BCJ BUREAU DE CONSULTATION JEUNESSE

THE CHALLENGE OF

« Living Together »

YOUTH IN HOUSING AND COMMUNITY

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ACKNOWLEDGEMENTS

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LIST OF ACRONYMS

Action Jeunesse de l'Ouest-de-l'Île	AJOI
Barbecue	BBQ
Bureau de consultation jeunesse	BCJ
Community worker	CW
Conseil jeunesse de Montréal	CJM
Centre de services sociaux	CSS
Dispositif institutionnel Mendel	DIM
Fédération des OSBL d'habitation de Montréal	FOHM
Front d'action populaire en réaménagement urbain	FRAPRU
High school diploma	HSD
Homelessness Partnering Strategy	HPS
Housing First for Youth	HF4Y
Institut de la statistique du Québec	ISQ
Lesbiennes, gais, bisexuel.les.s, trans, *queer, two-spirits*, etc.	LGBTQ2+
Low rental housing	LRH
Ministère du travail, de l'emploi et de la solidarité sociale	MTESS
Pathways to Housing	PTH
Popular Education Kit for Autonomy in Housing	PEKAH
Réseau d'aide aux personnes seules et itinérantes de Montréal	RAPSIM
Young accompanist	YA
Youth Centre	YC
Youth Protection Directorate	YPD
Youth representatives	YR

SUMMARY

The Bureau de consultation jeunesse (BCJ) is an independent community-based youth organization operating in three territories of the greater Montreal area: Laval, Montreal and Longueuil. Since 1970, the organization's mandate has been to support young people in their journey towards greater autonomy and the implementation of solutions to improve their living conditions, in a perspective of social transformation. In 2014, a process of strategic reflection on the mission and services of the organization is put in place; the consultation of young recipients of its services leads to various findings : young people want more a) autonomy, b) participation, and c) young people in temporary housing show a weak sense of belonging to the BCJ. In this wake first emerges a qualitative research on the development of the autonomy of young people in temporary housing leading to the dissemination of a support package on the web (BCJ, 2017a). As an extension of this reflective process, the BCJ then ensures the implementation of a project entitled "The challenge of "living together": youth in housing and the community", funded by Canadian government Homelessness Partnering Strategy (HPS) (renamed "CO-LOC project" by participants). Its overall finalities consisted in experimenting how empowerment emerge (Le Bossé, 2012) among BCJ young tenants in temporary housing, what are the conditions of youth involvement as agents of change (Colardelle, 2001) in community and to improve their global living conditions.

More precisely, the five finalities the project intended to target are: 1. the development of young people's empowerment and autonomy; 2. the development of their community and citizen involvement; 3. their participation in homelessness prevention; 4. the development and application by young people of collective solutions to the challenges of cohabitation; and 5. improving their living conditions. To do this the project was divided in two parts. Part 1 focuses on experimenting tenants' committees involving young tenants from each BCJ block which aims to be a democratic structure for participation in community life and the improvement of cohabitation in the three blocks of temporary housing managed by the BCJ. The programming of tenant committee activities is defined according to the participants needs and interests, including neighborhood youth and former BCJ tenants, stimulating their sense of belonging to the BCJ and to their living environment. Once tenants' committees are well established, the second phase focusing on the relationship between young tenants and the community comes into play. The purpose was to surveying neighborhood actors surrounding the BCJ blocks in order to draw a portrait of the cohabitation issues in the neighborhood and the presence of young tenants. An investigation approach that has led to the search for collaborative solutions that foster cohabitation, including several theater-forum performances aimed at stimulating exchanges between various community stakeholders.

The objectives of the present evaluative research have been developed in collegiality with BCJ practitioners in order to inform and adjust their actions (process evaluation). This research, conducted with a comprehensive approach (Pirès, 1997) and inspired by the fourth-generation evaluative paradigm (Fontan and Lachance, 2005, Guba and Lincoln, 1989), aimed to document the consequences of the project from the words of the actors involved : tenants and youth representatives, community workers from the three BCJ territories, community members, the project monitoring committee and the evaluation sub-committee. Through the use of an ethnographic methodology, a qualitative and quantitative material permitted to evaluate the objectives achievement. Various data collection tools were used for this purpose : a questionnaire to young tenants, a survey of community members, a logbook to document the day-to-day activities of the project, focus groups with young tenants at project mid-term, semi-structured individual interviews with youth representatives, semi-structured group interviews with local teams of community workers, situational observation of certain tenant committee activities, as well as a focus group with youth tenants as a final assessment. Thematic analysis method was used to process qualitative data (Paillé and Muchielli, 2016), while the quantitative data were subject to a direct statistical treatment.

We can roughly identify five distinct phases in the historical evolution of the CO-LOC project. The first phase focused on intensifying project reflection and planning activities. here followed a second phase of reflection and development of evaluation tools, as well as the hiring and integration of two youth representatives per block whose mandate was to ensure the effective implementation of the project by a) the organization of tenant committee meetings, including a central pivotal activity, community dinners; b) represent young tenants at the decision-making bodies of the BCJ and representation spaces in the communities. Third phase was characterized by continuation of the training process of youth representatives and by a diversification of activity types of tenants' committees, including participation in a major march for the right to housing organized by the FRAPRU. During fourth phase, data collection for project process evaluation began with focus group activities with young tenants in each BCJ territory, adjustments ensued, initial consultations with community stakeholders were conducted, the issue of length of stay began to be addressed between community workers and young tenants, and finally a thematic camp on housing was organized, marked by the presentation of a theater-forum play reflecting the reality of BCJ youth and played by the six youth representatives of tenants' committees. Fifth phase was focused on increasing the activities appropriation by young tenants, intensifying relations with the community through holding local assemblies, the deepening of theater training for community workers and youth representatives, organizing a winter camp on the theme of life tests, the final evaluation of the project as well as results dissemination.

An innovative social project, however, is not devoid of challenges. The evaluation based on harvest of young people's comments in focus groups made it possible to bring out conflictuality between community workers and young tenants surrounding the project. In particular, they questioned the BCJ method of granting lengths of stay of tenants in temporary housing, incentives to participate in CO-LOC project, project relevance, their relation to youth representatives, as well as the relative power of influence they have on the decisions affecting the project's direction. In doing so, the collective reflection on the CO-LOC project evaluation allowed young people to deploy their critical thinking, to further project appropriation and to position themselves as citizens defending their rights.

In terms of indicators relevant to the project, we were able to see that the participants have experienced an empowerment process according to the four empowerment components defined by Ninacs (2008), ie at the level of participation, self-esteem, technical and practical skills, as well as critical consciousness. Some tenants of the BCJ, as well as all six young representatives, experienced increased civic and community involvement in their neighborhood community spaces such as round tables, participated in first symposium experiences, marches, public consultations, thematic camps and discussion-workshops on various themes related to cohabitation issues, gender social relations, tenants' rights, racialized people experiences of oppression, etc.

Young representatives in particular played different roles within their functions (facilitation, mediation, facilitation, bond creation, integration of new tenants, active listening, event organization, consultation) putting into practice the range of technical and practical skills learned in contact with BCJ community workers or in formal training. In doing so, realizing the extent of their skills, getting to better know themselves, developing new teamwork or communication skills, interacting and connecting with different types of community actors, youth representatives have increased their self-esteem significantly during their employment contract. Both tenants and youth representatives, finally, had either the opportunity to develop their critical consiousness of certain social problems such as racism, sexism, social housing, homelessness, climate change, gender social inequalities, or to consolidate this critical spirit in company of people sharing a similar reading of contemporary situation, stimulating their sense of belonging to BCJ and their peer group. The BCJ's participative management mode of operation in which tenants' committees of three territories formed a social environment where a form of collective power was experienced, contrasted with the individualized mode of social relationship we are used to in most other spaces of today's society. Cultural and axiological (values) BCJ environment having permeated youth representatives of tenant committees has contributed to their going so far as to call into question certain community workers positions, which clearly represents a rise of power in a wanted egalitarian relationship but that remains in fact structurally asymmetrical.

As bonds developed between peers (tenants and youth representatives), between tenants and community workers, between youth representatives and community workers, the sense of belonging of the individuals to the group (tenants committee) and to the organization (BCJ) has increased significantly, and this has affected participation rate to tenant committee activities. Community workers have invested time in the relationship with the youth representatives, integrating them fully into local teams and interacting with them in an egalitarian way. This inclusive attitude has greatly contributed to young representatives taking their place, developing as individuals and acquiring various transversal skills that they can mobilize in other contexts, both personal and professional.

Data collected in semi-structured individual interviews with youth representatives show that a significant improvement in their living conditions occurred within the framework of the CO-LOC project. Basically, it is clear that receiving a salary helps improving individual financial situation and this is the first dimension of improving living conditions spontaneously mentioned by young representatives. By digging deeper, we realize that the involvement environment represented by the CO-LOC project influences its participants to draw a socio-professional trajectory. This translates concretely when a young representative builds or clarifies his life path by planning a return to school, an employment project and is motivated to get involved in different ways in the community. The CO-LOC project was also an opportunity for all participants to broaden their social network to the rhythm of the bonds created within tenants' committees activities. Not to mention an essential life subjective condition, self-knowledge, whose improvement is correlated with better psychological well-being.

CO-LOC project has contributed to the prevention of homelessness by acting on its individual and structural determinants. Individual determinants to the extent that participants were able to engage in an affiliation process by bonding with others, seeing their sense of belonging to peers and BCJ increase, acquiring individual skills in conflicting communication and knowledge of tenants' rights, and remaining in a situation of residential stability conducive to the corollary stabilization of other risk factors associated with physical and mental health, also conducive to consolidation of protective factors such as school path, professional and social integration. Structural determinants when CO-LOC project participants marched together for the right to housing with FRAPRU activists, made their voices heard on round tables, in various consultations, or took part in the creation of a mutual aid and solidarity network within each block of BCJ.

Although community and citizen involvement was quantitatively and qualitatively conclusive on the youth representatives' side, there was nevertheless a fluctuating level of participation on the part of young tenants, who had to combine studies, employment and social life with their tenants' committee activities. One of the reasons given is the ongoing turnover of

tenants who are unfamiliar with the BCJ, its operation, its approach and who understand what the tenant committee is only after a certain time. In addition, the length of stay being, in the general tenants opinion, too short to impulse a real citizen involvement, they prefer investing spheres of life such as work and studies that allow them to stabilize their social functioning.

The second component of the CO-LOC project concerned the links BCJ has forged with surrounding local communities in the context where the organization has expressed an interest in assessing on its (good or bad) neighborhood relations and on how to make them evolve. Tenants' committees of the three territories shared their CO-LOC project experiences with partners throughout the project on the consultation tables invested by BCJ community workers and youth representatives. In addition, discussions with community workers and community surveys distributed allowed us to observe a history of cohabitation issues between youth from BCJ blocks and neighboring communities. However, BCJ organized local assemblies invited members of neighboring communities and permitted presenting CO-LOC project to neighbors and partners, exchanging with them around themes raised in theatrical performances' framework, disseminating CO-LOC project results and creating partnerships to youth homelessness prevention. As such, availability and accessibility of BCJ community workers remain aspects to work on according to some actors.

Several good moves of the CO-LOC project as it has been implemented from January 2018 to March 2019 can be noted. The tenants' committees initially favored civic and community involvement of youth, tenants and members of the BCJ and the community. The project also allowed young people to understand that they could appropriate community spaces and speak on issues that directly affect them. The Bcjian work environment, based on a mode of egalitarian relationship, was favorable to the apprenticeship of youth representatives. The training offer in theater-forum was particularly appreciated by the young representatives as much for its collective aspect as for the recognition that various publics showed after their performances. The Sentinel training has contributed to developing the crisis management skills of youth representatives. Ideally, training should be given during the first half of the project schedule.

Given the ambitious results targets set at the onset, all stakeholders involved are unanimous on the fact that the time allowed for CO-LOC project implementation was too short and ideally would have been three years given the slowness of the relational processes involved, the training needed to empower youth representatives, not to mention the busy schedule of youth in temporary housing whose participation rate varies. The requirement to meet the same schedule for three territories with distinct realities was another temporal constraint that leveled the cruising speed of the project downwards. The temporal variable is also essential when it comes to monitoring the evolution of the understanding of young people about the project, the integration of young representatives in a new work team, new functions, as well as the time allotted to their accompaniment by community workers. Last, but not least, is the fact that hiring youth representatives from a BCJ block induces a complex dynamic of multiple roles on each side of the community worker-youth representative relational spectrum.

Following the analysis of CO-LOC project progress and qualitative results, and as part of the reflection on the practices accompanying the program of the 50th anniversary of the BCJ (2020), we recommend:

- to ensure the continuity of tenants' committees in the three BCJ territories in contexts where this remains possible;

- to diversify intervention modes by using alternative methods of animating tenants' committees, by relying on the trip as a formative intervention context, and by leaving a greater margin of maneuver for youth action in proportion to the time devoted to reflection and discussion, judged too long by young people;

- to accentuate the "by and for" approach by hiring youth representatives paired with every community worker in order to compose dyads practicing co-construction of knowledge and practices on a daily basis.

Bond creation

Breaking isolation

Cohabitation issues

Community

Stability

Self-knowledge

INTRODUCTION

The Bureau de consultation jeunesse[1] (BCJ) is an autonomous youth community-based organization working on three territories of Montreal's great metropolitan region : Laval (Chomedey), Montreal (Verdun) and Longueuil (Saint-Jean-Vianney). Since 1970, its community workers' mandate is to promote the improvement of marginalized youth's (14-25 years old) conditions of living while adopting a global-oriented approach to their autonomy development journey, taking into account the whole reality of a person (BCJ, 2019a). The four principles governing its practices are :

1 Favorable bias to youth	2 The popular education	3 The feminist approach as a model of intervention	4 Intervention taking into account racism and lived oppression

In addition to offering places in its supportive housing buildings to youth at risk of homelessness in its three territories, BCJ's range of activities also includes the intervention line, proximity work, community life, consultation and citizen involvement.

In 2014, a process of strategic reflection on the mission, governance and updating of the organization's practices is put in place; the consultation of young recipients of BCJ's services led to various findings : the youth in temporary housing mentionned desiring more autonomy and participation, whereas they manifested a weak sense of belonging to the organization, faced social isolation and lived many conflicts with other young tenants. A vision of the organizational change requested is presented three years later, on the occasion of the general assembly meeting of June 16th 2017, in three axioms : « Bring youth closer to their power in the BCJ; Make instances and functioning more consistent with this vision, in ensuring more space for youth, community members and workers; Open windows to make the BCJ a place of experimentation and change. » [Our translation] (BCJ, 2018, p. 7). In this wake, a qualitative research on the development of autonomy of youth in temporary housing leads to the diffusion of an innovative support tool, the « Popular Education Kit for Autonomy in Housing[2] » (PEKAH) [Our translation] (BCJ, 2017a).

As an extension of this strategic thinking, the BCJ ensures the implementation of a project entitled « The Challenge of « Living Together » : Housed Youth and the Community », funded by Governement of Canada's Homelessness Partnering Strategy (HPS) (renamed « projet CO-LOC » by the participants). Its overall finalities consisted in experimenting how empowerment emerge (Le Bossé, 2012) among young tenants, what are the conditions of youth involvement as agents of change (Colardelle, 2001) in community and to improve their global living conditions (more specifically, creating social ties (Paugam, 2009), support networks and living environments favorable to citizen participation (Greissler, Lacroix & Morrisette, 2018).

The bcjian supportive housing formula aims at developing the autonomy of youth aged 17 to 21 years old at risk of homelessness, in offering a roof and a socializing life environment. Of the 25 total temporary accommodation spaces offered by the BCJ, we count five studios for single people in Laval, twelve place in Verdun including two for young mothers, as well as two shared apartments and four apartments for young mothers with children in Longueuil (BCJ, 2018, p. 30).

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2. In french : « Trousse d'éducation populaire pour l'autonomie en logement » (TEPAL).

According to the most recent data obtained by the BCJ, many of the trajectories of young people arriving in temporary housing were marked by a sojourn in a provincial Youth Centre[3], while around 25% were living in their immediate or extended family before their arival, more than 25% were coming from an emergency shelter (for example, les Auberges du coeur[4]) and less than 25% were considered homeless or residentially unstable before their arrival at the BCJ (BCJ, 2018, p. 30). Moreover, these youth face problems ranging from family issues to drug consumption problems, mental disorders and « financial or social poverty » [Our translation] (BCJ, 2018, p. 30).

