women and girls—sometimes even as a matter of law. However, experience from various organizations shows that this kind of critical reflection can still be done in safe spaces where relationships and the enabling environment are set up to support girls and manage expectations for the change that they can make in their world. (p. 12)

Leena ends this portion of the discussion by indicating that their culture ‘binds us.’ The words she uses reveal the complexity of culture in relation to gender and leadership as a whole. Cultural norms are entrenched in all societies and especially in the patriarchal society of Bangladesh. Environmental youth leadership programs must take cultural norms and gender expectations into account when designing programs and develop ‘safe spaces’ where girls are able to critically reflect and participate and boys are allowed to break through the stigma of participation. These ideas will be further explored in Chapter 5.

Conclusion

The guiding a priori proposition of this mixed methods study, that certain conditions have to be present in order for environmental youth leaders to experience success in influencing their school and communities' efforts to adapt to and reduce their contribution to climate change, proved to be correct. This mixed methods study reveals that environmental youth leaders require

the ability to influence others through the act of convincing, support from peers, trainers, and other youth, and individual transformation of their environmental consciousness and pro-environmental behavior. These attributes, combined with the proper support system in place, allowed these young leaders to experience success in their roles. Without these attributes, or perhaps because her community project was not relatable to others, one ECP Fellow did not experience success in her efforts to influence her school or communities' efforts to adapt and reduce their contribution to climate change.

This data analysis reveals that there is much to learn from the narratives of environmental youth leaders. The voices of these five ECP Fellows are powerful and passionate and their rich experiences can be used to inform other youth programs and youth leaders around the world. The findings of this study will now be considered in terms of directions for future research.

CHAPTER 5

CONCLUSIONS

REVIEW OF IMPORTANT FINDINGS

Youth leadership literature reveals a gap in the area of environmental youth leadership and indicates the voices of young leaders are not often considered in leadership studies. *Voices of Bangladeshi Environmental Youth Leaders: A Narrative Study* narrows this gap by recording and analyzing first-person narratives of environmental youth leaders who shared their stories as PARs who designed and implemented environmental clubs in their school and community projects in their neighborhoods in Bangladesh. These youths' stories were analyzed using a mixed-method approach of constructivist grounded theory and narrative analysis which enabled significant themes to emerge while allowing the youths' stories to remain intact.

The aims of this study are to: (a) describe and understand the experiences of five Bangladeshi environmental youth leaders as they engaged in participatory social engagement as Participant Action Researchers (PARs) during their environmental youth leadership roles (b) understand the conditions necessary for environmental youth leaders who experience success in their leadership positions; (c) define environmental youth leadership and environmental youth leaders; (d) explore environmental youth leadership as an educative process that can facilitate widespread environmental literacy and engagement in Bangladesh, and throughout the world and; (e) contribute a new grounded theory analysis to environmental youth leadership theory.

This investigation brings these youths' voices up out of the countryside and cities in Bangladesh into the global discourse on environmental youth leadership and reveals important findings regarding how these young leaders experienced their roles in influencing their school

and communities' efforts to adapt to and reduce their contribution to climate change. These findings are valuable to a variety of stakeholders involved in environmental youth leadership, environmental leadership, youth leadership development, environmental education, leadership education, place-based education, community organizing, youth development, and national and international science education, among others.

Findings and Recommendations for Youth Leadership Development

Convincing Others

Perhaps the most important finding in this study is that in order to experience success in their roles as environmental youth leaders, ECP Fellows had to influence others through the act of convincing throughout every facet of their leadership role. Specifically, these young leaders had to convince themselves, their parents, community members, friends, other peers, teachers, school administration, trainers, and any other individuals they interacted with as they endeavored to reach their leadership goals. Each of these young leaders indicated that at some point along their leadership journey convincing was the most important part of their leadership experience and often, the most difficult aspect. If these young leaders were not effective in convincing others, they did not experience success.

As the parent project did not include specific coursework related to convincing or influencing others, each ECP Fellow had to autonomously learn how to convince and had to adapt their convincing style to meet the goals of their fellowship. The closest the parent project came to instruction related to convincing others was when the students participated in class debates, during which they had to create a strong argument for their cause. In the field, the ECP Fellows often relied on their peers to assist them in their efforts to convince others and in many cases, they found success in their efforts when there was more than one voice doing the convincing.

The fact that convincing others was such a core component of these ECP Fellows' experiences and a requirement of their experiencing success, indicates that youth leadership programs include coursework and inter- and intra-personal simulation for aspiring youth leaders so that they can learn successful strategies to convince or influence others. This would include coursework on effective and persuasive verbal and non-verbal communication skills. Students could then simulate this type of communication with adult trainers and then with each other. To align with their environmental youth leadership skills, topics with environmental themes could be selected in anticipation of possible counter arguments from various stakeholders.

Youth Support

A second important finding, and as just previously mentioned, each ECP Fellow in this study required other youth support in order to experience success in their leadership experience. This support often came from other ECP Fellows who provided emotional, physical, and moral support throughout the ECP Fellow leadership role from the initial stages of creating and implementing an environmental club in their schools, to designing and implementing their community projects. Other significant youth support came from the ECP youth trainers, BYEI staff, family members such as cousins, and classmates involved in the environmental clubs at their schools among others. Each ECP Fellow indicated in their narrative that other youth support was critical to their success in creating environmental clubs in their schools, specifically in convincing the teachers, moderators, and administration to allow the formation and participation in the club. Other youth support was quintessential to every aspect of the ECP Fellows' community project design and implementation. Whether it was the ECP trainers getting the Fellows excited about the environment and leadership, their peers helping them constructing the idea of the community project, their friends and young family members

(cousins) accompanying them to the work site, or BYEI staff assisting them with the local populations (providing authenticity of project etc.), each ECP Fellow denoted that they could not have experienced success without this quality and quantity of youth support. These findings strongly support the idea that egalitarian peer-to-peer leadership frameworks be considered as viable tools for youth leadership development programs.

Individual Transformation

A third main finding is that each ECP Fellow experienced significant individual transformation, through a period of self-discovery, which changed their worldview and character. It was during this period of self-discovery that each ECP Fellow developed or enhanced their environmental consciousness and began to exhibit pro-environmental behavior as environmental youth leaders. Each Fellow clearly indicates that without this transformation they would not have experienced success in their leadership role. Each also indicates that in order to convince others of what they were doing or wanted others to do, they had to tap into their passion for the environment by convincing others with words or by modeling environmental behavior. Several ECP Fellows felt the only way that they could find success as an environmental youth leader was to share their environmental consciousness with others by exhibiting pro-environmental behavior.

The idea of developing an environmental consciousness and pro-environmental behavior also relates specifically to environmental youth development and leadership programs as it is these two attributes that most separate environmental youth leadership from other forms of youth development and leadership. Coursework can be built into the curricular framework that has students considering the idea of an ‘environmental consciousness’ and what it means to have pro-environmental behavior. The students could then begin environmental identity development

by journaling their ideas, mapping out what pro-environmental behavior looks like, and reflecting on these elements throughout and after their leadership efforts.

Reflection as a Core Component of Youth Leadership Development

As previously stated, most communities around the world do not tap into the potential of their youth as leaders. Mortenson et al., (2014) posit that “if communities hope to attract and engage youth in significant leadership roles, we need to understand what leadership means to them. Using youth-informed definitions of leadership to guide engagement and training efforts may increase buy-in by youth and get them excited to take on meaningful leadership roles in the future” (p. 448). One way to understand what leadership means to youth is to ask them to reflect and discuss their ideas on leadership.

The ECP parent project did not have a formal reflective component in which the ECP Fellows could discuss their process, their decision-making, and reflect on their transformation through their leadership process. The ECP Fellows did have informal reflective components, in which the ECP Fellows shared information amongst themselves and talked through issues they were facing. The lack of a formal reflective component prohibited BYEI staff from the parent project from learning what leadership means to the ECP Fellows, what their definitions of leadership are, and future directions for environmental youth leadership development. This could be perhaps why BYEI allowed this study, *Voices of Bangladeshi Environmental Youth Leaders: A Narrative Study* to occur, so that they could hear ECP Fellow’s voices and learn this vital information.

Obviously, not all youth leadership development projects have a secondary study to measure these reflections. It is strongly recommended, therefore, that youth development programs provide ongoing opportunities for self-reflection, peer-to-peer reflection, and reflection between

members of the supporting agency trainers and support staff and the youth leaders before, during, and after all leadership experiences. This type of reflection is paramount to developing youth leaders as it will provide a safe place to reflect and grow in their leadership. For Bangladesh, and other patriarchal societies, agencies must take cultural norms and gender expectations into account when designing programs and develop ‘safe spaces’ where girls are able to critically reflect and participate and boys are allowed to break through the stigma of participation.

Reflection will also provide all involved in the leadership efforts the opportunity to learn what is and isn’t working at all levels of the project. Additionally, this type of reflection will provide the supporting agency invaluable information that can guide the evolution of their youth leadership programs moving forward. For environmental youth leadership projects, this type of reflection can provide program-specific evaluative information that can be used to better environmental outcomes.

Environmental Youth Leaders as PARs in Bangladesh

A unique aspect of this study is in the way the ECP Fellows acted as PARs. Having students act as PARs allowed youth from one of the poorest countries in the world to become agents of change rather than just objects of study (Rodríguez & Brown, 2009). The students did this through their own voices as they told their stories through their narratives. According to Rodríguez & Brown (2009):

Research on student voice is the largest body of empirical investigation that explicitly addresses youth agency in educational policy and practice. Student voice researchers believe that “young people have unique perspectives on learning, teaching, and schooling; that their insights warrant not only the attention but the responses of adults; and that they should be afforded opportunities to actively

shape their education” (Cook-Sather, A., 2006, p. 22)

Providing students with the opportunity to have agency, or control, in how they engage with their communities and shape the sociopolitical landscape around them represents the highest rung on Hart’s Ladder of Participation and is at the core of participatory democracy. The fact that this study occurred in Bangladesh, however, is an important consideration. PAR projects cannot be successful without buy-in and investment from the stakeholders in the schools and community involved in decision-making processes (Rodríguez & Brown, 2009). In this regard, Bangladesh is quite different from westernized countries such as the U.S. and those in Europe. Foremost, the educational system in Bangladesh is underfunded at 2 percent of the GDP rather than the OECD recommendation of 4.7 percent and the colleges (high school equivalents) do not meet the international standards that govern educational systems (Mustary, 2018). Additionally, Bangladesh has adopted the Madrasah form of education, which is framed by Islamic beliefs and culture and is “based on religious activities, thus omitting the relevance of education in today’s world” (Mustary, 2018, p. 76). In addition to those limiting factors and according to Mustary (2018), the government of Bangladesh does not take gender equality into consideration in the school system (p. 77). This mirrors what is seen in the society and follows along with the religious and cultural beliefs that subjugate women and girls to gender-normed roles in society.

These factors, among others, indicate the many differences between the democratic republic of Bangladesh and westernized countries with liberal democratic frameworks of education such as those in Europe and the U.S. Although this study and its findings are important to Bangladesh, it is uncertain how much impact this study, or those like it, can have on the sociopolitical or educational systems there. Unlike the recent student-led protests and movements in the U.S. reviewed in Chapter 1, in which there is buy-in from a variety of

stakeholders and the processes are accepted as a legal part of the democratic system, Bangladesh increasingly does not allow voices misaligned with the government to be heard, and as recent news indicates, there are those in the country that will actually silence individuals whose voices are too loud (“Attacks on the Press in 2013,” n.d.) . It is hoped that because this study is concerned with the environment and future of the country, that the findings will provide a counterhegemony to those in power in Bangladesh.

One area of the PAR model that was not adequately addressed in this study is the student evaluation of their own projects. Although each ECP Fellow clearly indicated their plan for their environmental leader successor within their environmental club and articulated how they measured their success as environmental youth leaders, the ECP Fellows could not describe how they would measure the success of their project. They did not have scientific tools in place to measure their projects’ outcomes, other than to talk to people in the community and find out how things were working or rely on BYEI staff to do this kind of follow-up project analysis. Therefore, it is recommended that future environmental youth leaders who participate as PARs develop formal, evidence-based tools to measure the success of their environmental work. These tools could be in the form of surveys or other scientific-based documentation.

Implications for Science Education

Many, if not all, of the largest problems facing our planet at this time such as global climate change, pollution, and resource scarcity are all rooted in science. Global climate change is a global problem that cannot be tackled by one country or one part of the world. Some countries are already taking these problems seriously and are creating meaningful solutions. Other countries, perhaps without the same access to resources or technology, might be more reactive to environmental changes as they unfold. No matter how individual countries tackle these

enormous environmental problems, the fields of science, technology, engineering, and mathematics (STEM) will provide the tools to mitigate and adapt.

The reality that some world leaders and even the current president of the U.S. disagree with the global scientific community about the reality of science underscores the importance of science education around the globe. This study contributes to science education in that it analyses environmental youth leadership as an educative tool that can help facilitate wide-spread environmental change. The five young people in this study significantly facilitated wide-spread environmental change which impacted the lives of some of their community members by providing them with resources such as clean drinking water and solar lighting in their homes. The results of this study show the value environmental youth leaders have to their communities' efforts to adapt to global climate change. Looking at what these five young people accomplished and multiplying that by the potential of thousands of youth leaders around the world brings to light the potential power of environmental youth leadership as a valid educative tool that can bring about real positive environmental change on our planet.

The results also indicate that a large investment of manpower, resources, and training are necessary to support successful environmental youth leadership efforts in Bangladesh. Unfortunately, students in Bangladesh "are seen to be interested in commerce and other subjects instead of science as they find it cheaper and less effort to pass in that than science subjects" (Hossain, 2017, para 1). Consequently, it is uncertain if the young people in Bangladesh will be interested in pursuing this type of environmental program. There is also an identified gap in environmental science curriculum in Bangladesh and "a genuine need to create countrywide awareness of EE with a focus on climate change and human adaptations" along with a lack of qualified science teachers (Chowdhury, 2014, p. 55). Additionally, and as previously mentioned,

it is also uncertain if the government of Bangladesh would support these types of programs. Therefore, it is unknown if the results of this study or similar studies will inform the education or environmental policy directives in Bangladesh.

The results of this study support the idea that environmental youth leadership would be a valuable addition to the K-12 science standards in the U.S. and other westernized countries such as those in Europe. Specifically, an environmental youth leadership component could be added to the science standards with progressive benchmarks at each grade. The U.S., with much more emphasis on science education, has many more resources to support these kinds of programs in both the private and public sectors. It is likely that there would be more buy-in from stakeholders in the U.S. and other countries that provide education standards to meet the needs of the 21st century. The curriculum could begin with kindergarten standards as young students begin to interact with the natural world, continue in the middle grade standards as students develop and discuss their environmental consciousness and begin to lead environmental efforts in their local communities, and continue through the tertiary level standards, where students could lead environmental efforts around the globe. Today's youth might more motivated to take action because they are witnessing the changes on the planet more rapidly than previous generations. They might have more of a reason to protect the environment and their resources for their own generation instead of for future generations.

Future Research

There many areas of future research that can evolve from this study. One such area is to consider how environmental youth leadership fits into existing environmental education paradigms. Future studies could reveal how environmental youth leadership relates to “adjectival education domains” such as place-based education, sustainability education,

Aboriginal and indigenous education, critical pedagogy, ecopedagogy, among others (Mueller & Greenwood, 2015, p. 2).

Questions that could be considered in future research include:

- Does incorporating an environmental youth leadership component into any of the aforementioned adjectival education domains elevate them into more focused drivers of climate change?
- What can environmental youth leadership bring to adjectival education domains that can bring them together into a more coherent and holistic intersection of leadership for the global environmental commons?
- How does engagement in an environmental project (leading action) foster the development of scientific knowledge and the capacity to learn, share, and apply science?

Future research could also look more closely at peer frameworks for youth development programs. The results of this study clearly illustrate that peer support is a requisite for ECP Fellows to experience success as environmental youth leaders. The following questions could be asked in future studies:

- What is the nature of peer support among successful environmental youth leaders?
- How do peer frameworks strengthen environmental outcomes?
- How do environmental youth leaders feel about peer leadership frameworks?
- How do peer-to-peer leadership development programs strengthen youth leaders?

This study also clearly indicates the ECP Fellows used technology in every aspect of their leadership work from learning about the parent project and coordinating environmental clubs in their schools, to communicating with other ECP fellows throughout the implementation of their community project. Polletta (2014) suggests that future research “should investigate how social

media and more broadly how new communications technologies are changing movement practices of participatory democracy” (para 7). This study suggests that future research could also consider how social media and new communication technologies can be used as tools for developing peer-to-peer support and environmental youth leadership programs for environmental youth leaders to communicate across the globe.

It is hoped that this study’s Framework of ECP Fellows Experiences can help inform the development of and evaluation of future environmental youth leadership programs. Questions that might be considered include:

- How can Framework of ECP Fellows Experiences help guide other youth leadership curriculum or youth development frameworks?
- How can environmental youth leaders use the Framework of ECP Fellows Experiences as a tool during their own leadership processes?

Conclusion

This is one of the first studies to focus on the experiences of environmental youth leaders from the developing nation of Bangladesh. Through their voices as PARs, five Bangladeshi environmental youth leaders shared first-person narrative accounts of their unique experiences of their roles in influencing their school and communities' efforts to adapt to and reduce their contribution to climate change. The ECP Fellow narratives were first analyzed using constructivist grounded theory methodology and the significant components of the emergent theory were further analyzed through narrative analysis. The combination of constructivist grounded theory and narrative analysis allowed these unique stories to be codified for relevant themes and then pieced back together into a coherent story.

These youth clearly indicate that with specific training, knowledge, and resources they can influence, through the act of convincing, their schools and communities as they reduce their contributions to global climate change. They also state that they feel certain environmental youth leaders can make a difference in the fight against global climate change in Bangladesh. Unfortunately, the government and education systems in Bangladesh do not support this type of educative process, at least not countrywide. Additionally, there are not enough environmental training programs available in Bangladesh that support youth leadership training and not enough youth in Bangladesh that understand or would consciously choose environmental leadership as a course of study to produce measurable change in the progression of climate change.

The results of this study clearly indicate, however, that environmental youth leaders do have the power to change their communities. The five youth in this study produced significant environmental outcomes in their communities by leading others to provide resources such as clean drinking water and solar lighting to residents. These five students' leadership efforts impacted over 600 families in Bangladesh. I am hopeful that someday hundreds of thousands of environmental youth leaders will create powerful, positive environmental changes all over the world.

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APPENDICES

APPENDIX A

INSTRUMENT #1 - ECP FELLOW REFLECTIVE JOURNAL GUIDELINES

Objectives:

1. ECP Fellows are to record significant events and their reflections of their leadership process via journals throughout their ECP Fellowship.
2. These journals will assist the ECP Fellows in memory recall during their Skype and in-person interviews.
3. These journal reflections will also allow the ECP Fellows to record data for their own research as Participatory Action Researchers (PARs) on this project.
4. ECP Fellows will voluntarily choose what to share, if anything, from their journals with permission to use the journal entries as research data.

Directions:

These instructions are a part of the existing ECP guidelines and are written as follows:

Please record all significant events in your ECP process including:

- Timelines
- Your dreams related to ECP or your project
- Important relationships
- Obstacles/Challenges
- Positives/Successes
- Your perceptions of your accomplishments and disappointments
- Important encounters
- Significant conversations

- Social, political, and cultural influences on your ECP work
- Visual descriptions of people/places
- Photos/drawings
- Pamphlets and other materials created by your club or as a part of your project
- Video recordings
- Anything else you deem important

APPENDIX B

INSTRUMENT #2 - ECP FELLOW SKYPE INTERVIEW GUIDE: DURING LEADERSHIP PROCESS

Student Background and ECP Fellow Description – Skype Interviews with ECP Community
Project Fund Winners – February 2012

Objectives:

1. Record ECP Fellows' experiences during their environmental youth leadership processes.
2. Understand important ECP Fellow relationships and circumstances during their leadership period from June 2011 through this segment of the ECP.
3. Determine significant events in ECP Fellows' lives during this segment of the ECP.
4. Gain insights into cultural, social, and political forces that support or impede students in their leadership experiences.

Directions:

I'd like to begin by asking for some information about your project.

1. Please state your full name, age, school, and grade.
2. Where are you from? Did you grow up in this place?
3. Please describe your experiences in creating an environmental club in your school.
4. In what ways have others in your school, community, and/or family been helpful in creating an environmental club?
5. What kinds of problems will you address in your community project?
6. Why have you chosen this project?

Now I'd like to talk more about your experiences as an environmental leader as you've worked on this project

7. What are qualities of good environmental youth leaders in your opinion?
8. What word would you use to describe your leadership experiences so far?
 - a. Why do you choose this word?
9. In what ways have you been an environmental leader during the project thus far?
10. Have your ideas about environmental youth leadership changed throughout the ECP?
11. Describe the biggest obstacle so far in your leadership experience?
 - a. How did you deal with this?
12. Describe the biggest success so far in your leadership experience?
 - a. How did it feel to have this success?
13. How will you measure the success of your environmental leadership position?
14. In what ways do you think this experience has changed you?
15. What do you hope to do after this leadership experience?
16. Anything more you would like to add regarding your experiences thus far in the ECP Program?

APPENDIX C

INSTRUMENT #3 - ECP FELLOW INDIVIDUAL IN-PERSON INTERVIEW GUIDE:

POST LEADERSHIP PROCESS

Objectives:

1. Record ECP Fellows' experiences after their environmental youth leadership processes.
2. Understand important ECP Fellow relationships and circumstances during their leadership period from June 2011 through the end of the project in June/July 2012
3. Determine significant events in ECP Fellows' lives during the ECP.
4. Gain insights into cultural, social, and political forces that support or impede students in their leadership experiences.

Directions:

1. How did you become interested in environmental youth leadership or leadership in general?
2. Who inspires you and why?
3. Do you feel that Bangladeshi youth can make a difference in the environment, or reduce the effects of climate change?
4. Can you describe the importance of financial status or standing on your ability to become an environmental youth leader?
5. What do you think is necessary so that the average Bangladeshi citizen can be an environmental leader?
6. How can you get others involved in youth leadership?
7. What is the hardest part of being a leader?
8. What is the most rewarding part of being a leader?
9. Where there times when people did not listen to you, and how did you deal with these situations if the answer is yes.
10. Was the U.S. Embassy backing important to your credibility in your project?

11. You spoke of a friend or classmate being pivotal in your leadership process. Can you describe this relationship in more detail? Why were they so important to your experiences as a leader?
12. What events helped you go from thinking and talking about doing, to actually doing? What was that process for you?
13. Imagine your life in five or ten years. What do you imagine you will be doing? What would you like to be doing?
14. How have you grown as a leader through this project? What are some areas you will still like to grow as a leader?
15. Are there any specific skills or training that would help you to develop your ability to lead?
16. How does your age affect your ability to lead others right now?
17. How do you think your age might change your ability to lead in the future?
18. How would you know if you were effective as a leader? What measurements do you make of your own leadership?
19. What do you think is your leadership style? What kind of leader are you?
20. What, if anything, would you have done differently as an environmental youth leader in hindsight (looking back)?
21. What would you say to other youth interested in becoming environmental youth leaders?
22. What would you like to learn from other youth leaders in Bangladesh and in other countries in the world?
23. What advice do you have for the adults and trainers you have worked with in this process?
24. If you were in my shoes asking questions, what questions would you ask?

APPENDIX D

INSTRUMENT #4 - ECP FELLOW FOCUS GROUP IN-PERSON INTERVIEW GUIDE

Objectives:

1. To gather more rich data at one time that may come about from a facilitated discussion among peers.
2. To gain new insights from the group conversations that occur

I would like you all to share the words you selected to describe your leadership processes during the ECP. Please indicate how that word reflects your experiences.