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3. Meaning « Centre jeunesse » in french. In the province of Quebec, Youth Centres aim at reeducating young people aged under 18 years old that fall under the Law of Youth Protection for having faced family issues, behavioral problems, parental abandonment or loss of both parents.

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4. « Hostels of the Heart » gathers a network of 30 emergency shelters offering emergency housing and supportive housing to homeless youth or the ones at risk of falling in the street.

Laval (5)

Five studios for single people

Verdun (12)

Two for young mothers

Longueuil (8)

Two shared apartments

Four apartments for young mothers with children

The present document aims at reporting the CO-LOC project implementation evaluation process that took place from january 2018 to march 2019 on BCJ's three territories (Laval, Montreal and Longueuil). The first chapter presents a summary problematization of the issue of citizen participation of young people in difficulty in a living environment context, considering the socio-political context influencing practices with homeless youth. The second chapter explains the initial programming of the project and presents the main objectives. The third chapter elaborates on the methodological aspects used in this evaluation process. Fourthly, we present our analysis of the project implementation process, to end with a reflection on the future prospects and the main recommendations that have emerged.

Citizen participation of marginalized youth in context of living environment: state of play

This section aims at putting into historical context BCJ's offer of temporary housing to marginalized youth in order to grasp the evolution of the intervention modes in this field and being able to locate in broad strokes BCJ's positioning in the range of existing answers. We conclude by highlighting issues arising to forms of intervention that encourage citizen participation of marginaized youth in living environment.

1.1. State of play of youth homelessness and related knowledge

In Quebec as everywhere in North America, youth homelessness' visibility would have entered the bosom of priority social problems during the 1980s. The presence of noisy street youth groups occupying certain public spaces in the downtown areas of major cities then contributes to spreading a sense of insecurity among the so-called "normal" population (CJM, 2017). If the phenomenon of street youth' visibility in public space has died out following an aggressive penal management of their practices of space appropriation during the 1990s and 2000s (Parazelli & Bourbonnais, forthcoming), it should be noted that statistical data from youth intervention organizations show a greater attendance of their services, as well as a change in socio-demographic profile of their young services recipients (CJM, 2017).

Some observers note a worsening phenomenon of youth homelessness (Kelly & Caputo, 2007) : between 35 000 and 40 000 would be homeless each year in Canada (Gaetz & Redman, 2016). For example, Montreal's West island count 17 525 young people in context of social deprivation whose life trajectory can lead to the street when other forms of social disruption occur. From 2012-2013 to 2014-2015, Action Jeunesse de l'Ouest-de-l'Île[5] (AJOI) noted a 35% increase in downtown youth support for access to homeless services (Langevin, 2016). Youth homelessness would also have its specific mechanisms distinct of adult homelessness', as well as its own solutions : specialists point out that its causes and conditions are unique, involving fragmented family trajectories and in half of cases institutionalization in provincial youth protection directory (Gaetz & Redman, 2016). Street youth's marginalized socialization also have its own symbolic imaginaries of social space appropriation, anchored in values of freedom, autonomy and self-sufficiency (Colombo, 2008; Parazelli, 1997). To this day, finally, there is little understanding of the concomitant mental health and addiction disorders of street youth (Goldstein & *al.*, 2011).

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5. In english : West Island Youth Action.

1.2. From General Hospital to Housing First for Youth : historical contextualization of supportive housing at the BCJ

History of « innocent » childhood's regulation modes in Montreal goes back to the French regime's hospital measures where « the king assumed all support and nursing charges of found children received at the Hôtel-Dieu de Québec and the General Hospital » (Fecteau & *al.*, 1998, p. 77), while older children are taken in charge by the General Hospital, indistinctly of adult vagrant, disabled, prostituted, begging and elderly populations. The King's generosity in a feudal system compensates for breaking the bonds of community sociability that are at the foundation of the social cohesion of the time.

The transition period to Quebec capitalism (1815-1840) sees the emergence of a new childhhod problematization with the arrival of massive European origin immigration, and probably also with the abolition of slavery adopted by the Westminster Parliament on August 1st, 1834 : the growing presence of young orphans. The answer will come this time from religious institutions that create the "orphan asylum". In Montreal for example, the main ones were « the Montreal Protestant Orphan Asylum (1822), the Asile des orphelins catholiques (1832), the Hospice Saint-Joseph (1841), the St. Patrick Orphan Asylum (1846) and the Orphelinat Saint-Alexis (1853) », where the "honest" family orphans will be placed (Fecteau & *al.*, 1998, p. 78).

The Montreal Protestant Orphan Asylum	The Asile des orphelins catholiques	The Hospice Saint-Joseph	The St. Patrick Orphan Asylum	The Orphelinat Saint-Alexis
1822	1832	1841	1846	1853
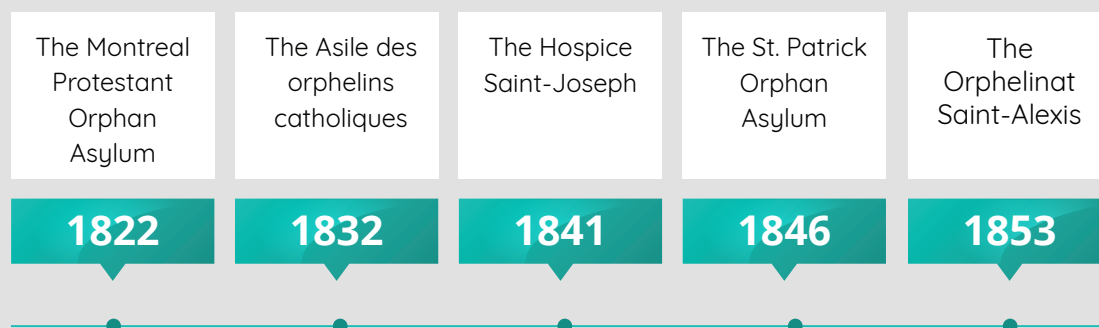
But it is really delinquent childhood, one who wanders the streets, begs and indulges in vices and rapine of all kinds, which causes headaches to public authorities : how applying a constraining power over a dangerous and mobile populace within the framework of the care institutions (hospitals) or work institutions (the house of industry) functioning? It is the conception of a reformable youth, unlike the bad folds cemented in adulthood, which motivates the hope of being able to correct its drifting manners. The imprisonment lengthening of juvenile offenders is thus justified by the need for their re-education which would do its work only in time

(Fecteau & *al.*, 1998). We then send young people who have been detained in penitentiary and common prisons toward a care institution espcially dedicated to them.

If the 1840s and 1850s[6] are witnessing virulent debates about which answer is best suited to the juvenile question (Dickson defending the reform institution's thesis against Nelson's model farm argument), it is the option of the reform prison that the federal government will retain in 1857. However, its disciplinary organization resembling more to a penitentiary annex than a house of reform, as well as the indistinction of the mode of treatment according to gender, will provoke criticisms (Fecteau & *al.*, 1998). Following the failure of the project to establish a municipal house of industry and its sale in 1863, the Montreal Protestant House of Industry and Refuge is born, followed closely by the anglo-catholic St. Bridget's Refuge un 1865 (Aranguiz, 2000), but by the end of the 1860s these asylums overflowed and did not suffice to the demand. Archbishop Bourget authorizes the opening of the Hospice Saint-Antoine in 1861 under the direction of the Sisters of Providence, transferred under the responsibility of the Society of Saint-Vincent de Paul the same year and which, in 1865, will pass into the hands of the Brothers of Charity. In 1868 the institution is renamed Hospice Saint Vincent de Paul and is relocated on rue Mignonne. We can see that the Franco-Catholic religious environment is equipped with an institutional apparatus that is sufficiently developed to accommodate youth homeless, but lacks funds to persevere in its action we see it in the rotation of the groups managing the Hospice Saint-Antoine).

In 1867, the British North America Act confers greater powers on social affairs to the provinces, while the Franco-Catholic clergy, through the influence of Archbishop Bourget, will extend its sphere of influence on measures to assisting the poor. As if the concept of "public-private partnership" had been prefigured, in 1869 the Act concerning shools of industry and the Act concerning shools of reform are adopted; thus private charitable institutions can now be accredited, controlled and funded by the state on a faith-based criteria. Schools on industry take care of children under 14 which we intend to prevent any form of delinquency :

> The reasons for the admission decision were found in section 12 of this Act : firstly, the child must have reached the age of six but not exceed fourteen; he had to be an orphan; an orphan of father or mother if the survivor had an unworthy behavior; neglected, beaten or cruelly treated by his parents or the persons with whom he resided; finally, he could be accommodated if he was disabled or if the parents or guardians were absent and he was exposed to vagrancy or starvation. Childcare expenses were also borne by the government and the municipality where he was before he entered school. [Our translation] (D'Amours, 1986, p. 391)

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6. In 1844, the Sisters of the Good Shepherd inaugurate a convent for young delinquents, while in 1847, Protestant groups in Montreal found the Home and School of Industry for girs and their needy mothers (Fecteau & *al.*, 1998, p. 94-95).

Schools of reform represent for their part the equivalent of internment institutions for the purpose of rehabilitation of young people under 16 who have been found guilty of offenses ordering imprisonment. However, it was not until 1873 that the Hospice St. Vincent de Paul became the school of reform for boys, under the Act of 1869. This is a major financial and logistical challenge : before it can be accredited, the religious institution applying must already have physical facilities built and have sufficient staff already active for supporting long-term organizational functioning (Fecteau & *al.*, 1998).

Québec's response system to social problems will continue to be dominated by the control of the French-Catholic clergy even with the adoption of the Public Assistance Act of 1921, by which the Québec government provides direct financial assistance to accommodation and home assistance establishments (D'Amours, 1986, p. 393); according to historian Martin Petitclerc, this framework law would renew the segregationist logic of the "Liberal government of misery" by distributing assistance on the basis of a distinction between the poor and the "absolute poor", meaning unfit for work (Petitclerc, 2011). In this new legislative framework, in 1937, two important institutions of children and families assistance appear : the Montreal Adoption and Child Protection Society and the Family Welfare Office. The mandate of the latter was precisely to

> to rescue and rehabilitate disorganized families, to contribute to the improvement of hygienic and social conditions, to take care of the rehabilitation of the mother-girls. […] Children entrusted to the care of the Family Welfare Office are placed under a pension plan in families, instead of being placed in institutions. Staff trained at the Montreal School of Social Service supervise children in foster homes. [Our translation] (Bourgeois, 1947, p. 149, cited by D'Amours, 1986, p. 396)

Some significant laws and investigations related to child protection and health services are also voted in the wake of the progressive construction of Quebec welfare state : the substitution of the old Act concerning schools of reform (1869) by the Act concerning schools for youth protection (1950), not to mention the change in the Courts of Justice Act to establish the Social Welfare Court with jurisdiction over the protection of children in need; the founding of the Quebec Federation of Family Social Services (1963) and the establishment of an accommodation network for the elderly and children (1963-1970); the Commission of Inquiry on Health and Social Welfare in Quebec, named Castonguay-Nepveu (1966); the Social Welfare Act (1969) extending the right to social assistance to all citizens; the Health and Social Services Act (1971) which, following the recommendations of the Castonguay-Nepveu report, consecrates the integration of the 55 diocesan social agencies into 14 Social Service Centers[7]; the Youth Protection Act (1977) establishing the Youth Protection Directory (1979) as it is now known today (D'Amours, 1986), with its support centers and group homes, the latter being more flexible with youth than the former, which deploy a more framing approach, even considered repressive and technocratic by several…

Thus, in the wake of the Quiet Revolution (1960-1966) and its legislative extensions, we are witnessing a fundamental questioning of charitable institutions and their meritocratic criteria of distributing public assistance. From now on, the Quebec government legislates the institutionalization of the universal right to social risk protection and deepens the judicialization and institutionalization of the issue of childhood and adolescence protection. Parallel to the constitution of this large institutional apparatus, the deconfessionalization of social intervention in Quebec's private sector allows the development of the community network and more specifically of youth organizations such as the BCJ :

> The Bureau de consultation jeunesse is a community-based organization created in November 1969 following the amalgamation of two organizations : the Accueil des jeunes, whom presented itself as an accommodation service with clinical follow-up for boys with so-called delinquent behavior, and the Carrefour des jeunesses féminines, characterized by an adoption and foster care service with a clinical consultation component. At the very beginning, the BCJ was attached to the Accueil des jeunes, leaving the shelter service to focus on clinical consultation and then, a year later, that is to say in 1970, they merged to the Carrefour des jeunesses féminines to finally become one : the Bureau de consultation jeunesse. Workers from these two organizations joined together to create one youth organization. At that time, there would have been up to 300 workers. With the goal of helping and offering services to youth facing the harsh realities of life and becoming increasingly marginal, the BCJ heard the call for help from this Quebec youth. It then acquired its first mandate, which was to offer counseling services to young people in Montreal to meet their social

7. « Centres de services sociaux » in french.

> needs. To this end, the BCJ endeavored to sensibilizing the community about the needs of young people, to make existing resources more accessible, and to mobilize them in finding solutions to improving their living conditions. The BUREAU DE CONSULTATION JEUNESSE then distinguished itself from the Society of Social Services by not considering the young person's return to his family as the main goal, but is rather a defender of the rights of youth. It adopts a principle of intervention known as the youth-friendly bias. [Our translation] (BCJ, 2019b)

According to François Villemure, BCJ would be among the first organizations addressing the housing needs of street youth : « It has give birth to several projects and organizations, especially Hébergement Jeunesse Le Tournat in 1974 and the Service d'hébergement Saint-Denis in 1976, the first youth housing resources in Montreal[8] » [Our translation] (Villemure, 2012, p. 11).

This is the supportive housing model that is quietly emerging and will be officially instituted in 1987, International Year of Shelter for the Homeless, through the creation of the Fédération des OSBL d'habitation de Montréal (FOHM) (Jetté & *al.*, 1998, p. 31). It is a poverty regulation solidarist paradigm as is a mode of housing in the field of mental health services which has been actualized by the principle of the "residential continuum" (Desjardins, 2015)[9]

> composed of different accommodation resources graduated according to the level of support provided to residents and where they evolve according to the development of their abilities to eventually live independently (Ridgway, Zipple, 1990). Concretely, the supportive housing model can be materialized in the form of a circuit consisting of a group home, grouped supervised apartments and relay apartments (scattered-site private apartments visited once a week by a social worker). This model relies on the idea that a person must first acquire the necessary skills before putting them into practice in a new environment. [Our translation] (Dorvil & *al.*, 2002)

The goal is to extract the person off the street by going through a series of preparatory steps to subsidized independent housing focusing on skills development, whose access remains conditional over requirements of sobriety and "psychiatric stability" (Woodhall-Melnik & *al.*, 2014; Tsemberis, 2010). Theoretically structured in a staircase form, there are four stages to the supportive housing model applied to homelessness : « 1) outreach, intake, assessment, and referrals to assess need, 2) provision of emergency shelters with appropriate services, 3) transitional housing to help people move towards independent living, and 4)

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8. Consider also the establishment of the Clinique des jeunes St-Denis offering medical consultation and sex education services in 1977, in collaboration with Downtown Local Community Service Center (Charbonneau, Fortin & Tessier, 1984).

9. Also called Treatment First (Henwood & al., 2013), supportive housing (Dorvil & al., 2002), continuum of care models (Woodhall-Melnik & al., 2014), linear residential treatment continuum (Tsemberis, 2010), swedish stairway (Brousse, Firdion & Marpsat, 2008) or linear approaches (Kertesz & al., 2009).

offering permanent supportive housing for persons with disabilities who are unable to live independently. » (Woodhall-Melnik & *al.*, 2014, p. 13).

The supportive housing model has been often criticised ffor generating dependence upon support services instead of a systematic path in the residential continuum (Dorvil & *al.*, 2002; Segal & Liese, 1991; Geller & Fisher, 1993). The principle of intertwining housing and "treatment" (Henwood & *al.*, 2013) (by which access to housing depends on the person conformation to requirements of abstinence and mental stability) has also been criticized for leaving on the street some fringes of people for whom complete abstinence and/or careful medication treatment remain unrealistic expectations. In doing so, the supportive housing model puts these people in a failure situation and multiplies the constraints of access to housing, which explains for some observers the inefficiency of this homelessness regulation paradigm to get off the street an involuntary social suffering (Tsemberis, 2010).

In accordance with Morin (1992), the supportive housing model as has been defined here represent the "old paradigm" of social housing practice with community support, to be replaced by a "new paradigm" emerging in the field of mental health services of the 1990s : the supported housing model. This new approach would emphasize the inalienability of the right to housing and the right to choose one's home; on the formative nature of assuming the same rights and responsibilities as any other tenant-citizen; on a social integration mode where the living environment of the accompanied person blends with ordinary neighborhood life among other individuals « with differentiated psycho-social characteristics which avoids ghettoisation » [Our translation] (Jetté & *al.*, 1998, p. 33); on the learning and skills development in a permanent residence mode; and on the personalization of community support services adapted to the singular reality of the accompanied person.

Table 01.
Comparison of both paradigms of social housing with community support

Ancien paradigme	Nouveau paradigme
Residential treatment framework	A home
Placement	Choice
Customer role	Normal role
Gathering by handicap	Social intergration
Preparatory transitional locations	In vivo learning in permanent places
Standardized levels of services	Flexible and individualized services and supports

References : Jetté & *al.* (1998); Morin (1992); Ridgway & Zipple (1990)

The mandate statement of the FOHM focused on autonomy development through skills acquisition   and involvement in the environment which seems fully compatible with the

characterization of this new paradigm, that is to say the supported housing model, and with the current approach to temporary housing at the BCJ :

> FOHM's intervention thus generally aims to "enable tenants to develop, reappropriate or maintain a certain degree of autonomy" (FOHM, 1991: 6). This fundamental objective is to be achieved by promoting the acquisition of basic life skills (hygiene, food, etc.), by promoting individual and collective appropriation of housing, by countering individual and social isolation of tenants and, ultimately, by promoting their involvement in the surrounding environment (FOHM, 1991; Creamer & al., 1994). [Our translation] (Jetté & *al.*, 1998, p. 32)

Other actors gradually extending their influence sphere have claimed paternity of the innovative supported housing model, in the context of questioning technocratic heaviness of welfare state, of public finance crisis, of the opening of national markets to economic globalization, of the quantitative worsening of homelessness which has become a mass phenomenon, and then the finding that a minority of "chronic homeless" drain huge amounts of human and financial resources every year (Stanhope & Dunn, 2011, p. 277). In front of State disengagement and "restructuring" of health and social services systems that would be too expensive to support collectively, a whole social movement supported by a set of political, civil and scientific actors from around the world mobilized during the 1990s but especially from the 2000s to promote social change in homelessness regulation : the shift to an eradication logic of the phenomenon rather than mere "management" (Mangano, 2011; Tsemberis & Eisenberg, 2000; Tsemberis, 2010). These actors have thus renewed the criticism of social housing with community support in its "supportive housing" version by deploying an economist rhetoric condemning the unrealistic use of subsidized housing for the purpose of social reintegration of people in situations of vulnerability; because in a fiscal austerity context, subsidized spaces are destined to decrease even as the demand for community support services increases proportionally with population growth and cycles of economic crisis. In response to emergency, Canadian psychiatrist Sam Tsemberis developed an innovative approach to addressing episodic and chronic homelessness with moderate to severe mental health issues, modeled on supported housing, which he named Housing First as part of the activities of the New York organization he has been running since 1992, Pathways to Housing (PTH, 2019):

> a recovery-oriented approach to homelessness that involves moving people who experience homelessness into independent housing as quickly as possible, with no preconditions, and then providing them with additional services and supports as needed. The underlying principle of Housing First is that people are more successful in moving forward with their lives if they are first housed. (Gaetz, Scott & Gulliver, 2013, p. 7)

As discussed above, the supported housing model was already used in social housing practice with community support during the 1990s as a "new paradigm" (Jetté & *al.*, 1998; Morin, 1992). Thus, the novelty aspect of the Housing First approach is not so much the community support paradigm that it promotes (supported housing) than the habitation mode put forward in offering community support in private housing to homeless people as opposed to the subsidized "community support in social housing" which continues to be defended today by the FOHM (FOHM, 2018). The Housing First approach weaves its legitimacy narrative using a battery of scientific research proving its effectiveness in terms of housing retention rate of homeless persons accompanied (Tsemberis & Eisenberg, 2000; Goering & *al.*, 2014); its cost-effectiveness quality (McLaughlin, 2011); its influence reducing the use of hospital services, emergency shelters and detention centers (Stanhope & Dunn, 2011; Clifasefi, Malone & Collins, 2013; Fischer & *al.*, 2008), as well as detoxification services use (Tsai, Mares & Rosenheck, 2010); it is part of a process of neoliberalisation of social activities organization using managerial language and principles imported from the business world (Dardot et Laval, 2009) :

> The new business mindset requires us to prioritize consumer preferences, develop relevant metrics, and invest only in quantifiable results. Our new focus moves us away from process, inputs, and funding to performance, outcomes, and investments. (Mangano, 2011, p. xv).

Housing First meets the practical, financial and epistemic criteria of evidence-based policy (Stanhope & Dunn, 2011).

Housing First for Youth (HF4Y) frameworks are increasingly being promoted as a key response to youth homelessness, complemented by other types of responses deemed not sufficient in themselves (Gaetz, 2014, 2017). The relevance of a specific intervention to homeless youth would be necessary by its contrast to adult homelessness (CJM, 2017). Indeed, the work on intervention practices among "street", "troubled" or "marginalized" young people has particularly focused on the question of their empowerment in terms of transition to adult life (Goyette, Pontbriand & Bellot, 2011; Janssens, 2015; Chanteau & *al.*, 2007; Parazelli, 1997; Bourdon & Belisle, 2015). This process would indeed signify the peculiar character of the marginalized youth phenomenon, marked by "a desire for freedom which is the normal fact of adolescence, period during which the young disinvests gradually his living environment and begins to project itself into adult life (empowerment)". (Poirier & *al.*, 2007, p. 295). A set of suffering experiences can interfere in the developmental trajectory of young people towards adult autonomy, "when life has already been brutally hit by trauma, significant absences, acute family problems, abuse, violence, neglect, almost zero self-confidence ", and significantly in

situations of parental abandonment or resignation (Poirier & *al.*, 2007, p. 292). Structured on the specificity of youth homelessness, here's what Housing First for Youth is not :

> This includes programs that provide temporary or interim housing, including Transitional Housing Supported Housing and Supported Lodgings. Such programs often come with conditions, are time delimited, do not separate housing and supports, and young people lose their housing when they exit the program. None of these conditions are consistent with the HF4Y core principles. (Gaetz, 2017, p. 2)

> Gaetz then goes on to unravel the five core principles of the approach : "1. A right to housing with no preconditions; 2. Youth choice, youth voice and self-determination; 3. Positive youth development and wellness orientation; 4. Individualized, client-driven supports with no time limits; 5. Social inclusion and community integration» (Gaetz, 2017, p. 4). Community support should be flexible and not be limited in time as indicated in the fourth principle, so that trust relationship can be created with young people so as to be able to accompany them in their developmental trajectory with the challenges that this entails in terms of skills development (Gaetz, 2017, p. 9). Unlike Housing First for adults, Housing First for youth compatible housing models are more diverse, ranging from emergency housing to transitional housing, independent housing (scattered site), returning to family home, and supportive housing :

Housing First programs typically prioritize independent living through the use of scattered-site housing, which in North America at least involves renting units in independent private rental markets, but may also include social housing. Most certainly within a Housing First for Youth program, independent living is a desired outcome for all young people and is a preferred option for young people who are homeless. However, when we consider the developmental needs of young people and the legal constraints that may exist to renting housing to minors in some communities, we need to bear in mind that ideally there needs to be a broader range of options (Gaetz, 2017, p. 19).

These diversified housing options should, however, remain aligned with the Housing First for youth philosophy, which focuses on the choice of the person, unconditional eligibility for community support even in context of housing programs enacting potential conditions, and helps to find independent housing after completing a housing program, and on helping to find independent housing after completing a housing program Gaetz, 2017, p. 20). Finally, the range of supports offered to young people is also wider than in adult homelessness, including housing supports, health and well-being supports, acess to income and education, social inclusion enhancement and complementary supports (advocacy, life skills, peer support, even parenting support) (Gaetz, 2017, p. 21-26).

Given the specificity of the autonomy development pathways of marginalized youth due to their transition to adulthood issues, autonomous community-baed organizations working in youth homelessness in Montreal are thus imposing themselves by maintaining the social housing model with community support in its "supportive housing" version (Parazelli & Bourbonnais, forthcoming), whose practices are based on an emancipatory conception of autonomy (Bellot & Goyette, 2011). Supporting youth in temporary housing through the dynamisation of their living environment makes it possible to act preventively on the structural determinants of youth homelessness, as well as on individual determinants. The confrontation of these organizations' approaches with Housing First is more an organizational than a philosophical issue; the Canadian government definition is more restrictive than the Pathways to Housing model for youth, which incorporates both supportive housing and supported housing models.

In this perspective, the contemporary participationist trend flirting with "injunction" and relayed by public policies calls for intervention approaches compatible with a democratic imaginary, both in youth centers (Dionne & St-Martin, 2018, Goyette & *al.*, 2012) and in community settings, to encourage the implementation of "innovative" citizen participation projects as a third way to regulating homeless people in Canada, either through repression and judicialization, or through assisted domiciliation (Housing First) :

> By supporting new orientations insisting on homelessness prevention, on social participation of homeless people to defining solutions concerning them, on strengthening individuals rights, the democratic way could become a real avenue of social responses to homelessness, thus offering an alternative to normalizing management frameworks. [Our translation] (Margier, Bellot & Morin, 2014)

1.3. Marignalized youth's citizen participation in living environment

> An analysis regrouping data of three scientific studies on the citizen participation of marginalized youth in living environement synthesizes the speeches of young people who have actually mobilized themselves in a participative device and underlines the guiding stakes related (Greissler, Lacroix & Morissette, 2018).

According to the speeches of these youth, participatory spaces are places of belonging that represent them in the values, the means of action and the causes to which they adhere. The participative space has a meaning insofar as an "affinity" is perceived with the worldview of youth, but also to the extent that it makes it possible to uncover situations considered unacceptable in a social change perspective. Paradoxically, however, these participatory spaces were perceived by participating youth as presenting insufficient means of action to really help change things (Greissler, Lacroix & Morissette, 2018, p. 198).

The roles played by mobilized youth drew their meaning from their relationship to peers. Either these roles were in the realm of political self-representation (representing peers), expressing themselves in advocating for youth rights; or in the realm of raising awareness when speaking with peers to change their perceptions, prejudices, and broadening their perspective to others' problems; or in the realm of helping relationships through which altruism leads youth to welcoming and supporting newcomers integration into the living environment and to listening to peers experiences who live a range of emotions and need to ventilate (Greissler, Lacroix & Morissette, 2018, p. 199-200).

Without the example of the community workers involved in participatory spaces, without their repeated invitations to get involved, it seems that the participation marginalized youth would remain improbable, as evidenced by this quote from a young person relayed by the authors :

Here, it is a community-based organization where, on the intervention side, community workers' and management's side, they are very involved socially. […] I was very interested and motivated by this speech. [The social worker] puts a lot of energy into keeping people in the project. Because we often tend to say we are involved, but as long as we are not asked, we stay in our corner. [Our translation] (A youth cited by Greissler, Lacroix & Morissette, 2018, p. 201)

The position of egalitarian relationship with youth, as well as the role of knowledge transmission and clear explanation of functioning rules, designate factors depending upon community workers which, greatly facilitate youth participation. The example of peers involved in participatory spaces would be another living environment factor influencing other young people participation. It would seem, however, that the "by and for" approach is far from being the norm in this area, namely that "when spaces are shared with adults, it is very rare that young people assume a facilitator's rôle" (Greissler, Lacroix & Morissette, 2018, p. 202). In fact, it would be easier for youth to find a place on a committee composed exclusively of peers than in a joint committee (adults and youth). Organizational factors may hinder youth participation due to their socio-economic precarious situation (schedule, transportation fees, participation rules, eating fees), as well as factors related to the moving dynamics of living environments, where there is a large turnover of young people and staff, as well as short lenghts of stay (Greissler, Lacroix & Morissette, 2018, p. 201-202).

The analysis of the three authors finally raises four necessary conditions to the social participation of youth in living environment. First, the intervention continuity must be ensured first of all by supporting youth so that they can find self-esteem, find ways to communicate and create bonds, and thereafter encouraging them to participate : the community workers here have the role of "mobilization entrepreneurs". Secondly, the "significant bonds" factor is stated to be essential for youth participation, either with community workers who facilitate functionings explanation and the introduction of youth into an unknown group, or even more with peers, with whom participation level of is qualitatively facilitated :

> […] our results show that young people meeting together seems to be a facilitating condition for debate and action. On the one hand, their voice, the sharing of personal experiences, the flow of information are facilitated, and on the other hand, they can more easily take their place and act autonomously. Young people themselves become bearers of a framework, especially through their role of sensitization, when they have to convince their peers to join a cause, values or to try to open them to a collective understanding of a lived situation. [Our translation] (Greissler, Lacroix & Morissette, 2018, p. 204)

> The everyday nature of democratic practices all the more facilitates citizen participation of youth through the impregnation of social values stimulating cultural contagion of youth sharing the same living environment.

However, the forms of youth participation encouraged have their limits, especially in spaces where the autonomy margins of youth remain rather limited given the constraints of the organizational framework :

> In some contexts, the sharing of participation spaces between youth and community workers seems too rigid. Youth must present their projects to adults for approval, comply with administrative rules delaying or even preventing the implementation of their action proposals. [Our translation] (Greissler, Lacroix & Morissette, 2018, p. 205)

Another issue severely limiting youth citizen participation would be, in the case of living environment community intervention, the short lengths of stay, especially in context of community workers giving priority in answering firstly to youth needs, and then encouraging their participation, but then it is often already too late (Greissler, Lacroix & Morissette, 2018, p. 205).

We will see below that the CO-LOC project is fully integrated in this type of issue specific to citizen participation of marginalized youth in living environment. But before we get to that point, let's quickly go through the planning lines that have guided its implementation process from beginning to end.

The project structure : finalities, goals, objectives

This chapter will outline the structure of the CO-LOC project embodied in the logic model that guided its implementation process. However, some definitions will facilitate understanding before doing this scaffolding. Drawing on Ricardo Zuniga's conceptualization of the evaluation practice of social intervention, the intervention project refers to the idealized and organized form of the practice that is planned to be implemente; It is in this sense also that Mendel (1998) uses the pleonasm of "project of action" to refer to the moment logically preceding

the moment of the act, that is, to the manner of theorizing it. These elements have been formalized by the CO-LOC project's evaluation committee in a logic model that we present here in short form.

2.1.   Mission

As stated in the various planning documents, the main project finalities understood as a horizon of possibilities as a whole are in line with the organizational mission of the BCJ itself :

- Exploring the conditions promoting empowerment and autonomy of youth as BCJ's tenants;
- Increasing their sense of belonging to their peer group, the BCJ and the community;
- Positioning youth as actors in improving their living conditions;
- Promoting youth participation in homelessness prevention;
- Involving youth in the development and research of collective solutions to the challenges of cohabitation and housing life.

2.2.   Goals

The intermediate goals set by the project to achieve the intended goals are that youth :

- Break their isolation and be conscientized to the various realities of tenants;
- Create bonds between them;
- Be conscientized to the different challenges of cohabitation between tenants and with the community;
- Increase their knowledge about tenants rights, duties and responsibilities;
- Increase their knowledge of neighborhood resources;
- Increase their knowledge on themes related to the reality of housed youth;
- Experiment with collective modes of solutions concerning the challenges of living in housing, cohabitation and block management;
- Learn to evaluate their activities.

Achieving these short-term goals would gradually lead to more complex goals. In the mid-term, youth had thus to have :

- Created a support network between them and with community workers;
- Acquired new basic social skills;

- Increased their participation in community activities and parties;

- Increase their resort to community spaces;

- Plan, organize and carry out project results dissemination events;

- Acquire new skills in organization, management and creation of tools related to collective solutions to the challenges of living in housing, cohabitation and block management.

2.3. Objectives

Let's outline CO-LOC project's operational objectives. For the list of all the activities initially planned to project programming, we refer the readers to the logic model of the project which will be found in the appendix.

The framing activities of the project designate :

- The establishment of tenant committees within the three blocks managed by the BCJ;

- Conduct youth and community survey on cohabitation challenges;

- Sharing the challenges identified with the surrounding community of BCJ's three territories;

- Organize results sharing events related to tenant committees experimentations and community consultations led;

- Produce accounts by young tenants and tenant committees in a form to be determined.