1. How do you feel about the other ECP Fellows' words? Are you surprised by their word choices?
2. Describe how you all worked together to meet the goals of your projects.
3. How would you describe the network you had with other ECP Fellows and what role it had in your being a leader?
4. What ways did you find to be most effective in communicating to other Fellows, students at your school, and the broader community while pursuing the goals of your project?
5. Now that ECP is over will you all continue to work together? What kinds of things do you think you will try to do?
6. Please decide as a group the three most important bits of advice to give trainers of youth leaders.

APPENDIX E**ANTIOCH UNIVERSITY NEW ENGLAND INDIVIDUAL RESEARCH ASSENT FORM****- ENGLISH**

Project Title: Voices of Bangladeshi Environmental Youth Leaders: A Narrative Study

Project Investigator: Paige P. Jackins

Dissertation Chair: Dr. Jimmy Karlan

1. I understand that this study is of a research nature. It may offer no direct benefit to me.
2. Participation in this study is voluntary. I may refuse to enter it or may withdraw at any time without creating any harmful consequences to myself. I understand also that the investigator may drop me at any time from the study.
3. The purpose of this study is to record the experiences of the students participating in the Earth Champions Program during the 2011/2012 school year.
4. As a participant in the study, I will be asked to take part in the following procedures:
 - 1. Individual Skype interview during September 2012**
 - 2. Individual face-to-face interview in Bangladesh during February 2013**
 - 3. Group face-to-face interview in Bangladesh during February 2013 with other ECP Fellows**
 - 4. To create and voluntarily share journal entries as indicated by the ECP Program**
 - 5. To validate and authorize all interview transcripts and story narratives of my stories**

The risks, discomforts and inconveniences of the above procedures are low and could include interacting with someone I had a bad relationship with during my tenure as an ECP Fellow.

5. The possible benefits of the procedures might be:

- a. Direct Benefit to me: You will practice authentic research in the field and will learn about the academic research process. You will also help guide other leadership training programs through your participation.
- b. Benefits to others: Sharing your experiences as an ECP Fellow has great potential to inform other programs of this nature and to help other youth leaders understand their own experiences.

6. Information about the study was discussed with me by Paige Jackins.

7. Though the purpose of this study is primarily to fulfill Paige Jackins' requirement to complete a formal research project as a dissertation at Antioch University, I understand that she intends to include the data and results of the study in future scholarly publications and presentations. Our confidentiality agreement, as articulated above, will be effective in all cases of data sharing."

If you have any questions about the study, you may contact Mrs. Paige Jackins telephone (+001-802-369-9392) or via email at pjackins@gmail.com

If you have any questions about your rights as a research participant, you may contact Dr. Kevin Lyness, Associate Professor and Chair of the Antioch University New England IRB at +001-603-283-2149 or Dr. Joy Ackerman, Antioch University New England Core Faculty and Environmental Studies HRB Representative at 603-283-2345.

Name _____ Age _____

Date: _____ Signed: _____

APPENDIX F

ANTIOCH UNIVERSITY NEW ENGLAND INDIVIDUAL RESEARCH ASSENT FORM

- BANGLA

এন্টিওক ইউনিভার্সিটি নিউ ইংল্যান্ড

গবেষণায় অংশগ্রহণের ব্যক্তিগত সম্মতি ফর্ম

প্রকল্প শিরোনাম:

তরঙ্গ বাংলাদেশি পরিবেশ নেতাদের ভাবনা: একটি নিরীক্ষা প্রতিবেদন।

প্রকল্প পর্যবেক্ষক: পাইজি পি. জ্যাকিন্স।

অভিসন্দর্ভ প্রধান: ডক্টর জিমি কারলান।

১. আমি জানি এটি একটি গবেষণাকর্ম। এ গবেষণা কাজে অংশগ্রহণ করার জন্য আমি সরাসরি লাভবান নাও হতে পারি।

২. এ গবেষণায় আমার অংশগ্রহণ স্বৈচ্ছাপ্রণোদিত। নিজের কোন য়তি না করেই যেকোন সময় আমি এতে অংশ নেয়ার ব্যাপারে অসম্মতি জানাতে পারি। কিংবা যেকোন সময় এই গবেষণা থেকে নিজেকে সরিয়ে নিতে পারি। একইসঙ্গে আমি এটাও বুঝি যে, গবেষক নিজেও আমাকে যেকোন সময় এই নিরীক্ষা থেকে বাদ দিতে পারেন।

৩. যতটা জানলাম, এই গবেষণার উদ্দেশ্য হলো- ২০১১/১২ শি্ষাবর্ষে অনুষ্ঠিত 'আর্থ চ্যাম্পিয়ন্স প্রোগ্রাম'-এ অংশ নেয়া শি্ষার্থীদের অভিজ্ঞতা রেকর্ড করা।

৪. গবেষণার একজন অংশগ্রহণকারী হিসেবে আমাকে নিম্নবর্ণিত কার্যক্রমে অংশ নিতে বলা হবে।

ক) এ বছর October/December মাসে স্কাইপিতে একক বা গ্রন্থপ সাঁৎকার গ্রহণ।

খ) ২০১২ সালের February বাংলাদেশে সরাসরি একক সাঁৎকার গ্রহণ।

গ) February বাংলাদেশে অন্য ইসিপি ফেলো'দের সঙ্গেও সরাসরি গ্রন্থপ সাঁৎকার গ্রহণ।

ঘ) আমি স্বাচ্ছন্দ্যবোধ করলে আমার জার্নাল, ছবি, লেখনি, অংকন ইত্যাদি বিনিময় করা।

ঙ) আমার বলা কথা ও গল্পের সঠিকতা যাচাই এবং মিসেস জ্যাকিন্স আমার সেসব কথার অর্থ ও মনোভাব ঠিকমত বুঝতে পেরেছেন কি-না, তা নিশ্চিত করার ল্য্যে জ্যাকিন্সের তৈরি করা গল্পের অনুলিপিগুলো পড়ে দেখা এবং ঠিক আছে কি-না সে বিষয়ে মতামত দেয়া।

৫. উপরোক্ত নিয়মে এ গবেষণায় অংশগ্রহণে উল্লেখযোগ্য কোনো ঝুঁকি নেই। ফলে একজন ইসিপি ফেলো এবং গবেষণাকর্মে অংশগ্রহণকারী হিসেবেই আমি এই প্রকল্পের অন্তর্মুগ্ধ হতে পারি।

৬. এই প্রক্রিয়ার সম্ভাব্য সুফল নিম্নরূপ হতে পারে:

ক) গবেষণায় অংশগ্রহণকারীর প্রত্যয় সুবিধা: আপনি পরিবেশ সংক্রান্ত মৌলিক গবেষণা চর্চার অভিজ্ঞতা লাভ করবেন। এর মাধ্যমে তাত্ত্বিক গবেষণা পদ্ধতি সম্পর্কেও আপনার শেখার সুযোগ রয়েছে। পাশাপাশি অন্যান্য লিডারশিপ প্রশিক্ষণ প্রোগ্রামেও আপনি দিকনির্দেশনা দিয়ে সহযোগিতা করতে পারবেন।

খ) অন্যান্যদের উপকারিতা: একজন ইসিপি ফেলো হিসেবে আপনার অভিজ্ঞতা একই ধরনের অন্যান্য প্রোগ্রামেও উপকার বয়ে আনবে। এতে করে নিজেদের অবস্থান বোঝার ক্ষেত্রে অন্য তরঙ্গন নেতৃত্বের জন্যও এ অভিজ্ঞতা কাজে আসবে।

৭. এই গবেষণা বিষয়ে গবেষক পাইজি জ্যাকিন্স আমার সঙ্গে আলোচনা করেছেন।

৮. এই গবেষণার প্রাথমিক উদ্দেশ্য হচ্ছে- অ্যানটিওক ইউনিভার্সিটিতে পাইজি জ্যাকিন্সের অভিসন্দর্ভ হিসেবে একটি গবেষণা প্রকল্প সম্পন্ন করার আনুষ্ঠানিক শর্ত পূরণ করা। আমি বুঝতে পেরেছি, মিসেস জ্যাকিন্স তাঁর ভবিষ্যৎ গবেষণা প্রকাশনা ও অভিভাষনে এই নিরীয়ার উপাত্ত ও ফলাফলগুলো অন্তর্মুগ্ধ করতে আগ্রহী। তথ্য-উপাত্ত বিনিময়ের সবগুলো ক্ষেত্রেই বিষয়টি কার্যকর হবে।

গবেষণাকর্মটি সম্পর্কে আপনার কোন প্রশ্ন থাকলে পাইজি জ্যাকিন্সের সঙ্গে +১৮০২৩৬৯৯৩৯২ নাম্বারে অথবা ঢলধপশরহং@মসধরষ.পড়স এ ইমেইল করা যাবে। এছাড়া বাংলাদেশ ইয়ুথ এনভায়রনমেন্টাল ইনিশিয়েটিভের প্রেসিডেন্ট শামির সিহাবের সঙ্গে +৮৮০-১৮৪১৭০৫০৮২ নম্বরেও যোগাযোগ করা যেতে পারে।

নাম..... বয়স

তারিখ স্বাক্ষর

APPENDIX G**ANTIOCH UNIVERSITY NEW ENGLAND PARENTAL CONSENT FORM – ENGLISH**

Date

Dear

I am enrolled in a Doctor of Philosophy (PhD) program at Antioch University New England located in Keene, New Hampshire USA. Part of my required coursework includes a Dissertation. My project is focused on the experiences of environmental youth leaders participating in the Earth Champions Program in Bangladesh.

This project will contribute to my work by allowing me the opportunity to interview your child to understand their experiences during the ECP Program. This work will contribute to the experience of the students by allowing their voices and experiences to be shared with other youth leaders, youth leader trainers, and government and city planning agencies as they seek to understand the importance of the ECP program in Bangladesh.

During this research project, I will collect information from conversations with the ECP Fellows. The project will include one-on-one Skype interviews during July/August 2012, in-person face-to-face interviews and face-to-face group interviews in Bangladesh between October and December of 2012. These activities will not interfere with your children's educational time, or involve any risk. The project will help to inform my practice, my knowledge about learning processes, and the students.

The results of this project may be used for classroom discussion in my graduate work, professional presentations, articles, and other purposes related to teacher education. Primarily it will be used for my own professional development.

In all written materials and presentations, the names of students will not be used. Pseudonyms will be substituted for all names. Every effort will be made to protect the anonymity of participants. Photos (or videos) taken in the course of this project will be used to illustrate general aspects of the project not to identify individual students. Permission will be requested for any further use of photos or videos.

I will ask each participant to review and authorize my interview transcripts and their story narratives for accuracy and validity before I use them in my dissertation. I would be happy to discuss any aspect of the project with you. Your child's participation is completely voluntary. You do not have to allow your child to be part of this project. If at any time, or for any reason, you wish not to have your child involved in the project please let me know.

If you have any questions about the study, you may contact Mrs. Paige Jackins telephone (+001-802-369-9392) or via email at pjackins@gmail.com

If you have any questions about your rights as a research participant, you may contact Dr. Kevin Lyness, Associate Professor and Chair of the Antioch University New England IRB at +001-603-283-2149 or Dr. Joy Ackerman, Antioch University New England Core Faculty and Environmental Studies HRB Representative at 603-283-2345.