Initially, based on the project's logic model, 12 youth leaders were supposed to be hired by the organization to facilitate tenant committees in each BCJ territory and to support community workers in project's operationalization. For unknown reasons, it was six young leaders (two per territory) who were finally hired, integrated into local teams and trained in the animation and revitalization of the local community life of the three territories of the BCJ (Laval, Montreal and Longueuil).

2.4. Bcjian theories of empowerment and youth autonomy

We noted the existence of theoretical reflections concerning two related project finalities, namely youth empowerrment development and housed youth autonomy development.

2.4.1. Theory of youth empowerment according to BCJ

The online documents section of BCJ's website is a valuable source of information on the history of community action practices and theorizations to which BCJ is adhering. Among these, a

community worker from Longueuil, Lazard Vertus, produced a document summarizing the current empowerment theory of the BCJ (Vertus, 2015) and, by extension, the one underlying CO-LOC Project's empowerment practices.

Among the six perspectives of empowerment identified in the literature on the subject (Bourbonnais & Parazelli, 2018; Parazelli & Bourbonnais, 2017), we note that the BCJ is adhering to what has been called the environmentalist empowerment perspective attributed to the current of US community psychology (Rappaport, 1981, 1987; Zimmerman & Rappaport, 1988; Zimmerman, 1995; Keiffer, 1984; Serrano-Garcia, 1984; Swift & Levin, 1987; Trickett, 1994) whose main theses will be taken up in Quebec by researcher-trainers Yann Le Bossé (Le Bossé et Lavallée, 1993; Le Bossé & *al.*, 2002; Le Bossé, 1996, 1998a, 1998b, 2003, 2008, 2009, 2012) and William A. Ninacs (1995a, 1995b, 1997, 2002, 2008) attached to Laval University (located in Quebec City). Le Bossé (2003) thus proposed the translation "development of the action power of individuals and communities" to account for the empowerment phenomenon in french, expression recovered in the CO-LOC project documents which often appears accompanied by the notion of "autonomy development".

Vertus (2015) first problematizes the difficulties of some intervention practice by listing the main obstacles to the empowerment : defining the change target from the point of view of community workers who fail to consider contextual and structural conditions surrounding the act; the responsibilization of the accompanied persons in relation to the result of the intervention; a problem-oriented rather than a force-based approach to intervention, assigning them a passive rôle; finally, to define social changes as simple behavioral modifications.

In front of interventions that do not promote supported persons confidence in their ability to exert an influence on the outside world, the definition of empowerment adopted by the BCJ puts the accent on the psychological dimension of the process :

> It is **a process by** which a person, who is in more or less incapacitating living conditions, develops, through concrete actions, the feeling that he or she **can exercise a greater control** over the aspects of her **psychological and social** reality that are important to her or to her family. This feeling can lead to the exercise of real control. [highlighted by the author] [Our translation] (Le Bossé & Lavallée, 1993, cited by Vertus, 2015)

The triggering element of the empowerment process must be situated on the side of a crisis situation (external stimulus) experienced by the person who will lead him or her to deploy a positive reaction mode (emotional and behavioral response) to a context of real or perceived impotence (cognition) (Ninacs, 2008, p. 15). Adopting an ecological analysis framework (Rappaport, 1987, Trickett, 1994) centered on the dynamics of "actor-in-context" interactions (Le Bossé & *al.*, 2002), the environmentalist perspective focuses on two conditions of possibility of empowerment, namely the access to surrounding resources and the level of individual will and ability :

> […] any approach to empowering individuals and communities is based primarily on the possibility of influencing the availability and accessibility to community's resources and on the will and ability of people to take control over their own destiny, regardless of perspective (structural or individual) and unit of analysis (community or individual) used. [Our translation] (Le Bossé, 2003, p. 34)

In doing so, the conditions of practice of an empowerment-based intervention must comply with certain requirements often enumerated by Le Bossé in the content of his numerous scientific articles : 1) The simultaneous consideration of the structural and individual conditions for social change; 2) The adoption of an actor-in-context analysis scope; 3) Taking into account practice contexts; 4) The definition of the aimed change and its modalities with the persons concerned; 5) The development of a conscientizing action initiative (Le Bossé, 2003).

In this context, the role of the community worker is to be "neither cop, nor savior" (Le Bossé & *al.*, 2002); it is indeed its supporting role of the intervention recipients which calls for a mediation function toward human and material resources involved. In other words,

> It is a question of arousing the [intervention recipients'] desire to engage in a project by risking something (Ninacs, 2008) in the context of an intervention relationship that is egalitarian (Lemay, 2007), i.e. based on the sharing of power by integrating them into the intervention process, by co-determining the target of change, the means employed and the results evaluation. [Our translation] (Parazelli & Bourbonnais, 2017, p. 12)

This is, in summary, the theorization of empowerment inspiring BCJ CW support practices. In sum, for the purpose of this evaluation process, the indicators used to account for the manifestations of the empowerment process correspond to the four components of empowerment identified by Ninacs, namely: the increase of participation, self-esteem, skills and the emergence of a critical conscience Ninacs, 2008, p. 20-23).

2.4.2. Theory of autonomy development of BCJ youth in temporary housing

The BCJ, as part of a consultative action research on youth autonomy in temporary housing that led to the establishment of the PEKAH, started from the following premise : "If the notion of autonomy is central in the missions of community-based organizations, there is a certain vagueness about the meaning given to it: To be adapted to the reality of the world around us? To be part of this world? Feeling good in this world?" (BCJ, 2017b)

In order to account for the polysemy of the notion of autonomy in social intervention (associated with an empowerment approach), PEKAH research proposes three distinct types of autonomy through which young people can navigate simultaneously and in varying degrees in their life path : functional autonomy, independence and interdependence (BCJ, 2017c). The challenge watching the intervention is to reconcile the need for safe supervision of youth with "their need for empowerment, which does not occur without a loosening of supervision to allow experimentation and self-construction" (Goyette & Turcotte, 2011; BCJ 2017d).

The PEKAH research recommends that community workers working with youth in temporary housing promote intervention strategies where autonomy is conceived as a process; where the dialogic is used so that youth and community workers mutually share their conceptions of autonomy;where community workers represent for youth significant social figures (BCJ, 2017d). «Approach levels» support in principle these intervention strategies :

- create meaningful bonds to act on personal and social suffering (the "bond first"); we have examples of post-housing support and peer intervention
- to give ourselves the means, as for youth and community workers, to address institutional disaffiliation and social disruption; we have the examples of the collective actions made, the mandate of youth representation, the time for intervention reflection (like study day of March 2nd, 2017)
- take the time : accept and support backs and forths, in order to act upon citizen participation;
- see autonomy as a process and not a result
- recognize the experiential baggage of young adults and take it into account
- recognize young adults a place in the public space
- provide an affordable roof in a sustainable way. [Our translation] (BCJ, 2017d)

These strategic elements can also be used as a list of indicators of a type of intervention that is recognized to promote the autonomy of youth in housing.

Project implementation evaluation method

This section deals with the evaluation method of the implementation process of the CO-LOC project validated among various actors of the BCJ, notably active within the project monitoring committee as well as the project evaluation sub-committee. We will first present our general evaluation approach, followed by the data collection and analysis context, to conclude with the ethical considerations for such an exercise.

3.1. General evaluation approach

To evaluate is "to judge or calculate the quality, importance, amount, or value of something" (Evaluate, 2019), synomym of estimate, value, assess, appraise, judge (Le Robert de poche, 2010). While assessing one's actions is a practice that every person uses on a daily basis, there is a distinction between "assessing" and "doing an evaluation": the difference lies in the degree of organization and rationalization of the judgment process intended on the phenomenon of interest concerning us (Zuniga, 1994). As a study by Gervin & *al.* (2010) on the uses of social work assessment shows, the discomfort of practitioners in evaluative processes stems from a narrow definition of this type of research, whereas social workers' clinical actions incorporate an inherent evaluative component :

> Social workers themselves often devalue their own clinical practice as opportunities to conduct research and do not recognize the ongoing assessment and evaluation of interventions as being, in fact, research. These misperceptions can be dispelled by broadening the definition of research to include all evaluative processes in practice. (Interviewed participant cited by Gervin & *al.*, p. 97)

That being said, in order to deconstruct the undue prerogatives of scientific discourse on evaluative practices, our research posture must recognize the democratic character of evaluation skills among social practitioners and recipients of their interventions. However, history of evaluative practices would include five different paradigms[10] that could be distinguished according to the function devolved to evaluation, its role and the evaluator's posture. Although Guba and Lincoln (1989) carry out a historical analysis of the succession of these different evaluative paradigms, we prefer to treat them as idealtypes in the epistemological sense of Weber, theoretical models constructed by researchers by abstracting the essential characteristics of a phenomenon and making it possible to establish comparisons with the data obtained from a real case so as to be able to judge the distance that separates them[11].

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10. Concept popularized by the historian of science and physicist Thomas Kuhn, in his famous book *The Structure of Scientific Revolutions*, to designate «universally recognized scientific achievements that, for a time, provide model problems and solutions for a community of practitioners» (Kuhn, 1996, p. 10).

11. Here is how the sociologist defines its concept of idealtype : «We obtain an ideal type by unilaterally accentuating one or more points of view and by linking together a multitude of phenomena given in isolation, diffuse and discrete, that we find sometimes in large numbers, sometimes in small numbers sometimes not at all, that one orders according to the previous points of view chosen unilaterally, to form a homogeneous [ein-heitlich] thinking table. One can not find anywhere empirically such a table in its conceptual purity: it is a utopia. The historical work will have the task of determining in each particular case how reality approaches or deviates from this ideal table, to what extent, for example, it is necessary to attribute, in a conceptual sense, the quality of «urban economy» to economic conditions of a given city. Applied with caution, this concept gives the specific service that is expected for the benefit of research and clarity.» [Our translation] (Weber, 1965, p. 141)

Table 02.
Five generations of evaluative paradigms

	1st generation 1895-1930 : Measurement technique	2nd generation 1930-1967 : Description of reality	3rd generation 1967-1979 : Neutral judgment	4th generation 1979-2000 : Negociated judgment	5th génération 2000- : Evaluation's internalization
Function of evaluation	Measuring success of evaluated project using a battery of tests	Explaining gaps between objectives and results of the evaluated project	Judging whether the evaluated project meets the established effectiveness criteria	Making a collective judgment from a negotiation of the evaluation procedure	Making a collective judgment about project relevance project versus organizational mission
Evaluation role	Using instruments for measuring all variables	Describing strengths and weaknesses of the evaluated project	Identifying value and merits of the evaluated project	Facilitate stakeholder negotiations on purpose and evaluation method	Organization has an internal evaluation framework appropriate for all stakeholders
Evaluation posture	Scientific study	Scientific study	Management counseling	Mediation	Ethical appropriation of evaluative act

References : Fontan, 2001 ; Fontan et Lachance, 2005 ; Guba et Lincoln, 1989 ; Zuniga, 1994

The historical beginnings of evaluation practices have taken root in the education sector (Fontan et Lachance, 2005; Madaus, Stufflebeam et Scriven, 1989). The first evaluative paradigms (first and second generation) socialized evaluators as neutral observers detached from their object (in the movement of positivist epistemology) and focused mainly on refining measure techniques in a first step, then explaining differences between the objectives initially set and the results obtained from the educational programs evaluated in a second step. The third-generation evaluative paradigm marks a qualitative leap from the previous ones in recognizing the socially constructed character and instrumentality of any evaluative procedure. The evaluator is thus called upon to define the effectivenes criteria of the evaluated project so as to adopt a counseling posture with the management authorities of the organization concerned. The fourth-generation evaluative paradigm brings the subjectivist conception of evaluative judgment (which emerged in the previous generation) to intersubjectivity, this time recognizing the existence of divergent power relations and interests within the same organization. The role of evaluation is then to mediate discussions of relevant stakeholders who are thus called upon to participating to the development of the evaluation object and

method that will be used to make a judgment on the said project. Finally, the fifth generation evaluative paradigm is intended to represent a second qualitative leap in evaluation : the internalisation of the evaluation procedure in the organization and its appropriaton by all the actors concerned by its consequences. According to Fontan and Lachance (2005), three dimensions are characterizing this paradigm : 1. The evaluative function goes beyond the one-off procedure or strategic review stage to reach the professionalization stage of evaluative activities, particularly at the level of staff training; 2. Rather than being imposed from the outside, the evaluative act becomes an internalized participatory management procedure of an organization, is conducted on a perpetual basis, and the necessary resources to its institution are mobilized; 3. The professionalisation and internalisation of the evaluative process is complemented by an appropriation posture, that is, defining the usefulness and ethical frameworks of its operationalization :

> Do we want to stay with the measurement evaluation of efficiency, effectiveness, relevance ? Do we want to define a framework for making judgments ? If this is the case, the objectives to be achieved, the indicators of achievement are to be defined and validated by the concerned authorities. Do we want to limit ourselves to the internal environment of the organization? Do we want to expand to the external environment by a system brings [*sic*] ? If this is the case, a consultation must be established with the other constituents of the system. Cultural appropriation of the evaluative process means the establishment of an internal system of norms or rules for evaluative purposes. Concretely, it is a question of setting up tools and simple observation mechanisms and information gathering which would make it possible to follow-up and to make a quick judgment on the intervention. Cultural appropriation of evaluation also means defining the border not to be trespassed. The evaluative process has "relative" limits and these limits could be advantageously identified given the nature of collective actions carried out by a group or an organization. All is not to be evaluated. All does not have to be evaluated. [Our translation] (Fontan & Lachance, 2005, p. 19)

The temporal circumstances of starting the CO-LOC project did not allow the adoption of a fifth-generation evaluative paradigm, especially since young tenants were not involved in the project's programming. The socio-organizational dynamic that has developed around the definition of the project evaluation plan has rather taken the shape of a continuous negotiation about the evaluation object and method; it can be concluded that this evaluative approach is more related to the fourth-generation evaluative paradigm : the evaluation plan was first negotiated in the context of the evaluation sub-committee composed of the administrative actors surrounding the CO-LOC project, and was then proposed to the monitoring committee having mainly a management function; young tenants were asked to produce their own mid-term evaluation of the project in autumn 2018, and finally, the community workers submitted their proposals to orienting the end-of-project evaluation method. In next section, let's detail technical aspects concerning data collection and data analysis used in the evaluation process.

3.2. Case study, ethnographic approach, data collection and analysis

The organizational status of the CO-LOC project at the BCJ is not that of a well-honed program since several years, but that of an innovative initiative of which there is no equivalent elsewhere, eliminating any possibility of systematic comparison evaluation with other homologous practices (Zuniga, 1994, p. 129-130), even if it remains possible to compare by analogy with other youth participatory practices taking place in context of living environment Greissler, Lacroix & Morissette, 2018). Methodologically speaking, the evaluation of a singular intervention requires a case study plan taking into account the complexity of the unitary case in question (Zuniga, 1994), that is to say, the interweaving of the three territories in which the project is experimented (Laval, Montreal and Longueuil).

The case study will focus its attention on the structuring dynamics of the intervention process when the experimental context prevents rational control over different interacting variables :

A case study is an empirical research that

- studies a contemporary phenomenon in a context of reality,
- when the boundaries between the phenomenon and its borders are not obvious, and
- when the evidence types used are multiple. [Our translation] (Yin, 1984, p. 23)

In this sense, this evaluation approach draws on the methodological achievements of the socio-anthropological discipline in order to document the implementation process of the CO-LOC project using a multimodal method of data collection. Located in the vast territory of qualitative methods, this approach is taking social objects "from the point of view of the actor", so as to restore its complexity and its own meaning, while "taking into account the interplay of multiple interactions that the person initiates and to whom she responds " (Savoie-Zajc, 2007, p. 99). The field investigation apparatus that we mobilized combined situational observation, so as to capture participatory acts in situ in their unique practical contextualization, while having access to representational meaning conferred by the subjects to these acts and to this context through individual interviews and semi-directed group interviews recorded digitally and transcribed (verbatim). Indeed, the ethnographic approach is characterized by four components : "Data collection in their natural setting"; "Long experiential participation by the researcher, especially from participant observations"; "Interpretations from ethnographic work must be credible to the people studied and the audience"; and finally, "the use of multiple data sources and interest in other areas of social science research for generating diverse perspectives on behaviors and context" (Arnould et Wallendorf, 1994, p. 485 cited by Cléret, 2013, p. 57). With this in mind, we have been drinking from the minutes of the project's monitoring committee meetings, the quarterly reports, the logbooks kept by the actors on the field, a questionnaire

distributed to young tenants as well as a survey distributed to surrounding community members of the three BCJ service points. Triangulation of the collected data makes it possible to establish the internal validity of the research process undertaken.