Sincerely,

Paige Jackins

PhD Candidate Department of Environmental Studies

Antioch University New England

Print Child's Name _____

Print Parent or Guardian's Name _____

Parent or Guardian Signature _____ Date _____

APPENDIX H

ANTIOCH UNIVERSITY NEW ENGLAND PARENTAL CONSENT FORM - BANGLA

শি্ষামূলক গবেষণা নিরী্যই- অভিভাবকের সম্মতিপত্র

তারিখ:

জনাব/জনাবা,

আমি যুক্তরাষ্ট্রের নিউ হ্যাম্পশায়ার অঙ্গরাজ্যের অ্যানটিওক ইউনিভার্সিটি নিউ ইংল্যান্ডের একজন পিএইচডি গবেষক। পিএইচডি ডিগ্রির অংশ হিসেবে আমাকে একটি গবেষণাকর্ম সম্পন্ন করতে হবে; যেটি আমি বাংলাদেশে পরিবেশ নিয়ে কাজ করে এমন তরমণ নেতাদের সাম্প্রতিক অভিজ্ঞতার নিয়ে করছি। আমার প্রকল্পটিতে বাংলাদেশে সম্প্রতি অনুষ্ঠিত 'আর্থ চ্যাম্পিয়ন্স প্রোগ্রাম (ইসিপি)'-তে অংশ নেয়া তরমণ নেতৃত্বের অভিজ্ঞতার ওপর আলোকপাত করা হচ্ছে।

আমি আপনার সন্তানের কাছ থেকে এই কর্মসূচিতে অংশ নেয়ার অভিজ্ঞতা সম্পর্কে জানতে চাইবো। কারণ আমি তরমণ নেতাদের পরিবেশ ভাবনা ও অনুভূতি সম্পর্কে জানতে চাই। শি্ষার্থীদের মতামত ও অভিজ্ঞতা অন্য তরমণ নেতা, তরমণ প্রশিক্ষক নেতা এবং সরকারি ও নগর পরিকল্পনা সংস্থাগুলোর সঙ্গে বিনিময়ের সুযোগ করে দেয়ার মাধ্যমে গবেষণাকর্মটি অংশগ্রহণকারী শি্ষার্থীদের অভিজ্ঞতা অর্জনে ভূমিকা রাখবে।

এই গবেষণা প্রকল্প চলাকালে ইসিপি ফেলোদের সঙ্গে কথোপকথনের মাধ্যমে আমি তথ্য সংগ্রহ করবো। প্রকল্পের মধ্যে থাকবে ২০১২ সালে অর্থ্যাৎ এ বছরের জুন/জুলাই মাসে স্কাইপির মাধ্যমে একক এবং সম্ভবত একটি গ্রন্থপ সাঁাংকার গ্রহণ এবং এ বছরেরই October-December বাংলাদেশে এসে সরাসরি একক ও গ্রন্থপ ইন্টারভিউ গ্রহণ। এসব কার্যক্রম আপনার সন্তানের লেখাপড়ায় বিঘ্ন ঘটাবেনা এবং তাদের জন্য এতে অন্য কোন ঝুঁকিও নেই।

উক্ত গবেষণা থেকে প্রাপ্ত ফলাফল আমার পিএইচডি কার্যক্রমের ক্লাসরুম আলোচনা, পেশাদার উপস্থাপনা এবং অন্যান্য শি্ষার্থী কার্যক্রমে ব্যবহৃত হতে পারে। তবে এটা মূলত: আমারই পেশাদারি উন্নয়নের কাজে ব্যবহার করা হবে।

প্রকাশ থাকে যে, সমস্ত লিখিত কাগজপত্রে এবং আনুষ্ঠানিক উপস্থাপনায় গবেষণাকর্মে অংশ নেয়া শি্ষার্থীদের নাম কেবল তাদের অনুমতিক্রমেই ব্যবহার করা হবে। আপনার সন্তানকে র্যায় যাবতীয় প্রচেষ্টা ব্যাস্থা নেয়া হবে। প্রকল্প চলাকালে তোলা যেকোন ছবি কিংবা ভিডিও গবেষণাকর্মের বিভিন্ন দিক ব্যাখ্যা করার জন্যই ব্যবহৃত হবে।

অংশগ্রহণকারী প্রত্যেক শি্ষার্থীকে আমার সঙ্গে নিবিড়ভাবে কাজ করার জন্য বলা হবে। যাতে তারা তাদের দেয়া ইন্টারভিউর অনুলিপি যাচাই করতে পারে এবং আমার গবেষণায় তা ব্যবহারের ব্যাপারে মতামত দিতে পারে। তবে আপনার সন্ত্বানের অংশগ্রহণ সম্পূর্ণ স্বেচ্ছাপ্রণোদিত। আমার গবেষণা প্রকল্পে অংশগ্রহণ করতে সে বাধ্য নয়। এ গবেষণায় আপনার সন্ত্বানের অংশগ্রহণ না চাইলে আপনি আমাকে জানাতে পারেন।

নিবেদক,

পাইজি জ্যাকিন্স

পিএইচডি প্রার্থী, পরিবেশ অধ্যয়ন বিভাগ

এন্টিওক ইউনিভার্সিটি নিউ ইংল্যান্ড

শি্ষার্থীর নাম

অভিভাবকের নাম

অভিভাবকের স্বাক্ষর..... তারিখ.....

APPENDIX I**ANTIOCH UNIVERSITY - IRB DISSERTATION AMENDMENT FORM****Investigator's name: Paige Jackins****Project Title: Voices of Bangladeshi Youth Leaders: A Narrative Study**

The proposed revisions listed below are submitted for approval for the above referenced, approved research project.

<u>Originally Approved</u>	<u>Proposed Change</u>
1. Face-to-face interviews will be held between October and December 2012	1. Face-to-face interview will be held in February 2013.
2. Assent and Parental Consent forms in English and Bengali have been revised to October-December 2012 date	2. If new dates are required on the consent forms, I can have the students and parents sign in person when I arrive in Bangladesh.
3. Project will be completed by December 30, 2012	3. Project will be completed by December 2013
The risks will change in the following ways: It is not anticipated that any risks to the students will be affected by these changes. The reason for the change is that the ECP Fellows Skype interviews were not completed until October 2012 and the Fellows had exams during November and December 2012 and were not available to interview during this time. I plan on returning to Bangladesh February 17-27 th , 2013 to complete the data collection phase of this study.	

APPENDIX J

CREATING FUTURE LEADERS FOR ENVIRONMENTAL SUSTAINABILITY

GRANT PROPOSAL (PARENT PROJECT)

Selected Sections of the Creating Future Leaders for Environmental Sustainability Grant Proposal as written on May 1, 2011. *Substantial changes have been made to some sections since the publication date including the change in program name to ECP and timeline.*

Project Description:

The goal of the project is to address the environmental challenges of Bangladesh by empowering a pool of potential young minds and developing future environmental leaders through a structured Environmental Leadership Program (ELP). The graduates of ELP shall helm the leadership in their respective communities for designing and implementing innovative actions in tackling the environmental challenges including climate change and thus work as a catalyst to promote environmental sustainability.

The entire project will be executed in four phases:

Phase one:

The project will select thirty best candidates from schools across Bangladesh through a standard application process and then, they will undergo an orientation program and workshop along with the facilitators & teachers (TEA, ILEP, & FLTA Alumni) who will guide and assist as mentors of the participants throughout the project. During the workshops, the task and responsibility of the facilitators and mentors will be made clear.

Phase two:

2nd phase will have SAYEM 2011 in which 50 youth environmental leaders of South Asia will convene in Dhaka. It will also bring experts, national leaders, policymakers, thought leaders relevant to the field as speakers and guests in SAYEM 2011. This phase is mainly characterized by a five-day long leadership retreat to provide leadership training to the participants. This phase will be wrapped up with a two-day long field trip in the southern part of Bangladesh including the Sundarban forest for a guided tour to scour the climate change effect in that region and the nature of environmental degradation in the ecologically important parts of the Sundarban.

Phase three:

The participants will be given a comprehensive understanding into the more pressing issues facing the environment and develop the essential project management, managerial and interpersonal skills that they would require to develop and manage a club in their respective schools. The participant then will develop their own concept paper of a small community-based environmental project that they will undertake within the limited fund provided from this project. The third phase is a one-month long program with 24 hours of classes on the weekends.

Phase four:

A follow up meeting with teachers (TEA, IELP, & FLTA alumni), student leaders (participants) and one younger participant from each school who will carry on the club leadership in future, will be arranged. The top five community-based projects ideas having the most feasible plan of their project will be selected and assisted for implementation. Meantime, each of the participants will form an environmental club in their respective schools and will arrange a discussion and environmental awareness campaign in each of the schools.

Environmental Leadership Program (ELP) will entail the following major activities:

1. Intensive leadership and skills (public speaking, group work and dynamics, etc) training
2. Lectures on understanding current environmental issues specifically related to Bangladesh
3. Environmental documentary screening
4. Community-building activities
5. Field trip to sites of environmental importance in Bangladesh
6. Participatory group discussions
7. Workshops on project development and management

8. Lifelong personal and professional goals development

ELP is designed to ensure participants acquire skills and knowledge through interactive sessions and activities rather than just lectures.

Region:

South Asia Location - The project will take place in Bangladesh. However, alumni from other South Asian countries (India, Pakistan, Sri Lanka, Nepal, Maldives, & the United States) are involved and will participate in the project directly (participating as facilitators in the Environmental Leadership Program and SAYEM 2011) and indirectly (virtually- ELP design and knowledge sharing).

State alumni from regional countries including Bangladesh, India, Pakistan, Sri Lanka, Nepal, Maldives, and the United States will work together to develop the Environmental Leadership Program (ELP) and representatives from each of these countries will be here in Dhaka, Bangladesh as facilitators of ELP during week long program and for a regional "South Asian Youth Environment Meet 2011".

The Audience:

The target audience of our project will be high school students of 11th and 12th grades from across Bangladesh, selected through a standard application process. We are committed to selecting participants that represents diversity of race and ethnicity, gender, social class, & values and traditions and especial quotas will be reserved for female and ethnic minority groups from environmentally important Chittagong Hill Tracts which have yet to be reached by any alumni or post activities. Chittagong Hill Tracts have abundance of natural resources and a region of geo-political importance.

Innovation:

We find this project innovative in terms of approach in which the solution to problem is seen, output, target audiences, alumni involvement, and focus area of the project in national and regional context.

1. The project will create people who will create changes and meet the need of existing gaps of leadership to work as drivers in tackling the environmental challenges.
2. This project will be first of its kind in Bangladesh as well as in the South Asian region specifically designed to train, deploy and build capacity of young people to advance environmental sustainability and create future environmental leaders who will advocate and lead future actions.
3. Links young participants to their communities through the implementation of community-based projects, which participants are required to develop and implement and thus, it creates scope for young people to engage in solution-oriented work to heal the problems of society and to be involved in active citizenship.
4. Public Affairs Section (PAS) of the Embassy gets the opportunity to connect with large section of the young people of Bangladesh and thus, enable PAS to have those students in various future programs and events of PAS.
5. Involves and activate regional thought leaders and alumni from all the major programs (SUSI, NESA, YES, EAMP, IVLP, Fulbright, FLTA, TEA, & ILEP, ELF)
6. The project will activate the TEA, ILEP, and FLTA alumni section of Bangladesh as this alumni group happens to be less engaged with PAS.
7. The implementers of the project are some of the most talented and socially active alumni of Bangladesh with considerable capability of influencing positive change in the society.
8. The target audience aged between 15 and 20 is crucial in socio-economic and socio-political context of Bangladesh.
9. Create networks for young people to be active in volunteerism through different stages of the project. It is noteworthy here that recently published 'Bangladesh: Next Generation' report of British Council states that more than 98% of youth believe they should be involved in social work and surprisingly 94% of them could not identify a youth-based or youth-run organization or movement. (http://issuu.com/nextgeneration/docs/next_generation_report)
10. This project will bring together alumni from other south Asian countries and thus, it will create an atmosphere of dialogue and partnership to address many regional environmental problems connected with each other.
11. Special reserve quota for students from Chittagong Hill Tract region, which is geographically and environmentally a very important region of Bangladesh, will ensure the participation of minority ethnic communities for the very first time in any PAS supported alumni project.

12. The project is designed to have sustaining and replicating impact in Bangladesh society as the participants will give back to the society after their learning and fellow students and friends of the participants will be influenced to join different activities and actions of the project.

Rationale:

Bangladesh has been experiencing many serious environmental challenges such as dwindling biodiversity, threat from global climate change, massive deforestation, pollution etc. In addition to local and regional challenges, Bangladesh is recognized worldwide as one of the countries most vulnerable to the impact of climate change but the young generation of Bangladesh, the most potential victims, are quite unaware of the potential consequences. The quintessence of environmental movement in Bangladesh is merely limited to raising awareness through seminars and symposiums which don't have the lasting impact required to change the course of environmental degradation and Bangladesh is lacking critical resources: money and manpower. Enthusiastic young people are interested to directly address the challenges but are unsure where to start. There is no program in Bangladesh that specifically trains, deploys and builds capacity of young people to advance environmental sustainability. Thus, it is imperative for Bangladeshis to gather pace in making new developments that can mitigate the negative effects of global climate change. We need to raise the voices of young people through their capacity building and plan for actions that would enable them to live in a stable and sustainable Bangladesh in the future.

In light with the above challenges, the following are the goals and objectives:

1. The primary goal of the project is to address the environmental challenges of Bangladesh by empowering a pool of potential young minds and developing future environmental leaders through a structured Environmental Leadership Program (ELP). The graduates of ELP shall helm the leadership in their respective communities for designing and implementing innovative actions in tackling the environmental challenges including climate change and thus work as a catalyst to promote environmental sustainability.
 2. To engage the youth into facing the critical challenges that are wielded over our economy, environment and society and thus to build a strong leadership of our youth towards an economically and environmentally sustainable Bangladesh.
 3. To equip young generation with skills, knowledge, courage to become future leaders in the field of environmental leadership
 4. To enhance understanding of young generation of Bangladesh on wide range of environmental issues
 5. To empower youth to become leaders in the policymaking and future direction of the country
 6. To create a strong environmental movement in the region
- By June 30: Design and development of all related materials and resources- theme, logo, banner, poster,
 - September 25- September 29: Participants will attend an intense 5-day long leadership retreat arranged in a rural-residential setting.
 - By November 30: Field trip to three ecologically important environmental spots.

Phase-three:

- December 1- Jan 15: 24 hours of follow-up class providing more comprehensive understanding into the more pressing issues like climate change, global warming, renewable energy etc. facing the environment and developing the essential project management, managerial and interpersonal skills that they would require to develop and manage an environmental club in their respective schools and carry out activities and actions to aware the fellow students in their schools.
- Jan 15- Jan 30: Formation of Environmental Clubs and the participants will also develop their own concept paper of a small community-based environmental project (five projects in total, six people in each group) that they will undertake. The participants will raise funds and a mini-grant will be provided through the faculty advisor and school authority (Principal) to implement the five best ideas. The group leader will be monitored to give stage-by-stage developments during formation of club and implementation of community project.
- January 15-Feb 15: Implementation of community based small projects

Phase-Four:

- Feb 10: A follow up meeting with teachers (TEA, IELP, & FLTA alumni) who are faculty advisors to the clubs, student leaders (participants) and one young participant from each school who will carry on the club leadership in future.
- Feb 15- April 30: Series of discussion on “Understanding Climate Change and Knowing the Sustainable Practices for a living Planet”, arranged by the environmental clubs formed in each of the thirty schools from which thirty participants get selected.
- May 10: Final reporting and evaluation

Outcomes:

1. Formation of thirty new environmental clubs in thirty different high schools of Bangladesh
2. Capacity building of thirty talented students- will select 30 most potential students, nurture them, empower them and deploy them to work for the environmental sustainability
3. More than 10,000 high school students from 30 different schools will be enlightened with basic education, understanding and knowledge on cross-connected environmental issues which includes, but is not limited to, ecology, biodiversity, climate change, global warming, pollution etc.
4. Overall target is to reach out to more than 50,000 young generation of Bangladesh due to extensive promotional plan and effective use of new media and other available means.
5. Successful implementation of the project will institutionalize Bangladesh Youth Environmental Initiative (BYEI) which is founded and run by several state alumni and the possibility of setting up an Environmental Leadership Institute (ELP), a BYEI-affiliated entity, will be explored.

Measuring the success/outcome of the project:

The level of competencies of each of the participants improved and the quality of their contribution to the society are the matrices of our success, for this we need to develop our own evaluation criterion based on positive feedback of the participants about their satisfaction from the leadership program and feedback from the communities where the participant has made an impact and lastly an overall random sample of feedback from the alumni, participants and the society about the effectiveness of the ELP program will be taken to evaluate whether the project is making any difference. In each phase the work and actions of the participants will be closely monitored and evaluated to ensure the goals and objective of the project are achieved.

Evaluation process: Each phase will close with evaluation to be filled out by participants. Phase two will end with participants filling out detailed evaluation forms (covering each session), to be returned to project team, which will aggregate the information and provide a report to American Center, Dhaka. State Alumni who acted as facilitators and presenters will also fill out forms evaluating the program’s effectiveness. Evaluation will assess participant’s learning progress in phase one and two, implementation progress of their community- based project and activities of thirty newly formed environmental clubs.

After the end of the phase three, a session with all implementers (facilitators, presenters, etc.) will be hosted to discuss best practices and constructive feedback on the session’s organization and implementation. This will give the group a chance to reflect on the experience and sharpen their skills for future similar projects. Additionally, project teams will provide regular reporting on program implementation to American Center, Dhaka throughout the project.

APPENDIX K

FINAL EARTH CAMP SCHEDULE

		EARTH CAMP CURRICULUM	National Youth Center, Dhaka Bangladesh	November 22 - 26th, 2011	
	Tuesday	Wednesday	Thursday	Friday	Saturday
6:30 - 7:00 am		Morning Exercise	Morning Exercise	Morning Exercise	Morning Exercise
7:00 - 8:00 am		Breakfast	Breakfast	Breakfast	Breakfast
8:00 - 8:45 am		Opening Ceremony	Environmental Leadership	Environmental Leadership	Environmental Leadership
8:45 - 10:00 am		Opening Speaker	Session 1	Session 1	Session 1
10:00 - 10:15 am		Break	Break	Break	Break
10:15 - 11:30 am		Session 1	Session 2	Session 2	Session 2
11:30 - 12:45 pm		Session 2	Session 3	Session 3	Session 3
12:45 - 1:30 pm		Lunch	Lunch	Lunch	Lunch
1:30 - 2:30 pm		Session 3	Session 4	Session 4	Session 4
2:30 - 3:30 pm		Session 4	Session 5	Session 5	Session 5
3:30 - 3:45 pm		Break	Break	Break	Break
3:45 - 5:00 pm		Session 5	Session 6	Session 6	Session 6
5:00 - 6:00 pm		Free Time	Free Time	Free Time	Free Time
6:00 - 7:00 pm		Dinner	Dinner	Dinner	Dinner
7:00 - 9:00 pm		Evening Activity	Evening Activity	Evening Activity	Evening Activity
4:00 - 7:00 pm	Registration and Check-in				
7:00 - 8:00 pm	Program Briefing				
Opening Ceremony		History of Environmental Movement	Introduction to Global Climate Change and Sustainability		Ecofriendly Business
Session 1		Environment in Bangladesh	Climate Change Mitigation and Adaptation	Public Health and Environment	Youth Leadership in the 21st Century
Session 2		Renewable Energy	Environmental Law, Ethics and Economics	Types of Experiential Learning	Youth Leadership in Adult Life
Session 3		Team Building	Environmental Policy and Wealth	Careers in the Environment	21st Century Skills
Session 4		Qualities of a Leader	Team Building	Team Building	Team Building
Session 5		Time Management/Organization	Qualities of a Leader	Active Listening and Debate	Academic Writing
Session 6		//////////	Analyzing Scientific Literature	How to Publish	Environmental Science Club
Evening Activity		Film and Questions	Bangladesh Case Studies	Debate (public Speaking)	Environmental Club Brainstorming

APPENDIX L

EARTH CHAMPIONS PROGRAM (ECP) PROJECT IDEA SUBMISSION



Earth Champions Program (ECP) Project Idea Submission

The below criteria are the basis for reviewing and scoring the project idea.

Successful applications will:

- Describe a creative concept for a project idea in your school/college or community that is focused on any of the environmental issues- ecology, biodiversity, conservation, energy, climate change, pollution, etc. but not limited to. This will include:
 - Need for the project.
 - Goals.
 - Anticipated challenges and how they will be addressed.
- Describe key partners that will be involved in the project and how they will contribute to the success of the proposal.
- Demonstrate that the project will have substantial, lasting impacts on your school/college or community and local environment.
- Thoroughly describe your plan for their project. This will include:
 - A clear project plan and action steps.
 - Clear timeline that indicates when and how partners and participants will be involved.
- Demonstrate that you will have the support of an adult ally who will help your team accomplish the project.

1. Project Description

Describe a creative concept for a project idea in your school/college or community. Include:

- project need
- clear project goals
- the issue you going to address
- how you will confront this issue
- anticipated challenges and how you hope to address them

[Maximum 500 words]

2. Describe key partners involved with your project.*

BYEI is about connecting with others to help the environment. Remember, you don't have to go it alone! How will these groups or individuals support you? How will you involve them?

[In 100-200 Words]

3. What will be the benefits to your school/college or community and local environment?

How many people do you estimate will benefit and in what way? Will the project mostly benefit your school/college or will it reach your larger community? What benefit will it have on environment in your community? Will it have effects beyond the completion of your project?

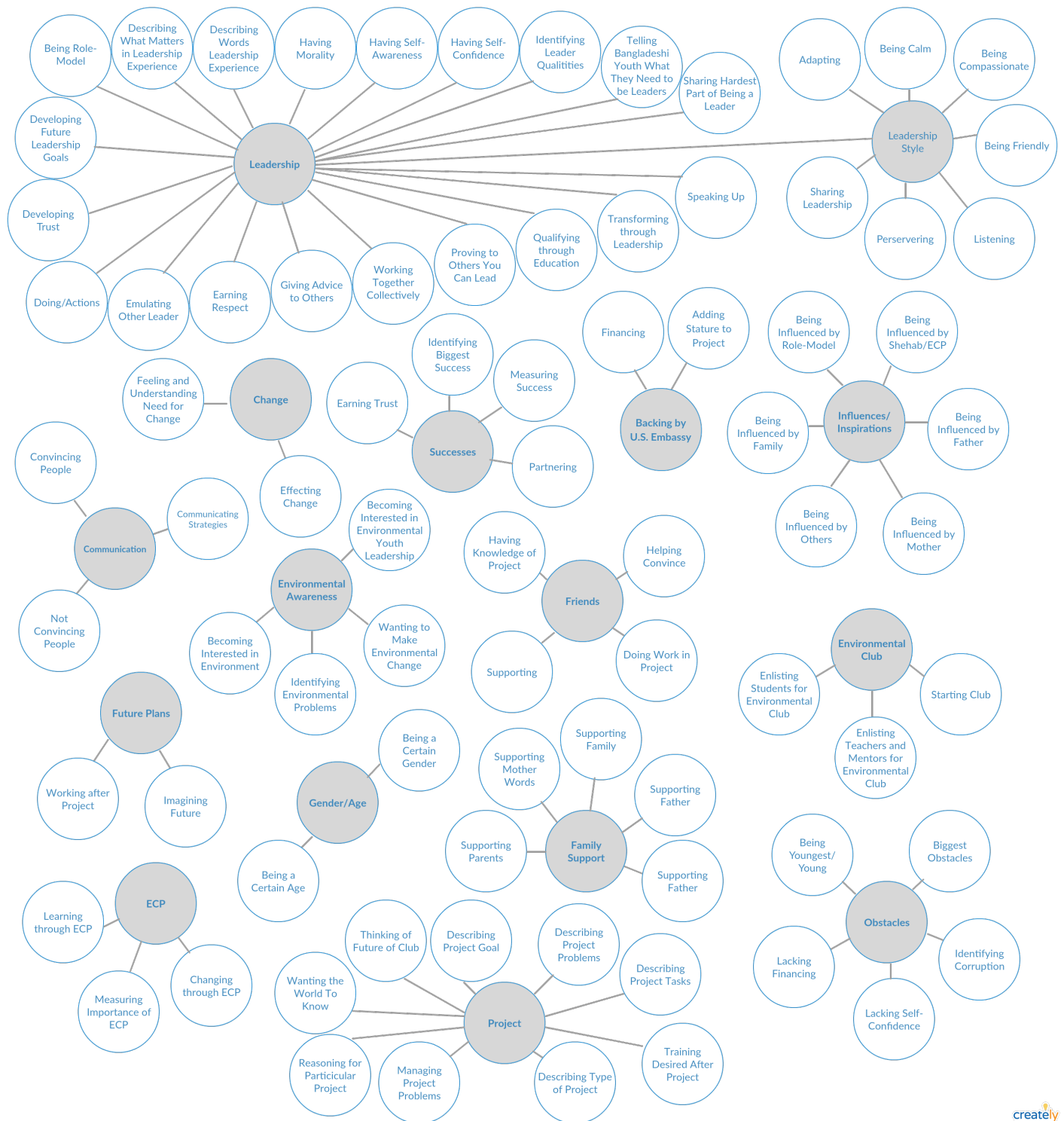
[In 200-300 words]

4. Timeline

Create a timeline for your project by explaining month by month (March-June) the steps you will take to implement the project, and how your partners and participants will be involved. **Be specific!** Keep in mind that certain steps in your project may depend on outside factors such as seasonal conditions or partner availability.