Coupled with observed situational acts, participants' practice narratives broaden the possible interpretations of empirically captured acts. Not only will it be possible to take into account "all the actions taken, the conditions necessary for their realization and the effects they had" (Jouthe & Desmarais, 1993, p. 133), the social relations framing them, but also the social thought and context that culturally influences how they are perceived and lived.

We used thematic analysis method (Paillé & Mucchielli, 2016) in our treatment of verbatim speeches of people who were interviewed individually or in groups, but also when we extracted content elements from the minutes or quarterly reports surrounding the project. As for the data collected from the youth tenant questionnaires and the community surveys, as the following section illustrates, we operated a direct statistical treatment.

3.3. Sociodemographic profile of youth involved in CO-LOC project

Questionnaires were distributed without distinction to tenants and youth leaders in each BCJ territory in fall 2018 (titled "Questionnaires for Young Tenants"), providing us with socio-demographic data on the "sample" that these young people represent, as well as on indicators related to the objectives of the project itself. This allows us to present the profiles of the youth involved at project mid-term. We received five questionnaires from Laval (four women, one man), four from Montreal (one woman, three men) and three from Longueuil (two women, one man), for a total of twelve.

In terms of the participants spoken languages, the twelve people surveyed said they knew how to speak French. It is in terms of the use of second and third languages that variations emerge: two people declare themselves trilingual, seven are bilingual and three are unilingual.

Table 03.
Second and third languages spoken by BCJ youth

	Laval (/5)	Montreal (/4)	Longueuil (/3)	Global (/12)
English	4	4	-	8
Italian	1	-	-	1
Ingala	-	1	-	1
Kirundi	1	-	-	1

While temporary housing services are targeted at people at risk of homelessness between the ages of 17 and 22, the average age of tenants and youth leaders was 19.38 years during the CO-LOC project.

Table 04.
Average age of BCJ youth

Territory	Average age (in years)
Laval	19,4
Montreal	19,75
Longueuil	19,0
BCJ global	19,38

The fourth question was worded as follows: "To which ethnic group(s) and / or nationality(s) do you identify to?" The person thus had the freedom to register the identity categories to which she felt to belong, without having to register in a prefabricated grid that could include a form of oppression.

Table 05.
Ethnic and / or national identification of BCJ youth

	Laval (/5)	Montreal (/4)	Longueuil (/3)	Global (/12)
« Quebecker »	3	1	3	7
« African »	2	1	-	3
« Arab »	-	1	-	1
« Greek »	-	1	-	1

When we look at the birth country of the participants in the CO-LOC project who completed the questionnaire, we find that two-thirds of them were born in Canada, while the last third comes from immigration.

Table 06.
Birth country of CO-LOC project participants

	Laval (/5)	Montreal (/4)	Longueuil (/3)	Global (/12)
Canada	3	2	3	8
U.S.A.	-	1	-	1
Burundi	1	-	-	1
Nigeria	1	-	-	1
Congo	-	1	-	1

Similarly, two-thirds of respondents stated that they had a single civil status when completing the questionnaire. Surprisingly, there is one "widowed" person in the participants group, despite the average age of BCJ youth around 19 years old, as mentioned above. With respect to the parental status of the participants, ten reported being childless, while two others indicated that they were parents of only one child.

Table 07.
Civil status of participants

	Laval (/5)	Montréal (/4)	Longueuil (/3)	Global (/12)
Single	3	3	2	8
Married	-	-	-	-
Divorced	-	-	-	-
Widowed	-	-	1	1
Stable affective relationship	2	1	-	3
Complicated affective relationship	-	-	-	-

In terms of the density of the participants social network, we note that on average each BCJ youth has 18.6 significant people in his entourage, including relations with community workers as well as other tenants of the same block.

Table 08.
Social network density of CO-LOC project participants

Territory	Average number of persons
Laval	14,8
Montreal	16,66
Longueuil	24,33
BCJ global	18,6

Although not the only indicator of personal well-being, we have known for some time that socio-economic characteristics represent a set of major social determinants of population health responsible for many health social inequalities Jobin, 2012). It is interesting to compare the monthly income of CO-LOC project participants with 2019 sustainable income threshold needed to lift poverty out in a sustainable manner, which amounts to $ 2,267.08 monthly ($ 27,205 divided by twelve) for a single person living in Montreal (Hurteau, Labrie & Nguyen, 2019). In doing so, we find that young Bcjians suffer a shortfall of 93.0% as a proportion of their current income if they want to be able to aspire to escape from material poverty. It should be noted however that their financial situation remains more advantageous than a socially

assisted person living alone, with no employment constraints, who earns $ 669.00 monthly (MTESS, 2019), equivalent to a shortfall of 238, 88%.

Table 09.
Monthly income of CO-LOC project participants

Territory	Monthly income ($)
Laval	1074,61
Montreal	833,33
Longueuil	1616,00
BCJ global	1174,65

When we look at the educational level of CO-LOC project participants in comparison with Quebec data on professional qualifications, we note that they are among the most disadvantaged social categories. 58.3% of young Bcjians who completed our questionnaire do not hold a diploma, while the demographic weight of people in this category across Quebec labor force is 12.9% (ISQ, 2017, p. 46).

Table 10.
Educational level of CO-LOC project participants

	Laval (/5)	Montreal (/4)	Longueuil (/3)	Global (/12)
Grade 7	-	-	1	1
Grade 8	-	-	1	1
Grade 9	2	-	1	3
Grade 10	1	1	-	2
Grade 11	-	2	-	2
College	-	1	-	1
Has not answered	2	-	-	2

In addition, the data that young people provided us with regard to their parents' level of education allows us to situate their position on the social mobility scale. By comparing the educational level of BCJ youth with that of their parents, relative declassification and reclassification positions can be seen. Taking into account the content of youth activities, however, we must consider that those who are currently on their way back to school are actively positioning themselves in a path of upward social mobility meaning a prospect of reclassification in the case of current declassified, or a perspective of outclassing in the case of current reclassified.

Table 11.
Comparison between educational level of CO-LOC project youth with that of their parents and positioning in social mobility ladder

Territory	Youth educational level	Parents educational level	Position in the social mobility ladder	Positioning according to occupation
Laval	Grade 9	College/Primary	Reclassification	Work : Reclassification
	Grade 9	HSD/HSD	Declassification	Studies : in reclassification process
Montreal	College	Univ./Univ.	Declassification	Studies : in reclassification process
	Grade 11	Univ./Univ.	Declassification	Studies : in reclassification process
Longueuil	Grade 9	Grade 9/Grade 11	Reclassification	Work : Reclassification
	Grade 8	Grade 7/Grade 9	Reclassification	Studies : in outclassification process
	Grade 7	Primary/High school	Reclassification	Volunteering : reclassification

The occupational status of youth leaders and tenants involved in CO-LOC project shows that they are drawing an activity route in Canadian society, whether through employment, studies, volunteering or a variable combination of these occupational types.

Table 12.
Occupational status of CO-LOC project participants

	Laval	Montréal	Longueuil	BCJ global
Work	-	1	1	2
Studies	1	1	1	3
Volunteering	-	-	1	1
Work-studies	3	-	-	3
Work-volunteering	1	-	-	1
Studies-volunteering	-	1	-	1
Work-studies-volunteering	-	1	-	1

Homelessness-related research can not ignore a fundamental piece of data: the consecutive residential stability time of participants. Data collected from CO-LOC youth show that they present an average of 9.36 consecutive months of residential stability. Since the length of stay in BCJ temporary housing has been set to one year for persons without children and two years

for persons with children, these numbers can be understood by considering that when the data has been collected, the youth surveyed had not yet completed their stay.

Table 13.
Average duration of consecutive residential stability

Territory	Average duration (in months)
Laval	10,33
Montreal	5,25
Longueuil	12,5
BCJ global	9,36

Additional data related to housing experience were collected from the four youth attending the BCJ Montreal territory who completed the questionnaire. During their first independent move, Montreal participants were 19.25 years old on average, even though the proportion of young Canadian adults living with their parents has risen from 30.6%. in 2001 to 34.7% in 2016 (Statistics Canada, 2017). The average number of moves since birth is 6.8, while the average number of moves since leaving home is around 1.66. For the four young people surveyed, their arrival at the BCJ corresponded to their first housing experience; they stated that they had never been evicted from an apartment, had never been refused a rent by a landlord, and had never experienced problems of unsanitary housing.

Table 14.
Indicators on housing experience of young BCJian Montrealers

Indicators on housing experience	Average
Age at first move since leaving home	19,25
Number of moves since birth	6,8
Number of moves since departure from family home	1,66

3.4. Ethical considerations

Fourth generation evaluation, by its mediating position, is structurally experienced as a practice torn between the demands of the intervention recipients (Karsz, 2011) and the axiological assumptions of social practitioners, which implies ethical thinking about such an ambivalent and, let's say, uncomfortable positioning. Let us also remember that the involvement of human subjects in the context of social research did not necessarily call for the deployment of an ethical reflection at the time of the social psychology experiments on authority obedience of the 1960s. (Milgram, 1974). We are paying particular attention to ensuring that the production of research results does not exceed a certain harm threshold to participants.

The primary requirement to be met particularly in social research is to ensure interview data and field notes protection by limiting their access to unauthorized persons. The data collected remains legally the property of the BCJ. Second imperative: preserving the anonymity of subjects identity involved in research by avoiding that identificatory data can be grouped in such a way that the reader can identify the person being objected to analysis. We avoid mentioning place names when personal information is connected to it, while we replace the first names by the role the person has played in the project (community worker or youth leader, for example).

To ensure the free and informed consent of research participants, without any undue pressure, participants were invited to learn about their rights through a verbal explanation of the confidentiality of the data collected, their anonymity, their right to restrict the use of certain targeted information, and their right to withdraw from the investigation process at any time and without consequences for their integrity.

It should be noted that focus groups conducted at project mid-term with each territory participants were held in the absence of BCJ community workers. As early as fall 2018, youth leaders remarked that young tenants were giving some comments that would not have been made explicit in the presence of community workers. For their participation in these focus groups and as a mark of recognition of their own expertise, present participants were entitled to a remuneration of $ 25. This small contribution was sufficient to ensure an excellent participation rate at these meetings, but was not high enough to represent a form of undue pressure. Beyond logistical aspects not to be neglected (icebreaker, talking stick, meal, recording), reports following focus groups held in the absence of authority actors must be worked out so that it can be communicated publicly, which imposes a certain treatment compromise between statements authenticity and social admissibility. A balance difficult to maintain. Group-to-group mediation is hard work that requires fineness.

CHAPTER 4

Presentation of results

After having gone over the problem situation at the origin of the CO-LOC project, the logical structure supporting its operationalization as well as the methodological aspects of the present evaluative approach, get into the heart of the matter, namely the evaluation of the CO-LOC project properly said, according to the two parts of the project.

4.1. Tenant committee experimentation process: perceived consequences

The process evaluation of the project will be carried out by synthesizing the main results gathered through individual and group interviews with the organization's YRs and CWs, as well as the observations in the tenant committee's activities observed in situation. During the design of the CO-LOC project, five major finalities related to the organizational mission of the BCJ were identified. The following section reports on the impacts of the CO-LOC project as

perceived by the YRs and CWs involved in the project, ranked according to the purposes to which they relate.

4.1.1. Youth empowerment and autonomy development

Empowerment is a central dimension of the BCJ. It is rooted in the organizational mission, is one of the primary values of the organization and is embodied in the intervention approaches of community workers. It is also at the forefront of the objectives that structured the CO-LOC project. However, to fully understand empowerment, it must be broken down into its four components: participation, self-esteem, the acquisition of new skills and the development of critical consciousness (Ninacs, 2008). As part of the project evaluation, this section will review the results observed by both YR and CW for each of these categories. Although tenants mobilization was a major issue throughout the project, it is nevertheless possible to observe that tenants and BCJ members were regularly present at each of the community evenings, brunches, workshops or cinema events that took place during the year.

PARTICIPATION

To take note of youth's empowerment during the project, an interesting and significant indicator is to document and analyze young people participation to the different activities that took place. This is how a young person testifies to the fact

> [that] there were not a lot of tenants at the beginning but the people of the community, the members of the BCJ, there were always people, a lot of people who are motivated enough, who have lots of projects but just do not know how to make it. [Our translation]

In addition, the three territories YRs participated in all training sessions offered during the project, namely the animation training, the Sentinel training and the theater-forum given by Luc Gaudet. A young person from Longueuil also took part in additional training on the autobiographical approach, and another decided voluntarily to participate in the United Way Ambassador training required for raising funds. Several YRs also participated in symposia on different themes that allowed them to meet new actors and live new experiences like this RJ : « you know before the conference for the transition to adulthood, I had never been to a conference in my life. It was one more experience that I lived. » [Our translation]

The participation of young people in the project is also expressed by the different roles that the YRs were led to play throughout their mandate. These are modes of participation. One of the key roles they endorsed was that of mediating between tenants and Cws. Because of their regular presence in the blocks, they receive the grievances and confidences of tenants as evidenced by a CW : « in conflict situations, there are also people who act as mediators, including Alexander. I think [the young people] realized that one of the aspects of his role

was to be a mediator and that's one of its personality strenghts » [Our translation]. In addition, being also a resource person for tenants, especially when welcoming new residents, the YRs are in good position to quickly bonding with them, which reinforces the sense of belonging to the group and can help demystifying the role of CWs, which can be confused with Youth Center educators. The YR therefore encourage new tenants integration by creating a bond that relies on the informal through conversation and creating opportunities for meetings as said by Charles : « Well, I was going to talk to them, let's say there's a girl who talks about her aquarium, here I go "ah it's your fish", so she's talking and others hear her talking and I try to open discussions with them. Small comments » [Our translation]. They are also facilitators in the sense that they are working to create a space for bond creation, particularly through the organization of community dinners and the consultation of tenants on their needs and interests. activities that can be translated into the tenant committee. In this sense, another mode of participation endorsed by the YR is that of animating these community parties and the various activities of the tenants committee as well as Alexander describes it : « [In community evenings, to structure discussions] there was [name of a CW], Benoit and I, but most of the time we managed the young people and [name of a CW] also managed us let's say, in the sense like a bit of a kind of pillar » [Our translation].

In addition to these different roles, some CWs indicated in quarterly reports that the more YRs appropriated their mandate and understood their roles and the project, the more they were in an accompaniment posture, since having appropriated power in the project, they accompanied tenants to appropriate power themselves, to take their place. According to several CWs, YRs were also gradually perceived as interveners who could assist in the resolution of conflicts between tenants who questioned them in this way:

> Well, there are two events, three ... recently where there were conflict situations in the block and they were the first responders. They came in and when they talk to us about what they did, they mobilize intervention theories to say how they acted, methods ... but that's totally new. [Our translation] (Montreal CW)

Finally, they could also act as intermediaries with the community during consultation meetings or with local partners. As representatives of community youth, their mandate was to initiate a process of identifying neighborhood needs in collaboration with partners and to bring the information back to youth of the tenant committees.

SELF ESTEEM

When we want to assess whether a person has entered an empowerment process or not, it is relevant to look at a more subjective but essential indicator: self-esteem. The evolution of a person's self-esteem is a reliable marker of its psychological sense of empowerment.

In fact, when a person feels valued and accepted in the environment in which it lives, it will gain confidence in its personal, relational and professional capacities. For Élise, being a young representative was very rewarding and allowed her, thanks to the reflections of the CWs, to grasp the right measure of her skills:

> [Community workers] really trusted me, it's very rewarding for me, I tell me I'm competent or if there's a problem I'll make it up no matter if [CW's names] are not available. […] it really helped me […]. To be honest, I did not just do the tenants committee, it went much further than that. Exchanges were really fun, I found it fun that my opinion is worth something, that I was not just the little young representative, but that they consider me as I am. [Our translation] (Elise)

For Alexander, being around CW with whom he had created a trust bond in the project allowed him to develop new skills and to become aware of them:

> […] what made me a little more self-esteem is in relation to music, in relation to to cooking with all the ideas I had during team meetings, conversations in the sense that we can go as we go around the encyclopedia at the same time, it was cool, it was a good vibe. But I was not used to doing a conservation with someone and at the same time I learn. Usually it's "yo what's going on?" and it stops there. [Our translation] (Alexander)

These two previous testimonies shed light on the idea that empowerment is a process that transits by the experimentation of situations and relationships through which the person observes that it has acquired skills and accomplished certain objectives, thus reinforcing personal esteem. In CO-LOC project context, reinforcement of YR's self-esteem is the result of an organizational desire to more involving young people in the organization functioning and results from CWs support through multiple trials and experiences that marked the community involvement path of these young workers.