APPENDIX M

PROCESS CODE MAP



APPENDIX N

PROCESS CODE FREQUENCY REPORT

Code	Total	Bar Graph
Convincing People	41	
Doing/Actions	30	
Identifying Leader Qualities	21	
Supporting Friends	20	
Qualifying Through Education	19	
Communicating Strategies	19	
Measuring Success	17	
Transforming Through Leadership	17	
Effecting Change	16	
Describing Project Goal	14	
Being Role Model	13	
Supporting Parents	14	
Starting Club	12	
Supporting Friend Doing Work in Project	12	
Giving Advice to Bangladeshi Youth	11	
Having Self-confidence	11	
Describing What Matters In Leadership Experience	11	
Changing Through ECP	10	
Describing Type of Project	8	
Describing Project Tasks	8	
Reasoning for Particular Project Creation	8	
Describing Words leadership experience	8	
Being a Female or Male	9	
Biggest Obstacles	8	
Identifying Environmental Problems	8	
Measuring importance of ECP	8	
Learning Through ECP	8	
Adding Stature to Project	8	
Sharing Hardest Part of Being Leader	9	
Imagining Future – Personal	9	
Feeling and Understanding Need for Change	8	
Earning Respect	9	
Non-Supporting People	8	
Wanting to Make Positive Environmental Change	7	
Identifying Biggest Success	7	
Becoming Interested in Env Youth Leadership	7	
Persevering	7	
Friend Helping Convince	7	
Enlisting Teachers and Mentors for eEnvironment	6	
Describing Project Problems	6	
Managing Project Problems	6	
Recipients Not Believing	6	
Working After Project	6	
Thinking of Future of Club	6	
Financial Standing Importance	6	
Proving to Others You Can Lead	6	
Not Convincing People	6	
Wanting the World to Know	6	

Enlisting Students for Environmental Club	5	■
Supporting Mother	5	■
Others Lacking Respect	5	■
Having Self-awareness	5	■
Partnering	5	■
Being Inspired by Mother	5	■
Being the Youngest/Young	5	■
Being Inspired by Others	5	■
Financing	5	■
Listening	5	■
Training Desired After Project	5	■
Working Together Collectively	5	■
Supporting School Staff	4	■
Giving Advice to others	4	■
Being Inspired by Family	4	■
Sharing leadership	4	■
Being Influenced by Role-Model	4	■
Friend Having Knowledge of Project	4	■
Supporting Mother Words	3	■
Emulating Other Leader	2	■
Earning Trust	3	■
Supporting Moderator	3	■
Having Morality	2	■
Developing Future Leadership Goals	3	■
Being friendly	2	■
Being Calm	2	■
Becoming Interested in Environment	3	■
Being influenced by Shehab/ECP	3	■
Being Inspired by Father	2	■
Developing Trust	2	■
Speaking Up	2	■
Lacking Self-Confidence	3	■
Supporting Father	3	■
Not Having Enough Money	3	■
Age	3	■
Adapting	1	■
Being Compassionate	1	■
Supporting ECP Members	1	■
Identifying Corruption	1	■
Supporting Family	1	■
Total: 88	660	

APPENDIX O

LINE-BY-LINE CODING - ALL CODES

Binita Skype	Top Codes by Frequency and Occurrence	Binita In-Person	Top Codes By Frequency
First Thing	Support 4.3% (9)	First Environmental Thoughts	Work 4.5 % (4)
Interest	Problems 2.8% (6)	Inspiration	Others 4.5% (4)
Getting Help	Goals 2.8% (6)	Parent Forest Ranger - Saunderbans	Convincing 4.5% (4)
Getting Members	Teachers 2.4% (5)	Environmental Problems	Listening 3.4% (3)
Members talking	Life 2.4% (5)	Father Inspiration	Confidence 3.4% (3)
Club Limit	Friend 2.4% (5)	Father Forest Ranger	Parent 3.4% (3)
Family Helped the Most	Helped 2.4% (5)	Mother Gave Permission	Father (2) 2.2%
Helped with Other Env. Clubs	Father 1.9% (4)	Brother Sister Supported	Important (2) 2.2%
Long School Day	Money 1.9% (4)	Youth Can Make A Difference	Education (2) 2.2%
Parent Permission	Convince 1.9% (4)	Make Change	Problems (2) 2.2%
College Problems		Must Work	
Teachers Not Cooperative		Work	
Father Attended		Financial Standing Not Important	
Family Helped		Hard Work	
Father Attended		Parent Support	
Teacher Problems		Hard Work Overcomes Money	
Teachers Give Poor Grade		Education	
Penalties for Not Staying on Track in School		Think About Problems	
Teacher Did not Support		Step-by-Step	
Lack of Teacher Support at First		Education	
US Embassy		Decide on a Problem	
Teachers Impressed (US Embassy)		Money	
Completing Project		Convincing	
Teachers Proud		ECP	
Advisor Helped the Most		Qualities – Not Being Afraid	
Pond Sand Filter		Convincing	
Large Equipment		Parent Support	
People Interested		Teach Others	
One Day		Learn from Others	
Size of Filter		Listen	
# People Affected		Convincing	
Simple Project		People Don't Listen	
Helpful Project		Self-Confidence	
Problems		Confidence	
Lack of Money		Self-Confidence	
Cost Increase		Strategies for Convincing	
Not Enough Money		Stop Talking	
Not Enough Money		Listen	
Could Have Been Better		Girls Not Safe	
Leadership		Need Man	
Convince		Cyclone	
Encourage		Interest (In Environment)	
Listen		Help Others	
Icon		Backing Important	
Skills		Respect from Others	
Convince			
Education			
Listen			
Learned (word)			
Cities Not Real Life			
Villages Affected			
Serious Pollution			
Can Help With Limited Money			
Convince			
Confidence			
Honesty			
Limited \$			
Used Family \$			
Budget			
Corruption			
Convince			
Friend Support			

6000 People Have Water			
No Problems (with water)			
Gave Them Life			
No Gender Problems			
Gave People New Life			
Could Not Empathize (living Conditions)			
Disease			
New Life			
Shehab Responsible for Follow-Up			
Completed			
Will Go Back			
Visit			
Friends Helped With Problems			
Work Made Better (Friends)			
Friend Encouragement			
Indigenous Community (Problem)			
Only Girl			
Friend Support			
Father Support			
Parent Support Critical			
Changed Spending Habits			
Changed (her) Life			
Old Goals			
New Goals			
Goals			
Goals			
Goals Hard to Reach in Bangladesh			
Protective Father			
Stay in Bangladesh for Goals			
Value of ECP			
More Foreigners Needed			
12 th Grade			
Select New Leader			
Learned a lot			
Leaders Not Born			
Listening			
Acceptance of Others			
College Club			
ECP			
Teachers Not Interested			
Friend Support			
Respect			
Plant One Tree			
Encouragement			
Friend Support			
Parent Support			
Badal Skype	Top Codes by Frequency and Occurrence	Badal In-Person	Top Codes by Frequency and Occurrence
Club Established	Convincing 3.6% (10)	Education	Friend 4.9% (12)
Joined Club	Education 2.9% (9)	Debate	People 3.7% (9)
Already Had Members	Doing 2.5% (7)	Applied	Help 2.8% (7)
10-15 Members	Consciousness 2.2% (6)	Work	Life 2.8% (7)
Moderator Support	Youth 2.2% (6)	Revelation	Problems 2.4% (6)
Friend Most Helpful	Difference 2.2% (6)	Doing	ECP 2.0% (5)
Friend Most Helpful	Small 2.2% (6)	Learned	Doing 2.0% (5)
ECP	Support 1.8% (5)	Knowing About Problem	Convince 2.0% (5)
Planning	Convince 1.8% (5)	Interest Developed	Support 2.0% (5)
Friend Help	Convincing 1.8% (5)	After ECP	Worked 1.6% (4)
Friend Decided	ECP 1.4% (4)	Look at Sky in City	Problem 1.6% (4)
Friend Created	Make .1% (3)	No Stars	
Friend Budgeted		Can See Stars at Home	
Shopped		Affected by Leaders	
Worked		Thinking	
Worked at Slums		Doing	
Verify Cost		Making a Difference	
Make Plan		Action	
Talked		Mom	
Friend Help		Inspires	
Worked		Chomsky	
Worked		World	

Friend Help		Thinking	
Friend Did All Work With Him		Making Difference	
Convinced		Talking to doing	
Install Devices		Can't Just Talk	
Convince		Change Minds	
Problem (people did not believe)		Chomsky	
Communication		Do small, do small	
Police Involvement		B. Youth Can Make Difference	
Free Project		Consciousness	
Instruct People		Environment	
Friend Partner in All Phases		Environmental Problems	
Other Projects		Solar	
Progress		Youth Know Env. Problems 1 st Hand	
Litre of Life		Effects	
Pilot Project		Threat and Consciousness	
Convincing		Doing	
Worry		B. Youth Can Make Difference	
Convince		Finances Important	
Return Visit		Convince	
Follow-up		Mom	
Global Youth Camp		Helped Convince	
Before ECP		Money Should Not Limit Work	
Other Money Support		Financial Standing Doesn't Matter	
Pilot		Consciousness	
Grant		Awareness	
Applied BYEI		Education	
Proof		Education	
Pilot		Convincing	
Friend		Best Part	
Travel		Results	
Pilot		More Slums Wanted Devices	
Friend Helped		Environmental Consciousness	
Made Video		Prioritize	
Env. Problems		Education Lacking	
Env. Problems		Start with Youth	
Made Life Better		Inaction by Government	
Changed Life		Diplomacy Doesn't Work	
Lights		No Effect	
No \$ for Electricity		Youth Make Difference	
Illegal Electricity		Small Steps	
Problems		Small Steps Create Consciousness	
Children Can't Study		Experience	
Outside Light		Showing	
Solar Bottle		Leading	
Light		Explaining	
Free		Doing Most Important	
Convince Free		Network	
Study		Facebook	
Poor		Courage	
No Facilities		Did not Believe	
No Computers		Convince	
Dream		Clubs	
Change Life		Did Not Believe	
Electricity Expensive		Convincing	
Donation		Friend	
Injustice		Leadership	
Crime (people have to commit to get light)		Friend Involvement	
Life Bad in Slums		Network	
Inaction		Shuffling Leadership with Education	
Money		Pressure	
5 Years		Family Pressure	
Watts		Studies	
Qualities of a Leader		Crazy to Want to be Leader	
Small is Important		Cultural Norms	
Change		Priorities	
Qualities		Small Things	
People help		Show it is Possible	
Give Tools		Show Can Manage Priorities	
Problem		Doing	
Problem		Motivating	

Empathy		Start Something	
Feel		Overcome Pressure	
Change		Change Minds	
Cooperation		Rewarding	
Convince		Moral Support	
Problems		Agenda	
Concerns		No Support	
Help from Locals		Helping	
Encourage		Alone	
Help		Find a Way Around	
Problem		Credibility	
People		Social Structure	
Proving		Opening Up	
People don't Believe		Sharing	
Organization Helping		Wanted \$	
Convincing		Credibility	
Do Not Have to Pay		Trust	
1 st Step		Father	
Showed		Transformed Public Perception	
Talked to People		Father Moral Support	
Convinced		Friend Moral Support	
Didn't Give Up		Believed in Him	
Dark		Helped	
Light		Other Leader	
Doing for People		Foundation	
Talk		Shehab	
Talk		ECP	
Saw		Education	
Feel		Small	
Acting		Education	
Thankful		ECP	
Changed Lives		Big People Not Making Difference	
Beginning		ECP	
Talking to doing (Most important thing in life)		Education	
Doing		Future	
Doing		Environment	
ECP		Community	
Teachers		Other Programs	
ECP		Spread Out	
ECP		Altruism	
Help		Helping Others	
Explain		Thinking	
Doing		Today	
Volunteer		Common Interest	
Helping		Want more Support	
Goal of Project		Transformation	
Numbers		Convincing	
Huge Job		Getting Help Doing More	
Backing		Volunteering	
Problems		Involve Stakeholders	
Manage		Social Media	
Group		Resources	
Changed Life		Need Resources	
Important People		Convincing People	
Friends		Resources	
Learned		Youth Inspire	
Mother		Leading	
Convince		Convincing	
Moral Support		State Department	
Mom		Age	
Mom Solves Problems		Convince One They Convince Another	
Complicated		Raising Consciousness	
Political		Effect as Leader	
Support		Long-Term Stability	
Moral Support		Shared Leadership	
Future of Club		Group More Effective	
Pick New Leader		Learning From One Another	
Show		Individual Not as Effective as Group	
Integrate		Long-term Success	
Hands On		Errors	

Empower		Need to do Research	
		Repair Mistakes (Holes)	
		Experiences	
		Learn from Mistakes	
		Seasons	
		Environmental	
		Leading	
		Questions	
		Environment	
		Leads to Other Areas	
Chandi Skype	Top Codes by Frequency and Occurrence	Chandi In-Person	Top Codes by Frequency and Occurrence
City	No Support (8) 4.8%	Childhood	Convince/ing (6) 4.6%
Travel	Farmers (6) 3.6%	Alumni Convinced	Education (4) 3%
Enthusiasm	Father (4) 2.4 %	ECP	Support (lack of) (4) 3%
Clubs	Friend (3) 1.8%	New subject environment	Respect (4) 3%
Cleaning	Thinking (4) 1.8%	Debate	Subject (3) 2.3%
Awareness	Project (3) 1.8%	Ego (i)	Others (3) 2%
Assumptions	Fertilizer (3) 1.9%	Parents	Environment (3) 2%
Activities	Telling (3) 1.9%	Moved	Important (3) 2%
Different	Monsoon (3) 1.9%	Challenges	Subject (3) 2.3%
Enthusiasm	Future (2) 1.2%	Settle down	Doing (2) 1.5%
Money		Next level	
Planned		Mom inspires	
Friend		Stay-at-home	
Convince		Sacrifice	
Convince		Asian Sub Continent	
Meet		Bangladesh	
Support		Effective	
Permission		Live with environmental problems	
Get Moderator		Bangladesh	
Classroom		Effects	
Facebook		Different view	
Posters		Change	
Interview		Encouragement	
Select members		Bangladeshi girl	
Friend		Money important	
Moderator		Convince	
Convincing		Ego	
Support		Education	
Problems		Environment	
No Support		Extra Subject	
No Support		Stable to learn	
No cooperation		Core Subject	
Project		Doing	
Decomposable items		Knowing	
Waste food		Government important	
Fertilizer		Government initiate	
Agrowaste		Formal education	
Farmers		Informal education	
Alone		Environment	
Poor Farmers		Being somethings	
Farmers		Inspired	
Farmers		Doing	
Process		Seeing	
Fertilizer		Idol	
Vegetables		Other priorities	
Cities		Change	
One place		Inspire farmers	
Home city		Lack of peer respect	
Father		Community respect	
Locations		Convincing	
Agriculture		No support	
Cultivation		Challenges	
Monsoon-based		Sheltered	
Cultivation		Education	
Monsoon-based		Learning	
Monsoon-based		Convincing	
Fertilizer		Setting example	
Soil		Convincing	
Media		U.S. Embassy	

Project		Respect	
Model		Embassy respect	
Adapt		Need others	
Father		Moral support	
Down-to-earth		Parent support	
Club		Friend support	
Expectations		Self-doubt	
Hands-on		Ideas	
Rules		Connecting idea	
Litter		Did not convince others	
Telling		Did not want to participate	
Rules		Not prepared	
No support		Feeling bad	
Change		Learn from failure	
Change		Let herself down	
Telling		Studying	
Model		Learned responsibility	
Care		Convince	
Understand problems		Work with transgender individuals	
Give back		Innovative thoughts	
Education		Age not important	
Speaking		Advertise yourself	
Knowing		Others ask for more leadership	
Fake		Compassionate	
Qualified			
Respect			
No hope others			
hope			
Apathy			
Empathy			
Future			
Responsible			
American Center			
Telling			
No Support			
Doing			
Thinking			
Project			
Building			
Thinking			
Completing			
Stopped Convincing			
Started Doing			
Optimism			
Product			
Father			
Big vegetable			
Metaphor			
Measure			
Being leader			
Unsure			
Small changes			
Thinking			
Successful			
Completion			
Optimistic			
Lost faith			
Friend			
ECP			
People			
Knowing			
Farmers			
Farmers			
Busy			
No time			
Choose leaser			
No future support			
Gender			
Respect			
Parent support			

Mother			
Father			
Leena Skype	Top Words by Frequency and Occurrence	Leena In-Person	Top Words by Frequency and Occurrence
Hard	Convince/ing (11) 7.3%	Peer sharing	Support (8) 3.9%
No support	Support (9) 5.1%	Learning	Important (5) 2.4%
ECP	Project (5) 2.8%	Benefit	Leadership (5) 2.4%
Letters	Lack (5) 2.8%	Not inspired	Doing (4) 2%
Principle	Change (4) 2.3%	Inspired	Convincing (4) 2%
Project	Father (4) 2.3%	Applied	Listen (4) 2%
Simple	Girls (4) 2.3%	Accepted	ECP (4) 2%
Location	Interest (3) 1.7%	Leader	Family (3) 1.5%
Father	Education (3) 2%	Volunteer	Encourage (3) 1.5%
Friend support	Interest (3) 1.7%	Did not take seriously	Talking (3) 1.5%
Encouragement	Community (3) 1.7%	Family inspires	
Lack of participation		Family support	
American Center		Inspiration	
Classmate support		Telling	
English Language		Not being ordinary	
Members		Inspired	
Simple		Thankful	
Helpful		Youth can make difference	
Talking		Can't depend on adults	
Thinking		Compare other programs	
Raining		Not as successful at ECP	
Idea		Financial stability does not matter	
Summer		ECP	
Environment		Budget	
Inspiration		Finances not related to environment	
Convincing		Family support	
Honest		Doing	
Dedicated		Awareness	
Earnest		Convincing	
Convince		Encourage	
Importance		Future	
Reasoning		Lack of leadership	
Convincing		People follow	
Needs		Facebook	
Convincing		Voice	
Self-confidence		Talking	
Patient		Marketing	
Students		Convincing hardest part	
Education		Hardship	
Balance		Busy	
Honesty		Keep trying	
Innovative		Keep convincing	
Perseverance		Luck	
Leaders not born		Interest	
Qualities		Ideas	
Speaking		Listen	
Stage fright		Youth-based	
Speaking skills		Lack of adult support	
Change		Positive feedback	
Transformation		Rewarding	
Hard-working		Couldn't convince	
Change		Community saw results	
Social		Organizing	
Interest		Convincing	
Community		Talk	
Environment		Listen	
Helping people		Leadership style	
Comfort zone		Ultimate decision maker	
Convincing		Confident	
Not convincing		Phase	
Obstacles		Commitment	
Lack of interest		Harsh	
Talking		Comments	
Doing		Obstacles	
Gender		Did not seek ECP support	
Males dominate		Friends support most important	

Girls soft		U.S. Embassy finances	
Pleasing		Finances important	
Girls not forceful		U.S. Embassy not as important	
Girls nice		Male friend support	
Interest		Asking people	
Teacher support		Feeling hurt	
Straight forward		Frustrated	
Persistence		Males have more authority	
Persistence		ECP important	
Keep trying		Talking-to-doing	
Success		Choose environment	
Start project		Business and Env. do not go together	
People did not believe		Desire to learn	
Showing		Talking	
Lack of community support		Transformation	
Community wanted more		Confidence	
Proud		Expression	
Convince		Thinking	
Happy		More projects	
Using rain water devices		Crisis	
Project		Pressure	
Gave easier life		Panic	
Using devices		Strategies for stress	
Project design		Being role model	
Number of people		More training	
Water drum		More leadership experience	
Uses		Age	
Safe		Hierarchy in school	
Rating		Peer-tutoring	
More to do		Listen	
Convincing		Age	
Lack of support		Judging leadership skills	
Could not convince		How many came	
Pride		Doubt	
Acknowledgement		Stronger	
Becoming a leader		Wasted time	
Possible		Classes for managing stress	
Little		Doing	
Small		Rise above	
Uses		Doing	
Education		Something different	
Can make different		Mediocrity	
Change		Join	
Role model		Listen	
Education		Goals	
Change		Deadlines	
Do more		Encourage	
Expand		Start	
More projects		Dialogue	
Leadership		Manage everything	
Future		Manage studies	
Important part		Leadership	
Lectures		Small can be big	
Convincing		Help	
Family Support		Encourage	
Father convinced		Parent support critical	
Father convinced		Support important	
Parent support		Advise	
Project in homes		Teach	
Lack of adult support		Rainwater Harvesting	
Father		Spreading project	
Parents convince		Make bigger	
Youth not trusted			
Lalita Skype	Top Words by Frequency and Occurrence	Lalita In-Person	Top Words by Frequency and Occurrence
ECP	Support (9) 5.6%	Community project	Friend (14) 4.6%
School support	Convincing (5) 3.1%	8 th grade	Support (13) 4.3%
Friend support	Role Model (3) 1.9%	Learning from peers	Convincing (12) 3.9%
Starting club	Leaders (3) 1.9%	Learning from peers	Education (8) 2.6%
Commitment	Transformation (3) 1.9%	Finding issue	Mother (6) 2%
Leadership	Doing (3) 1.9%	Thinking	Learning (6) 2%