NEW SOCIAL SKILLS

Technical skills

Inherent elements to empowerment, acquisition of new social, technical and practical skills is another essential dimension to take into account in the process. In fact, through their participation in activities and their learnings in connection with their YR job, youth develop both technical and social new skills that they can then translate into their different life spheres. The acquisition of these skills is one of the driving forces of empowerment since they represent resources in which the youth can draw to build personal esteem, identity, life project and which will influence various experiences that will punctuate their career and modulate their perception of things.

Among all the skills acquired by the YR during the project, the ability to organize, both at the administrative tasks level and at the time management level, was one mentioned by several respondents during individual interviews, like Benoit : "Before, I had bad time management, and it became one of my strengths. It's pretty funny" [Our translation]. Some YRs mentioned that they had improved their skills in written French thanks to CWs coaching. Some of them learned how to make submissions, others to prepare workshops and community dinners.

Another skill developed by the majority of YRs is the ability to teamworking. Indeed, for Benoit team work was a big challenge :

> I think that's been one of my biggest challenges [teamwork] because I'm not used to working as a team. And even in different projects, I teamworked but for me it was always a challenge. Perhaps not a challenge-challenge to teamwork is always good, but often I want to have all the responsibilities on my own. I tend to put everything on my shoulders. [...] I want all the responsibilities by myself or you know in the tasks delegation, I'm not very good at it in any case for now but maybe later it will be relayed to a better skill. [Our translation] (Benoit).

Elise, for her part, considered that one of her issues was to "trust the people, the team I work with". For Charles, however, the work in dyad promoted mutual aid during more difficult times:

> It was ok we helped each other. Let's say he/she had problems and he/she needed me to go to the groceries so I went there. Or if it's me ... I had a week where I was not into it so I did not go grocery shopping for this evening and I asked [name of person] if he/she could do it but he/she could not then me tonight I'll call food for tenants. [Our translation] (Charles)

Through their housing experiences, discussions and workshops at community evenings, youth were made aware of the challenges of cohabitation. They have also been able to increase their knowledge of the different local and regional resources as well as on various issues including housing, homelessness and tenants' rights, through trainings, the FRAPRU March, the Night of the Homeless and other events and workshops to which they participated. For example, during the interviews, a youth spoke about youth housing issues :

> Well, it's sure that youth come out of the center and you go in apartment on the rush because it's your life situation, it's not necessarily obvious, you arrive to the apartment but you know nothing, you don't know how to make food, you've never done groceries of your life and you say "what am I doing, what am I eating" because you've never cooked of your whole life, stuff like that. And what's more, since you are young you have a reputation for making shit on the landlord level, that you're less serious and everything. [Our translation]

Communication skills

As part of their duties, YRs were required to speak regularly at informal meetings with tenants or more formal with partners. They also had to speak in groups, during events, training sessions, round tables and team meetings. For many representatives, fighting embarrassment was an obstacle to expressing their ideas and the CO-LOC project could be an appropriate platform to achieve this as Charles explains it :

> [...] me I had a hard time talking to people at first, I think it helped me. I talk more to people now. Even I think it helped me a lot in my life. At first I was someone who had trouble speaking to people, going to people, before I was not able to talk to people I did not know. [...] Tenant suppers [helped me a lot], there are a lot of discussions. And it took time but slowly I began to feel more comfortable with people, and I spoke to many different people, I could speak more easily to strangers. [Our translation] (Charles)

In addition, participating to forum theater training and to multiple theatrical presentations in front of public allowed him to overcome the embarrassment of public speaking:

> [...] it takes away the embarrassment when there are many people. It's a little awkward before it's your turn and when it's your turn, you start playing your scene and you're focused in your scene. I had forgotten everything else while I was playing my part. [Our translation] (Charles)

In addition, for some like Alexander, the simple act of speaking is a form of power since one establishes a communication, a relationship, with another person in which there is an exchange of information about who we are :

> [...] speech is strong too, but when you do a conversation with a person, you learn about the person and she learns about you at the same time. There is the way you reason, the way you think and the way you act. There is the verbal and the non-verbal, all that relates to that. [Our translation] (Alexander)

More importantly, the support he received through the project gave him tools to learn communicating in case of conflict or malaise, which helps him managing his impulsiveness and more globally, to take back control over his emotional life and relativizing his perceptions:

> [If the CWs] have taught me something, it's that if it's not okay it's in how to talk, let's say verbalizing a little in relation to the situation. It feels good a little, if at any given moment you're angry you'll see your friend just to talk like that, but I would not say interveners are my friends either, shall not abuse it either but just like talking a little. [...] Yeah they helped me in that. I learn in the sense that if there are some things that bother me, to say it, not just take action or something to

just validate my perceptions and not interpreting the situation differently. [Our translation] (Alexander)

Conflict management was one of the challenges faced by YRs as part of their mandate. These conflicts could come from situations with tenants or colleagues, which required them to develop communication tools for solving them. For Alexander, talking directly to the person by speaking to the "I" is a means he learned during his accompaniment and that he put into practice when he was experiencing a conflict : "[...] if I had a conflict with someone in the block, I was going to try to talk about it with the person directly like " you did something, I felt like that, I would like ... « [Our translation]. For Charles, being able to communicate is all the more important because often a conflict is based on misunderstanding between two people which is necessary to deconstruct in order to avoid aggravating the situation and feeling negative impacts :

> well it's sure there have been periods more or less good with [name of the person], it's sure that it removes motivation but when it was fine, it was fine. Because sometimes I was lost and that's when at a given moment he/she told me that he/she felt like I was not involved in the project and it was settled. […] that's it you have to talk about it, because if he/she feels like I'm doing it on purpose, that I do not care, well it's not that at all, it's something else. [Our translation] (Charles)

The CWs found that community evenings were usually a gathering place where was discussed dissatisfaction related with cohabitation and block management. Tenants' frequent use of community spaces and the regular presence of YRs as trusted resource persons fostered bonds between tenants which helped resolve conflicts.

Relational skills

The ability to relate to others is a necessary skill in all spheres of life. Whether at the professional or personal level, being able to get in touch and feel competent to get there is a must in our performance-relying society. However, to achieve this, you often have to develop skills such as the ability to express your ideas in order to build trust that pushes us to creating a new approach with others. Several YRs and CWs mentioned having developed this skill which is based, according to Alexander, on a posture of openness and lack of judgment :

> [To create a bond, you have to] just try to get to the same level as the person. Do not try to always show that you are stronger or smarter, that you are stronger, more beautiful, that you have longer hair or the opposite, it doesn't matter. [Our translation]

CRITICAL CONSCIOUSNESS

The development of a critical consciousness is another dimension of empowerment to the extent that it allows the questioning of socially widespread ideas and concepts. Realizing that a seemingly personal problem is shared by other people, or that we can find its societal causes, allows to counteract the responsibilization of marginalized people for their situation and gives them an opportunity to think differently their life context (Ninacs, 2008).

As part of the CO-LOC project, several activities such as community dinners, thematic evenings, workshops on various social issues, team meetings and formal (given by a trainer) and informal (donated by the CWs) trainings helped arousing young people's curiosity about social issues such as racism, sexism, social housing, homelessness, climate change, social and gender inequalities, and sparked ethical reflections. For Benoit, the experience was sometimes destabilizing because it took him out of his intellectual comfort zones :

> [There were] times when I felt that my conception was less well done and I felt a little less in my place or less satisfied because I have less to say. But I think it's a normal step, that's how we make our thinking. […] And it also shows that we are constantly changing as a person and that it is important to keep ourselves open to different practices, to different movements. […] I saw lots of different environments and it was fun because I came to the BCJ and all these different environments that still inhabit me now helped juggling with different people I met at work. [Our translation] (Benoit)

For Charles, however, being in a community that shared his concerns and social issues was reassuring and strengthened his practice of critical thinking : "I wasn't alone, there are people who think like you, who agree that things that happen are meaningless. I try to change things. [Before] I was wondering if I was the only one who thinks that school is shit" [Our translation] (Charles).

Conception of power according to youth representatives

Occupying YR's position has allowed concerned people to tame BCJ's notion of power and see that it can take many forms and deploys at many levels, both at individual and political level, and that the conception of power utimately aimed in the organization's practice and through CO-LOC project is to foster the emergence of a collective power :

> [I realized that the project] was about transformations for us as well as for tenants or community members. Ça voulait changer les responsables jeunes, l'équipe elle-même dans ses pratiques qui avait déjà changé des choses dans ses façons de penser. It also showed that the position of service that there can be in youth accommodation that I was not aware of and that with this project I realized it solid. You know the service wheel relationship, what service does the youth

expect to receive from the organization because the organization has it while the BCJ is aware of that reality and wants to change that reality to bring youth in these decisions and in a personal change from their own situation and other things. It also teaches us the power that we have in an institution like the BCJ, an organization as big as that, that you have room to have power, that you can change things. There are processes, you can't do "I don't like that, we'll change that", there's a whole process in there and it teaches you. And it also teaches you your power in an organization like a BCJ or in any community organization too, but also in connection with your power in society your everyday power in a "democratic" society, but it shows us the power that we have in any sphere of life, different environments, you know me who has worked with different backgrounds. [Our translation] (Benoit)

Having a better knowledge of the structures and the functioning of the organization has led YRs to questioning traditional hierarchical management methods as seen in common workplaces. By observing BCJ practices, they develop critical thinking about collective management methods : "To demonstrate that it is possible [a collective management], to say that there is a bottom that the CEO has sat down and that's how it is. That hierarchy relationships are forced. The BCJ will say no it's not obligatory, we have no hierarchy and it's going really well " [Our translation] (Benoit).

Appropriation of power by confrontation with community workers

This development of critical consciousness has thus led some YRs to appropriate power by questioning BCJ existing practices and the place they occupy as members of the BCJ but also

as employees and to claim a more egalitarian relationship. with the CWs, as evidenced by an intervener :

> The takeover of power in the HPS is the local representatives. The number of conflicts I had with [Alexander] because of his takeover. They have a role, they challenge your decisions. They are all the time resisting the action plan developed above them. [...] It's a lot the relationship with us that challenges them a lot in this takeover it's to say ok but here we are colleagues so how do we negotiate decisions that are made, why there you had a meeting and I was not there, why there was… there's like all that, this notion of equality but of non-equality. In fact what we were discussing is that there is a notion of equality but we have different roles so we can't see each other in the same moments all the time. We have to have moments when we talk about intervention and there are spaces that are not ... but that was a lot about it, it was challenging in relation to us. "Who are you relative to me, do I have as much power as you?" [Our translation] (CW Montreal)

In conclusion, in the CO-LOC project context, empowerment was one of the five finalities targeted by the BCJ CWs. By analyzing the data from quarterly reviews and group interviews with the CWs and individually with the YRs, it was possible to see that results were obtained for the four components of empowerment: participation, self-esteem, the acquisition of new social skills and the development of a critical consciousness by young people. At the end of the project, the actors involved have noted that young people, especially the YRs, have been able to make these different components of empowerment interact in their practice, in particular by being able to take charge of more project activities at the levels of organization, animation and tenant mobilization. In group interviews, an example used by CWs to illustrate this finding was winter camp planning by YRs, BCJ members, and CWs :

> [...] the big project [of young representatives] was the winter camp of the time I was there. Their role was really to facilitate the holding of these events, to animate planning discussions minimally during these events, to try to involve people, to mobilize them for the community life events, and then, as and when they formed, at least for one of the representatives, he was trained in intervention, he becomes more and more aware of the relational phenomena at work and he takes responsibilities really of intervener. [Our translation] (CW Montreal)

To set up a project of this scale, the young people who took part in its construction had not only to participate but also to be actively involved in its various stages. This involvement also required the mobilization of certain skills such as organization and time management in order to carry out this project within prescribed deadlines. The ability to promoting the activity to tenants meant feeling comfortable getting in touch with others and being able to express one's ideas. Experimenting living together during winter camp mobilized skills in

communication, conflict management and critical consciousness of the issues and challenges of cohabitation and sharing spaces. The success of this project has had a positive impact on the self-esteem of all those involved in the activities and their organization.

Another manifestation of youth empowerment is the acquisition of a critical reflection on their maneuver margin at the BCJ. Especially noted among YRs, the emergence of this takeover of power was reflected in a questioning of the authority of the CWs, a questioning of existing practices opening opportunities for discussions and deconstruction of the notion of power :

> [...] I would say it's an opportunity every time youth bring things like that, to question yes but why… I felt it the more the project was going on and it also indicates to me that there is something that worked on the level of the possession of the power or taking of power related to that. And them in their role when you're wondering why you're not here at these times it's that there's something that's starting to get in at the level of the appropriation of your role, it's just after we start from this to deconstruct a little this idea and to make an end on the understanding of their role in the issue of power. [Our translation] (CW Montreal)

4.1.2. Developing a sense of belonging among peers, to the BCJ and the neighborhood

One of the long-term goals targeted by the project was the development of the sense of belonging of young tenants to their tenants' committee but also to the organization. Often considered as an obvious and unavoidable objective in the various branches of the helping relationship, the development of a sense of belonging among individuals is however far from commonplace. Indeed, feeling part of a place, a group of people or even an organization is a meaningful element for the individual and contributes to the deployment of multiple aspects of its identity construction (Colombo, 2015; Parazelli, 2002). In this sense, the testimony of a CW of the BCJ Montreal illustrates that youth feeling of belonging development was the ultimate goal of the project, since belonging represents a condition of emergence and fertile ground for the achievement of other project objectives that are empowerment, civic and community involvement, the development of collective solutions to cohabitation and the improvement of living conditions : "If we speak in terms of sense of belonging … it was really the mega objective of this project and I see it today" (CW Montreal).

The development of a sense of belonging involves the production of a symbolism commonly shared by members of the same group (Bourbonnais and Parazelli, 2018) and the phenomenon is caused to fluctuate depending on the presence and absence several factors. However, a necessary condition for its emergence is bond creation. In this section, we will first discuss the characteristics surrounding bond creation in the project between the youth, then the one that took place between young people and CWs to conclude on the one that united YRs and

CWs. In the second part, we will describe the types of feelings of belonging that took shape through the project.

BETWEEN PEERS

Referring to the quarterly reports and interviews conducted as part of the project evaluation, it quickly became apparent that bond creation between YRs and tenants had a significant impact on the mobilization of the latter. Indeed, the presence of YRs in the daily lives of young people led to a greater participation of them in the activities organized during the project. As a result, tenants were more open to soliciting representatives when a relationship of trust was established :

> [...] it made a lot easier because if you have a good connection with the person, you will bang at home, she will not say «ah it's still him, what does he want me?» So she'll say, "Ah, how are you?" "Yeah, there's a community dinner, are you coming?" And the person will be a little more inclined. But I know that community dinners also help with food, you eat, you just talk a little bit and then you go up to your place, you listen to TV, you study or you do what you want and after that you leave. It helps too. [Our translation] (Alexander)

YRs thus represented a form of gateway to the use of community spaces by tenants through their facilitation and resource-person roles. For a CW, the fact that YRs had a flexible schedule that allowed them to ensure a regular presence in the blocks favored the creation of a bond of trust and greater appropriation of spaces by the tenants who have became accustomed to confide in the YRs in relation to the various issues that preoccupied them. Through their mediation role, YRs bridged the tenants' committee and encouraged the collective takeover by redirecting them to committee proceedings to address their claims :

> I think that in the integration, it's a little bit the role that YRs had to be there in everyday life so every time they witnessed something, they could bring it back to "what you're telling me, it has its place in the tenants committee. [...] So I think that the presence on a daily basis, to have moments where you have no schedule and the YRs were just there and discussed some young people, they could make the link with them to say that their idea is good and can be realized if they talk about it to the tenants' committee. [Our translation]

However, from CWs' point of view, many misunderstandings about the tenants' understanding of the YRs have occurred and have tended to persist over time. Many tenants tended to talk to the YRs about issues related to block management and conflict mediation in crisis situations,

two tasks that were not on the YRs agenda. This misunderstanding of the project and the roles of YRs was also, according to a CW, part of a service delivery dynamic present at the BCJ :

> […] the perception was persistent that the tenants' committee were social animators who were thinking about programming and people were taking advantage of it and not asking … were still asking for better block management but asking for no more relationships or more activities, they are happy with that end, but they continue to talk to representatives about plaster plumbing and all that. So there is confusion about their role. [Our translation] (CW Montreal)

Being easily accessible to tenants, they were subject to multiple requests and demands falling outside their mandate, as interpreted by CWs. These situations have led YRs to develop new skills, including a better understanding of how the organization operates and the development of relationship skills and conflict management. It also pushed them to work on their team communication and having to put their limits toward tenants by referring them to CWs when necessary :

> [the challenge] is to always set limits, but sometimes [tenants] need to empty their hearts now. I had to listen to them but by always setting my limits and sending them back to who your follow-up intervener is, you can talk to [names of CWs]. They easily trusted me, they opened up and it was easy to bond with them. [Our translation] (Élise)

However, through the various methods of data collection carried out during the project, it was highly apparent that young people appreciated and found necessary to hold community evenings at which they could exchange, get to know each other, learn about different issues such as youth housing and mobilize skills through collective kitchen activities. For a YR : "[…] young people need life here and that's something tenants named. That since there was [name of the person] and me as youth leaders, there was always life at the BCJ, there was always someone, it was rare that someone was missing". Considered as a gathering and community life place, the tenants committee meetings allowed young people to take more control over their spaces and their power by being able to name their dissatisfactions in relation to block management and cohabitation challenges.

A YR also mentioned having developed friendships throughout the project :

> I think at the beginning of the project, tenants saw us more as workers than youth, but over time I am really seen as a youth of the group. Like there are tenants I see outside of work. It's fun I really created a relationship with them. We chill. [Our translation] (Charles)

CWs note that the project has also enabled the development of mutual support networks among tenants that resulted in support marks during more difficult life situations or during removals, for example.

In conclusion, the presence of YRs in the blocks had a positive effect on the creation of bonds between young people and their mobilization to activities, as a Montreal CW describes it: "I think it made a difference when it came in that direction, there was a lot of participation. It sure has more impact when it comes from another tenant … rather than us. We can be very nice but it does not have the same impact." Moreover, community evenings held throughout the project responded to a need identified by tenants and fostered a solidarity-based social climate.

BETWEEN TENANTS AND COMMUNITY WORKERS

Although the presence of BCJ CWs is an important factor in mobilization and sense of belonging in general, it was noted that for some tenants, particularly new residents who have entered the project, prejudices to intervener status were maintained and hindered bond creation between these young people and the workers. To this extent, the YRs' mediation demystified the role of CWs and deconstructed negative prejudices by promoting BCJ's community character and by-and-for approach.

> […] this project also allowed us to realize how much the perception that young people have of interveners is still … personally I became aware of the status we are given and there is that to deconstruct also on arrival, because we are not youth center workers or other resources. We are interveners at the BCJ and it comes with an approach that is different so there is something to deconstruct at the beginning and the fact that they are in contact with the young leaders we saw the difference. We had feedback we did not have before. [Our translation]

In this sense, YRs reported that some young people sometimes felt more comfortable without the presence of CWs at community meetings. They were more open in discussions and seemed more inclined to take on tasks and initiatives. For CWs, such comments demonstrate that new tenants have not yet become familiar with BCJ's operation and practices. Bond creation being a time-consuming process, nevertheless takes place through weekly individual community follow-ups that all tenants are deemed to have with community workers.

BETWEEN YOUTH REPRESENTATIVES AND COMMUNITY WORKERS

Bond creation between YRs and CWs was built around two main aspects, namely the reception representatives received when they arrived and the support they received throughout the project.

The reception of youth representatives

Generally speaking, YRs said that they received an adequate reception when they arrived as Charles says : "I was well received, there were interveners who helped me, who guided us toward the direction to take and now it's done alone". However, differences between three territories in the presence of CWs and the level of integration support of YRs were mentioned. Most of the representatives said they appreciated the team's efforts to give them a place quickly and warmly, both daily than in weekly meetings :

> [...] there is a habit at BCJ to do a "How are you" when we start the team meetings and at each meeting when we arrive they do it again a "How are you" to add us in this meeting and tell us about the team. If it had not been done, we could have had a meeting with [the intervener] who was carrier [of HPS responsibilities] at the time or with [name of intervener] only and just see each other at other times besides the meeting, but we would not have the same feeling of belonging to the team. I think it was very important to leave room for that we are part of that. I know I do not do individual follow-up with people, it's not part of my mandate anyway, but I feel like I'm part of the team anyway and have my part to contribute in all that. It was really fun. [Our translation] (Benoit)

Accompanying young representatives

All YRs said they were very satisfied with the support they received from the CWs and that allowed them to appropriate the organization's mission and values more quickly and fully, and to deepen their understanding of the project and their mandates. The follow-up meetings were also special moments that the YRs shared with the CWs and in which meaningful and trusting relationships developed :

> [...] often it's me who revives him/her or gives him/her projects ideas, we talk to each other, we restart, there is like a chemistry created between me and [name of intervener] and which did not exist at the beginning. We knew each other but we had never created a bond together. It's fun to see the complicity we created together, it's nice. [Our translation] (Élise)

In addition, the individual accompaniment was an opportunity for YRs to receive support, validate their actions and perceptions as well as receive encouragement, which increased their self-esteem and opened doors to opportunities : "I felt that I was competent in what I was doing and I felt the support of CWs, even they managed to make me change my mind to go to study in this area. It gave me the pat on the back I needed." During these meetings, psychosocial support was offered to help YRs overcome the obstacles and challenges that arose both personally and professionally, as confirmed by one YR: "[...] I had my follow up with [CW's name] and I followed up with [CW's name] so we talked about personal matters ... but

that I think it helped a lot to have a space where we could make some feedback on some things that can happen or that we do.»

Given that one of the project objectives - which in itself represents an innovative formula - was to hire youth from around the organization that are experiencing difficulties of different kinds (mental and physical health, professional and social integration, addiction, socioeconomic precariousness, family difficulties, etc.), the psychosocial follow-up provided by CWs offered them a space to address these issues and seek solutions, as well as developing new skills, particularly in terms of organization and animation. Moreover, some YRs were also tenants of the block where they worked, which could lead to some confusion of roles that the CWs had to demystify :

> Yeah that helped me a lot, I don't want to lie to you it helped me a lot in phases that I was going a little less well we'll say that I lived a little stress or whatever business related to that. But there are some that I dared to talk to and others that I dared not. [...] But in this context my personal life, I live in the block you know there's a link, but anyhow, sometimes I can be at work but it's like I don't feel good, I go to my place directly I'm in the building so "toc toc toc are you okay, I saw you go ..." you see? Of course there is a link between my personal life and work because I live in the block and if I didn't live in the block it would be just concrete work, but I live there, I see people arriving, I see people going, all that business too. But we develop a sense of belonging. [Our translation]

Another beneficial effect of accompaniment reported by several YRs is the egalitarian exchange relationship that was established with CWs during follow-ups :

> [...] I think I taught people to develop their sense of organization. [CW's name] has already reflected it, he/she's saying a chance you're here, you're teaching me how to be organized. [CW's name] is able to get wet so it's really fun. [He/she] was very grateful for what I brought, it felt. Once when he/she was away, everything was organized the same even when he/she was not there. [Our translation] (Élise)

This feeling of making a significant contribution to the work team through its presence and skills is an important part of bond creation with CWs. Team meetings were another form of accompaniment that fostered bond and trust with CWs through the planning of activities and local action plan, as Benoit desribes it: «I remember I was in a team meeting and I thought it was really there I wanted to be.» [Our translation]

In summary, bonding is a process that takes place over time but also depends upon the investment made by the different actors involved. Thus, YRs, by their availability, their reception of new tenants and their regular presence at the local community space have managed to

create significant bonds of trust with youth, links that have resulted in greater mobilization of tenants during activities and community evenings. Through their relationships with tenants, they were well positioned to demystify the interveners role and to promote involvement in the tenant committee. In addition, through their follow-up with CWs, YRs have created meaningful relationships and have been able to benefit from personalized support offered to help them progress more personally and professionally.

TOWARD BCJ

A sense of belonging is the perception of being connected to others and sharing a common identity; to be part of something greater than yourself carrying a powerful symbolism (Bourbonnais et Parazelli, 2018). By putting young people at the heart of its intervention philosophy through various initiatives by and for young people, BCJ brings hope, recognition and opportunities for many members while distinguishing itself by its avant-garde character :

> [...] it's funny because it talked a lot about the by-and-for the youth [at the Transition to Adulthood Symposium] and there was a researcher doing a presentation on open spaces and having the young people create their own space, appropriate their own space, give space to young people. And I thought all along that the BCJ was avant-garde as hell, because it's a lot in the approaches that the BCJ already has, that it is very avant-garde in it. I feel a bit snobby to say that, but a little proud. [Our translation] (Benoit)

This feeling of pride in the BCJ was reflected in the overall data collected during project evaluation and the youth interviewed unanimously mentioned feeling a sense of belonging toward the BCJ :

> [...] me the BCJ I like that. I feel good. It corresponds to my values, it's a place to meet people, you make friends, you have fun, you learn, it's rewarding. I feel more belonging now because they started a project and I really was into it, and it's sure that I feel more in the BCJ, I feel more that I have an impact on the organization when you are in a project. [Our translation] (Charles)

From this quotation, it can be seen that the sense of belonging to the BCJ covers several dimensions, including that of bond creation, discussed in the previous section. But it also refers to the idea of an appropriation of common spaces by a group. One of the activities carried out under the project was specifically aimed at this objective. This was the community room development by tenants' committee youth according to their tastes and interests. This appropriation of community space through redecoration and redefinition of its role motivated many tenants to repainting other common places such as corridors of the block or even their apartment. In consultations initiated by YRs, members identified the importance of having a space resembling them to help improve their sense of belonging to it, especially considering

the issue that CWs office occupy the same room. The room became a space where young people could spontaneously come to discuss a problem lived or simply to break isolation for a moment in good company.

The sense of belonging to BCJ is also reinforced by the perception that the format of relationships created and maintained with CWs and other youth remains equality-driven :

> [...] there is an ethical and moral line in the difference between worker and youth but it's not about the value between persons, we don't feel a certain arrogance that can come from some other interveners because they are interveners or even in young people, it doesn't feel like ... there is a level playing field. The very structure of the BCJ is egalitarian and you transpose it in the interventions they make and in the way of being of the organization, there is no hierarchy you even feel it ... with a level playing field you feel it at the base of human to human but even that a BCJ worker is not defined as an intervener but as a worker, that I noticed. [Our translation] (Alexander)

TOWARD TENANTS COMMITTEE

While, in general, young people show a greater sense of belonging to the BCJ as an organization, several YRs have developed a sense of belonging to the CO-LOC project in which they have been involved for several months. For Benoit, the project has allowed him to live stimulating experiences and develop skills :

> [...] during these six months [as a young representative] it was six months of crazy in the right direction because it could have been really ... but I think what I liked the most in the experience I mean it was so stimulating either intellectually, it was asking me skills that I didn't even know I had. [Our translation](Benoit)

Elise says that "[Since I was YR] I feel even more belonging to the BCJ" [Our translation]. For Charles, being tenants committee YR helped him improve his relationships with others: "It's more the BCJ and the tenant committee that helped me. The theater did not help me in my relationships, it's really the tenants' committee that helped me " [Our translation].

4.1.3. Improvement of living conditions

While planning CO-LOC project, CWs wanted the tenants committee to have an influence on the living conditions of the participating youth. Although the impact of the committee for tenants was more difficult to measure, several data were collected concerning the living conditions of YRs. In general, it is possible to see at first glance that the project has had

beneficial effects in many of their spheres of life. Indeed, a CW describes the achievements of a YR in this way :

> [...] as part of the project it was intrinsic that «if you get involved in it and get hired, you will be able to stay at the BCJ during that time». He really sees his prospects and he really had the opportunity to live a stable work experience, to make a lot of learnings, to find stability, we talk about a rent debt that he was able to settle and he's going to leave with different bases. He finished his training, he really has something. You feel he's leaving and that he's stronger so you feel there was something in the long run for Alexander that was really beneficial. [Our translation]

Although the impacts of the project on their lives may be global, some categories for which the project has improved living conditions have nevertheless been identified. In the following, results will be explored with respect to the project's beneficial effects on YRs employment and study projects, income, health, identity and social relations.

EMPLOYMENT AND STUDY PROJECTS

One of the project effects on the lives of young people is that work experience at the BCJ has motivated some youth to reorient their career path, sometimes towards a helping relationship job since they have discovered interests and skills in social intervention, but more generally to find a job that they like and in which they feel valued :

> [...] I really felt support and recognition often. To see a job that I no longer thought of doing in my life, I didn't think at all to intervene and to recreate this trust environment with [names of CWs], to have this opening it gave me the will to return in this realm. [Our translation] (Élise)

For another YR, having been employee of the BCJ and having had such a positive experience while developing his/her interpersonal skills has given him/her the desire returning to the job market despite negative experiences that he/she previously had

> [Having been a youth representative at BCJ] it sure improves my life, it sure motivates me to work, to return to the job market. I probably want to make more friends, have a bigger social network because I talk more to people and all that. [...] before I was afraid of work and now I tell myself that I must find a job that I like and after it's not that rushing. It's rushing when you do something you don't like, the days are long and everything. [Our translation]

Having had work experience at the BCJ has enabled YRs to develop new learning ambitions that offer them different training options and that has made them discover new facets of their identity. To this extent, Alexander considers assuming the role of young representative

> [...] it has improved a lot on my identity. I know a little more now to identify myself, to try to see in which field I'm going after to college or university if I'm still into, in the sense related to my identity it helped me to orient a bit, to know a little how it works [...]. [Before] I saw myself working with people and everything and that's it but then I started to take steps for my course and it would be more to work with people, to help, to understand without judging, without wearing a derogatory aspect to the thing, just trying to understand that would be ideal for me. [...] I'm in health, but I'm going to try to follow my passions we'll say, but health, cooking, intervention, that's all things that animate me, that give me energy, that make me feel still alive, but I will try as much as possible to achieve my dreams .. trying to have a job in it too, it's all things that would be relevant. [Our translation] (Alexander)

FINANCIAL SITUATION

The main aspect named by YRs in terms of potential for improving their living conditions as part of their involvement in CO-LOC project was undoubtedly the fact of having been able to count on employment income. Throughout the duration of their employment contract, their employment income has contributed significantly to stabilizing their financial situation.

PHYSICAL AND MENTAL HEALTH

In the wake of the project, a YR who was having attention difficulties affecting his involvement in the project started a medical procedure. In addition, by increasing his/her self-esteem and feeling of belonging to the project and his peer group, one YR undertook to develop healthier lifestyle habits improving his/her physical and mental health:

> [...] before I was lost. And that's it. While there I say to myself that I would like to work in computer science and I catched the taste to work. Now I try more ... I go to see [name of a person], I train, I play sports. It's recent. I started to be more attractive, have a better physique, be healthier, and instead of being on the computer ... I think it makes you depressive, you have to go out to change your mind, you have to spend time in other things. [Our translation]

SELF-KNOWLEDGE

Some YRs mentioned that their involvement with the BCJ and the CO-LOC project had an impact on their identity building by gaining a better understanding of their needs, desires, interests and strengths :

> The BCJ makes me want to ... the BCJ makes me connecting a lot with me, but something even deeper than the BCJ, I don't know where it's going to lead me. Being more in action... it's ok the process, but don't be afraid to fail, I've failed all my life. It's just going to help me become even more... and people too. It's okay to crash in life, I don't stop doing it. [Our translation] (Élise)

For Benoit, being a member of BCJ and having been YR allowed him to discover what are the values that are important to him and how to put them into practice in his daily life and life projects :

> I'd say that it helped me a lot in understanding myself. Of revelation of where are my values because I have values that are very close to the BCJ itself, it has been a little revealing to myself or that I am very humanistic in my way of seeing life and I went reflecting that a little in the work that I already do there and that I have always been comfortable to speak in public, I have no misery, it comes easy. [Our translation] (Benoit)

SOCIAL NETWORK

Appointed by all YRs, the social relations component is one they have developed as part of the project and which has improved their living conditions. One of the youth mentions that having to get in touch with new people and lead workshops has allowed him/her to shed embarrassment and gain self-esteem in its relationships with others, which had ramifications in several areas of his personal and professional life :

> [...] I had a hard time talking to people at first, I think it helped me. I talk more to people now. [...] Now let's say I'll drink tea and I'm able to get into the discussion, in any case it had an impact in my life. Now I'm able to approach girls, and now I go out with a girl. It helped me in my life at the social level. It is recent that I go out with a girl, I'm frequenting her. [Our translation]

Another young person confided that working with vulnerable human beings in an environment of openness, consultation and helping relationship allowed him/her to consolidate social skills that he/she had developed over time : "[...] the interest [in working with humans] was already there, but even before the BCJ in my youngest years we're going to say, I was not the kind to

help people, but as everything can be learned, I learned to help people, to trust, to talk to do lots of things too " [Our translation].