Elections	Education (2) 1.2%	Finding topic	Project (5) 1.6%
Principle	Community (3) 1.9%	We are part of the environment	Respect (5) 1.6%
Committee	Thinking (3) 1.9%	Choosing environmental leader	Leading (5) 1.4%
Interest	ECP (2) 1.2%	Mother inspiration	Problems (4) 1.1%
Enthusiasm		Mother as leader	
Sell club (convincing)		Small things	
Numbers		Learning from mother	
In person		Responsibility	
Security Guard Support		Principle as role-model	
Security guard helped		Principle idol	
Supportive		Learned from principle	
Mother support		Inspired by woman	
Family support		Learning from others	
Language		Mother Inspiration	
Slum project		Did not see value	
Finished project		Learning from mother	
38 families		Mother inspires	
Gifts		Principle idol	
More families		Future	
Scope limited		Youth	
Draw boundaries		Training	
Tough to manage		Morality	
Explaining (convincing)		Financial standing does not matter	
Explaining (convincing)		Can participate	
Convincing		People matter	
Obstacles		Clubs matter	
Needs		Collective effort	
Manage		Guidance important	
Plan		Education	
No promises		Environmental Consciousness	
History		Convincing	
Influences		Convincing	
Experiences		Convincing	
Examples		Communicating	
Funding		Showing	
Opportunity		Teaching	
Idea		Trusting	
Grow		Morality	
Ideas		Education	
Speak		Age had effect	
Voice		Convincing	
Think		Earning respect	
Doing		Lack of respect	
Thinking		Takes time	
Critics		Buy-in	
Listen		Support	
Speaking		Knowledge	
Learning from other leaders		Community Project	
Observing other leaders		Leadership	
Observing other leaders		Proving yourself	
Model		Show what you can handle	
Role model		Prove yourself	
Teaching		Extra work with studies	
Environment		Age hardest obstacle	
Role model		Knowledge	
Teaching		Learning	
Doing		Action	
Actions		Time	
Education		Respect	
Learning		Leading	
Speaking		Leading	
Knowledge		Proving	
Understanding issues		Lack of friend support	
Self-discovery		Working together	
Slow		Doing	
Transformation		School responsibilities	
ECP		School pressure	
Discovery		Convincing	
Life changes		Convincing	
Gardens		Small matters	

Mother transformation		Do your best	
Family role-models		Talking and showing	
Recycling		Teaching youth	
Environmental knowledge		Set up project	
Word spread		Convincing	
Others joined		Group	
Resources		Education	
Challenges		Praise	
Resources		Respect	
Help others		Education	
Obstacle		Receiving positive attention	
Girls not respected		U.S. Embassy gave stature	
Struggle (gender)		Others asking questions	
Lack of community support		U.S. Embassy important	
Fighting back		Friend support	
Funding		Friend support	
Lack of community support		Friend support	
Curiosity		Friend support	
Talking-to-doing		Communication	
Convincing		Friend support	
Partnership		Friend support	
Institutional support		Friend support	
Partnerships		Friend trust	
Feedback from slum		Communication	
Mini-sessions		Friend participation	
Transformation (thinking)		Friend support	
Keep going		Wanted to be with friend	
Future		Friend support	
Support for community		Education	
Give genuine answers		Training	
Be genuine to earn respect		Lack of knowledge	
Believable		Sharing ideas	
Education		Family support	
Awareness		Good reputation (friend)	
		Convincing	
		Convincing	
		Inspiration	
		Convincing	
		Group effort	
		Convincing	
		Leading	
		Role Model	
		On-site project	
		Environment	
		Slum	
		Project ideas	
		Education	
		Problems	
		Changes on ground	
		Obstacles	
		Change scale and scope	
		Learned from mistakes	
		Minimize problems	
		Small scale	
		Changing	
		Compensating	
		Preparing	
		Survey	
		Committing	
		On-site	
		Team	
		Water	
		Convincing	
		Equipment	
		Problems	
		Gifts	
		Reverse psychology	
		Protection	
		Action	
		Doing	

	Leading by example	
	Positive outcomes	
	Future	
	Connections	
	Confidence	
	Education	
	Talking-to-doing	
	Confidence	
	Speaking up	
	Leading	
	Growing	
	Transformation	
	More experience	
	More slums	
	Challenges	
	More places	
	Different issues	
	Desire to learn	
	Experiences	
	Peer-to-peer support	
	Sharing and learnings	
	Resolving issues	
	Finding problems	
	Group work	
	Be calm	
	Respect people	
	Be friendly	
	Friendly and supporting leader	
	Others listen and respond	
	Group behavior	
	Human psychology	
	Success by how being treated	
	Give awareness rather than ask for help	
	Importance of awareness	
	Create awareness	
	More effective	
	Education and training	
	Leadership equals change	

APPENDIX P**BADAL IN-PERSON LINE-BY-LINE CODES TEXTALYSER SAMPLE FREQUENCY****REPORT**

Word	Occurrences	Frequency	Rank
education	8	2.9%	1
doing	7	2.5%	2
consciousness	6	2.2%	3
youth	6	2.2%	3
difference	6	2.2%	3
small	6	2.2%	3
support	5	1.8%	4
convince	5	1.8%	4
convincing	5	1.8%	4
ECP	4	1.4%	5
make	3	1.1%	6
environmental	3	1.1%	6
environment	3	1.1%	6
leading	3	1.1%	6

APPENDIX Q

LINE-BY-LINE CODING WORD FREQUENCY (SKYPE AND IN-PERSON)

Binita Skype	Binita In-Person	Badal Skype	Badal In-Person	Chandi Skype	Chandi In-Person	Lalita Skype	Lalita In-Person	Leena Skype	Leena In-Person
Support 4.3% (9)	Work 4.5% (5)	Convince/ing 3.6% (10)	Friend 4.9% (12)	No/lack Support 4.8% (8)	Convince/ing 4.6% (6)	Convince/ing/ed 6.5% (13)	Support 3.9% (8)	Support 5.6% (9)	Friend 4.6% (14)
Problems 2.8% (6)	Others 4.5% (4)	Education 2.9% (8)	People 3.7% (9)	Farmers 3.6% (6)	Education 3% (4)	Support 5.1% (9)	Important 2.4% (5)	Convincing 3.1% (5)	Support 4.3% (13)
Goals 2.8% (6)	Convincing 4.5% (4)	Doing 2.5% (7)	Help 2.8% (7)	Father 2.4% (4)	Support (lack of) 3% (4)		Leadership 2.4% (5)	Role Model 1.9% (3)	Convincing (12) 3.9%
Teachers 2.4% (5)	Listening 3.4% (3)	Consciousness 2.2% (6)	Life 2.8% (7)	Friend 1.9% (3)	Respect 3% (4)	Lack 2.8% (5)	Doing 2% (4)	Leaders 1.9% (3)	Education 2.6% (8)
(new) Life 2.4% (5)	(self) Confidence 5.4% (5)	Youth 2.2% (6)	Problems 2.4% (6)	Thinking 1.8% (4)	Subject 2.3% (3)	Change 2.3% (4)	Convincing 2% (4)	Transformation 1.9% (3)	Mother 2% (6)
Friend 2.4% (5)	Parent (support) 3.4% (3)	Difference 2.2% (6)	ECP 2.0% (5)		Others 2% (3)	Father 2.3% (4)	Listen 2% (4)	Doing 1.9% (3)	Learning 2% (6)
Helped 2.4% (5)	Father 2.2% (2)	Small 2.2% (6)	Doing 2.0% (5)	Fertilizer 1.9% (3)	Environment 2% (3)	Girls 2.3% (4)	ECP 2% (4)	Education 1.2% (2)	
Father 1.9% (4)	Important (2) 2.2%	Support (moral) 1.8% (5)	Convince 2.0% (5)	Telling .8% (3)	Important 2% (3)	Education 2% (3)	Family 1.5% (3)	Community 1.9% (3)	Respect 1.6% (5)
Money (not enough) 1.9% (4)	Education (2) 2.2%	ECP 1.4% (4)	Support 2.0% (5)	Monsoon (3) 1.9%	Subject 2.3% (3)	Interest 1.7% (30)	Encourage 1.5% (3)	Thinking 1.9% (3)	Leading 1.4% (5)
Convince 1.9% (4)	Problems 2.2% (2)	Environmental 1.1% (3)	Worked 1.6% (4)	Future 1.2% (2)	Doing 1.5% (2)	Community 1.7% (3)	Talking (3) 1.5% (3)	ECP 1.2% (2)	Problems 1.1% (4)

This color-coded table shows Skype columns in tan, In-Person columns without color, and designates the most frequent code words at the top of the table. Code words are highlighted with various colors to show where they appear within each ECP Fellow's results.

APPENDIX R

CATEGORIES AFTER INCIDENT-BY-INCIDENT CODING

Code	Category
Adult Community Member Participation	Adult Participation
Lack of Community Participation	Adult Participation
Becoming Interested in Environmental Youth Leadership	Leadership Awareness
Convincing Others	Practicing Leadership
Doing Community Projects	Practicing Leadership/Youth Participation
Earning Respect	Practicing Leadership
Experience Level	Leadership Requirements
Experiencing Cultural/Gender Stereotypes	Experiencing Leadership
First Hand Knowledge of Environmental Problems	Leadership Requirements
Funding-Financial Status Importance yes/no	Leadership Requirements
Identifying Successes	Practicing Leadership
Importance of Age	Leadership Requirements
Importance of Technology	Leadership Requirements
Inspiring actions of mother/father	Adult Participation
Inspiring Actions of Principal	Adult Participation
Leadership Effectiveness Indicators	Leadership Reflection
Leadership Style	Practicing Leadership
Leadership Training Importance	Leadership Requirements
Leading Actions in School	Practicing Leadership
Leading by Example	Practicing Leadership
Managing Obstacles	Practicing Leadership
Necessary Things for Bangladeshi's Youth Leadership	Leadership Requirements
Organizations Adding Credibility - US Embassy	Leadership Requirements
Practicing Leadership	Practicing Leadership
Project Changed After Obstacles on Ground	Experiencing Leadership
Proving Oneself to Others	Practicing Leadership
Rewarding Part of Leadership	Leadership Reflection/ Leadership Growth
Self-Discovery	Leadership Growth/ Experiencing Leadership/ Leadership Awareness
Strategies for Future Leadership	Leadership Reflection
Supporting Actions of Friends	Youth Participation
Thinking About Future	Leadership Reflection
Thinking About Leading	Leadership Reflection
Importance of Action	Leadership Requirements
Want More Experience to Grow as a Leader	Leadership Reflection
Youth Taking Care of Environment	Youth Participation

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Publication: Environmental Education Research

Publisher: Taylor & Francis

Date: Aug 1, 2009

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Creswell

Publication: Qualitative Inquiry

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Citation: Theis, J., Pushing the Boundaries: Critical International Perspectives on Child and Youth Participation - Focus on Southeast Asia, East Asia, the Pacific, South and Central Asia, and Japan (2007), *Children, Youth and Environments*, Vol. 17, No. 1, pp. 1-13. Published by: University of Cincinnati
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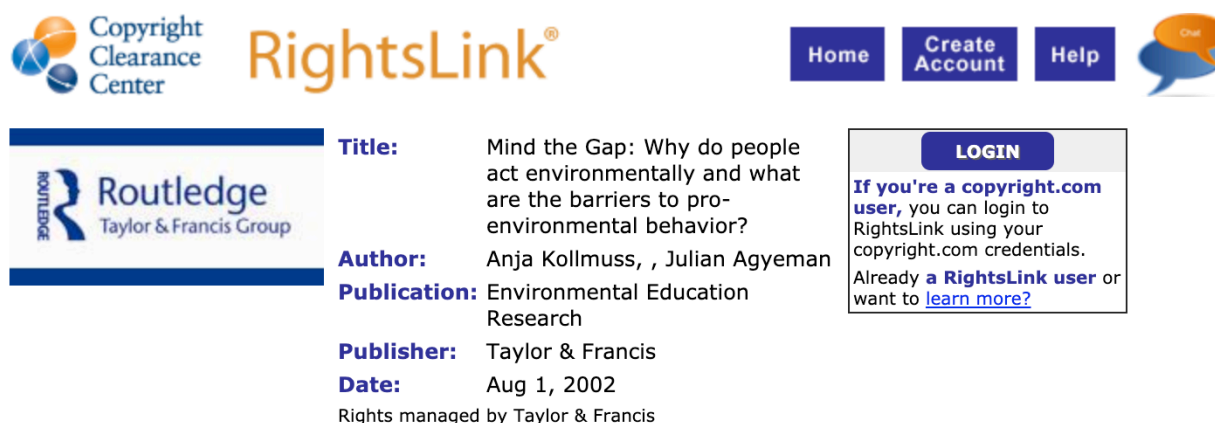
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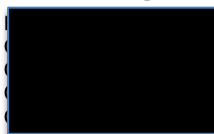
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