4.1.4. Homelessness prevention

Prevention of homelessness is one of the five main finalities targeted by the project. During the year, various activities were conducted with the intention of informing, raising awareness and preventing youth homelessness. YRs and a few young tenants notably had the opportunity to participate in the March for Housing organized by FRAPRU in September 2018 as well as at the Homeless Night Challenge in October 2018. They also attended a lecture by François Saillant on the themes of history of social housing access struggle and urban spaces gentrification, followed by a discussion on tenants' rights.

CWs have also identified bonding between block youth as a homelessness prevention factor because by building relationships and developing a sense of belonging to the BCJ and their peer group, they build a network of mutual aid and solidarity acting as a protective factor :

> [...] I think that inevitably in the block, there is a lot of bonds that have been created between tenants which also favor their ... currently it's always fragile these times, they support each other a lot and solicit each other to help themselves ... beyond their own ability. We would prefer that they come and call on us, but it is an autonomy that is very great to say that they are self-managing and in a very constructive way generally at this time. I think that, instead of calling on us ... it's something beautiful that they managed to create in the block and that favors their maintenance in the block. [Our translation]

4.1.5. Citizen and community involvement

As part of this project, it is a euphemism to say that citizen and community involvement was a finality of the project since the survival of a tenants' committee is intrinsically dependent upon involvement and participation of its members. One of the observations that emerges about tenant mobilization is that it was difficult and fluctuating for all three territories. Several factors were noted to explain this pitfall experienced by all YRs during the course of the project. One of the reasons cited is the ongoing turnover of tenants who do not know the BCJ, its operations, its approach and who do not understand what is the tenants committee. In addition, the length of stay being, in the general opinion of tenants, too short to cause a real citizen involvement, they prefer investing spheres of life such as work and studies that allow them to stabilize their social functioning. Thus, citizen mobilization at the BCJ goes

beyond tenants involvement tenants and goes especially through that of the young members surrounding the organization :

> [...] the members who are there are activists, you look at all those who revolve around the BCJ of [territory name], it's people who are involved in the BCJ, who want to campaign, who want change even at the BCJ they want change. But tenants don't care, they are there for a year, they just pass, it's a stop in their lives. That's what I keep saying since the project beginning. And they go there with a housing interest, while those who gravitate longer are often more mobilized. [Our translation]

It should be noted, however, that while mobilization for implementation and empowerment of a tenants' committee was difficult, the fact remains that associative life was created in three BCJ territories and that tenants liked to enjoy community evenings that brought life to the blocks and allowed bond creation.

Concerning community involvement with partners and community members, YRs each participated in several local roundtable meetings. A youth mentions having greatly appreciated having been fortunate enough to attend these partnership meetings as well as having participated in various conferences that made him aware of community resources and sensibilized him/her several issues :

> [...] it's been like crazy. May it also be the experiences that at the last conference we did on the transition to adulthood, diversity in there. It's been experiences that have been like super training ... I don't think that I would have attended any consultation table normally without the project… And it was crazy to have these gateways to go and even get to know a little more about the community, full of funding issues that I didn't know or different management like collective management, how does it work and all that. [Our translation]

Some YRs have even collaborated with partner organizations to plan workshops on housing issues such as gentrification or to develop partnerships, particularly on the issue of food security. Activities, such as the Street Arts Festival, were also organized in collaboration with partners, which enabled young people to create new links with the community. Some CWs, following a consultation with partners as part of the project evaluation, have found that the civic and community involvement of BCJ youth has over time helped to deconstruct negative prejudices of community actors toward them. Young people are then seen more as citizens and political and artistic actors who contribute to the cultural dynamism of their environment.

In conclusion, tenants mobilization during tenant committees implementation was a constant challenge, but an interesting associative life nevertheless developed in each territory of BCJ according to the interests and needs of tenants and members. Moreover, through the community surveys carried out in fall 2018, it became apparent that the actions of young

people over time and within CO-LOC project framework have had a positive impact on partners perceptions of youth and have thus helped to modify change social representations concerning them.

4.2. The process of consultation and partnership with local communities

The second CO-LOC project component concerned the quality of links BCJ has forged with surrounding local communities in context where the organization has expressed an interest in assessing (good or bad) neighborhood relationships and how to make them evolve. In this sense, the need to build formal links with community members surrounding BCJ temporary housing blocks and to know the perceptions concerning cohabitation issues on the part of actors who interact daily with BCJ youth has been explicitly mentioned.

We present here a brief history of the the links of each BCJ territory with the surrounding community and the results of the community surveys distributed in each territory as well as local assemblies that involved community members. We will be able to note that this component of the CO-LOC project has been variably invested by each BCJ territory.

4.2.1. Geographic location of blocks and history of community relations

Presences on each BCJ territory, discussions with different actors, observation of activities in situation, permitted accumulation of information and pick up pieces of events so as to reconstruct a certain narration, by definition always partial and biased (St-Denis, 2018), but which nonetheless represents a certain "facts version" to be taken into consideration. Here are the narratives about neighborhood links of BCJ localities with the surrounding community that we have been able to reconstruct.

Laval

This story was delivered by a community worker of the Partage Saint-Maxime in context of a local assembly organized by the BCJ Laval in fall 2018 intended to link with community members. Le Partage Saint-Maxime is a place offering food and clothing resources, a social and volunteering space dedicated to Saint-Maxime parish, a direct neighbor of BCJ Laval. It should be noted that the geographic location of the temporary housing unit managed by BCJ Laval in the Chomedey neighborhood corresponds to the central position of a large parking lot bordered on the east by Saint-Maxime High School, on the north-east by Alphonse-Desjardins Elementary School, to the north by Saint-Maxime parish church and the premises of Partage Saint-Maxime, to the west by the Les Berges Adult Education Center, and to the south by the Berge des Cageux.

BCJ's ties with Saint-Maxime parish would have begun even before the construction of the current BCJ Laval block. Indeed, the location of current BCL Laval building would have been determined by the interference of the former Vaillancourt administration for which homelessness (adult and youth) was either nonexistent on Jesus Island, at least strongly harmful to a favorable business environment. Through the intermediary of Mrs. Ginette Legault-Bernier, then municipal councilor of the Abord-à-Plouffe district (BCJ Laval sector), the municipal administration managed to convince Saint-Maxime parish to sell at low cost to BCJ the land located at the back of the church Saint-Maxime. Since the installation of the BCJ and the arrival of young people in temporary housing, litigation has developed with the Partage Saint-Maxime in a context of high turnover and cut-off staff at BCJ Laval. As we will see later, this dispute has found a positive outcome in the CO-LOC project.

Montreal

BCJ Montreal is located on the last sections of Wellington Street (soon joining LaSalle Boulevard), one of the main commercial arteries of Verdun borough, neighborhood with a strong workingclass history during 20th century; 21st century Verdun is increasingly occupied by a student, immigrant and wealthy families population, reflecting a gradual gentrification process. Let's treat Wellington Boulevard as a north-south artery to characterize the immediate entourage of BCJ Montreal : to the north, Les Îles en ville restaurant offers typical cuisine from the Îles-de-la-Madeleine; to the east, on the other side of Wellington Boulevard, there are private rental units; in the south we immediately find a street corner with little traffic; while to the west, corresponding to the back of the building of BCJ Montreal, passes an alley communicating with the back yards of other blocks of surrounding private rental housing. We have learned that neighborhood relations of BCJ tenants with a particular neighbor would have been strained in recent years, but that BCJ would no longer receive complaints from the aggrieved individual. The owner of the neighboring restaurant received BCJ Montreal tenants as clients on several occasions, having sometimes experienced inconveniences related to their presence. Communication with the latter, however, would be better than with the other individual.

Longueuil

BCJ Longueuil is located on Marmier Street, in a residential area of Saint-Jean-Vianney neighborhood. This is an area with a non-negligible concentration of low-income households and a feeling of insecurity due to the presence of youth groups people occupying certain parks in the evening, for example renowned Marquette Park. Surrounded by neighbors who own or rent, BCJ Longueuil's young tenants have already been subject of complaints for being noisy.

4.2.2. Community surveys

The idea of conducting surveys to community members was to show links quality maintained by the BCJ and its tenants with actors with whom there is interaction in daily life. The survey questions were all associated with a specific indicator translating an expected goal in the project's logic model.

The first question posed makes it possible to identify in which category the respondent is positioned in relation to the BCJ. There is a majority of community or institutional partners.

Table 15.
Respondents identity

Actors categories	Number of actors according to BCJ territory			
	Laval	Montreal	Longueuil	BCJ global
Community organization	3	4	4	11
Neighborhood resident	-	1	-	1
Political representative	-	-	-	-
Institution	2	-	-	2
Private enterprise	-	-	-	-
Faith-based organization	2	-	-	2
Total	**7**	**5**	**4**	**16**

Secondly, was the question "Do you maintain links with other members of the community?" The answers provided illustrate the diversity of links that one and the same actor can establish with other actors categories in the community. In sum, the table below informs us that the 16 actors who responded to the survey had a density of 53 links maintained between various categories of actors spread over the three territories.

Table 16.
Relations maintained by respondents with other community actors

Actors categories	Number of links according to BCJ territory			
	Laval	Montréal	Longueuil	Global
Community organization	7	4	4	15
Neighborhood resident	3	5	3	11
Political representative	3	3	2	8
Institution	4	4	3	11
Private enterprise	-	3	3	6
Faith-based organization	2	-	-	2
Total	**19**	**19**	**15**	**53**

To the question "Before this survey, did you know that there are young people who live in temporary housing with community support in your neighborhood?" All respondents replied in the affirmative. The following details describe the context in which respondents became aware of it.

Table 17.
Context by which respondents learned about the presence of youth in temporary housing in their neighborhood

Learning context	Number of respondents according to BCJ territory			
	Laval	Montréal	Longueuil	BCJ global
As part of work	1	2	2	5
Word of mouth	-	-	-	-
Is a neighbor	2	-	-	2
Consultation	1	-	2	3
Partnership / Collaboration	2	3	-	5
Did not answer	1	-	-	1
Total	**7**	**5**	**4**	**16**

We then asked respondents if they felt that they had any links with BCJ young tenants, in which case it was possible to specify the modality of these links by defining their nature. The table below shows that actors with conflicting ties to BCJ youth tenants were not consulted in the consultative process, which means that information is lacking regarding their perceptions of tenants, the contexts in which conflicts have developed, and their knowledge of the concerns and realities experienced by tenants.

Table 18.
Sense of maintaining relationships with BCJ youth in temporary housing

Modality of maintained links		Number of respondents according to BCJ territory		
		Montréal	**Longueuil**	**Laval**
Yes	Cordial	2	4	2
	Neutral	-	-	1
	Conflicting	-	-	-
No		5	1	1
Total		**7**	**5**	**4**

The fifth question asked respondents about the presence or absence of inconvenience related to proximal cohabitation with BCJ young tenants. The vast majority of respondents stated that they did not experience any inconvenience related to young people living in temporary housing, except for the two representatives of the Partage Saint-Maxime, who were able to tell the story of their negative experiences related to both the precariousness of young people and the disruption they may be causing, and both the lack of availability and even total indifference of community workers who worked at BCJ Laval at the time.

To the question "Do you feel that you are connected to BCJ interveners?", the possible answers reproduced the matrix used in question four regarding the feeling of having links with BCJ young tenants. Important fact, some respondents specified their response even though no space was provided for this purpose. For Laval, the two representatives of Partage Saint-Maxime claimed to have no connection with the BCJ although their desire would be to initiate a joint collaboration. For Montreal, one respondent mentioned that he/she did not really have any link with the BCJ because of high staff turnover rate and low availability of BCJ workers. Lastly, in Longueuil, two out of four respondents say they have cordial links, while stating that they do not have the opportunity to see often BCJ interveners.

Table 19.
Sense of maintaining contact with BCJ community workers

Modality of maintained links		Number of respondents according to BCJ territory		
		Montreal	**Longueuil**	**Laval**
Yes	Cordial	4	4	4
	Neutral	1	-	-
	Conflicting	-	-	-
No		2	1	-
Total		**7**	**5**	**4**

The seventh question asked, "Are you aware of the concerns of BCJ young tenants living in temporary housing? It is interesting to note that all the respondents anwered in the affirmative and were then able to specify some elements of the answer which, taken together, make it possible to draw a rather exhaustive portrait of the question: socioeconomic precariousness, family ties , length of stay in BCJ, transition to adulthood, occupation, reintegration into school and work, empowerment in collective tasks, sense of belonging and peer.es relations, autonomy, mobilization, access and lack of income and to various resources, the development of healthy lifestyles, involvement in the community, improvement of living conditions, regaining control over one's life, parenting, consumption of psychotropic substances, payment of rent, access to affordable housing after stay, creation of a living environment, discrimination lived with housing owners, (in)salubrity, flatsharing cohabitation issues.

Eighth question shifted the focus on respondents knowledge about realities faced by BCJ youth in temporary housing. Once again, respondents were free to specify their thought content. In contrast to the previous question that focused on BCJ youth concerns, six out of sixteen respondents were not able to identify the realities faced by these young people. The positive answers given to this question are consistent with the answers given to the previous question, attesting the semantic proximity of the notion of "reality of the person" with that of "preoccupations of the person".

Table 20.
Knowledge of BCJ young tenants realities by the community

Answermodality	Number of respondents according to BCJ territory			
	Laval	Montreal	Longueuil	Global
Yes	4	5	1	10
No	3	-	3	6
Total	**7**	**5**	**4**	**16**

The next question asked "Do you know if young BCJ tenants are frequenting community spaces in the neighborhood? «. Respondents could then specify the type of place frequented, which also came with a context of action. For Laval, four out of seven respondents answered in the negative; for Montreal, three out of five could not answer; in Longueuil, no negative answer was given from respondents.

Table 21.
Attendance by BCJ youth tenants to community spaces

Answer modality		Laval	Montreal	Longueuil
Yes	Consultation table	X	X	X
	Community service/organization room use	X	X	X
	Institution service use	-	X	-
	Involvement in community-based organization	-	-	X
No		4	3	-
Total number of respondents		**7**	**5**	**4**

Penultimate question of the community survey concerned the respondents' awareness of homelessness prevention opportunities: "Do you feel that you are sensibilized and aware to homelessness prevention opportunities?" Respondents were invited to provide examples that illustrate, in final analysis, that an actor's level of sensitivity and awareness to homelessness prevention ultimately depends on their role in dealing daily with people living or having experienced homelessness. Thus, BCJ could potentially act to sensitizing its partners on this issue.

Table 22.
Sense of awareness to homelessness prevention possibilities

Answer modality	Number of respondents according to BCJ territory			
	Laval	Montreal	Longueuil	BCJ global
Yes	3	4	3	10
No	4	1	1	6
Total	**7**	**5**	**4**	**16**

Finally, the community survey ended with: "Are you in partnership with the Bureau de consultation jeunesse (BCJ)?" All respondents answered yes, except for the two representatives of Partage Saint-Maxime, immediate neighbor of BCJ Laval. Examples of partnerships detailing this question illustrate the multiplicity of contexts in which the BCJ is led to pursue collaborations: boards of directors, projects, round tables and one-off activities.

4.2.3. Local assemblies, opportunities for dissemination of results

Remember that the "community links as a way of homelessness prevention" has been invested to varying degrees by the three BCJ territories depending on the time that community workers could devote to supporting youth representatives in animating and organizing tenant committee activities. Participation of YRs to the practice community and consultation tables permitted to frequently disseminating experiment results, the good moves and the challenges encountered in tenant committees implementation. In addition to consulting the partners of all BCJ territories on their links with community members via the survey prepared for this purpose, the BCJ Laval team was able to gather conditions conducive to the organization of two local assemblies inviting community members to come and learn about CO-LOC project implementation process, and were even able to publish an article in the Réseau Solidarité-Itinérance du Québec (RSIQ) newsletter and in the Courrier Laval newspaper.

The first local assembly took place in fall 2018 and, as we saw above, various community and institutional partners as well as representatives of the Partage Saint-Maxime were invited to attend the guidlines presentation of CO-LOC project. Youth representatives from each territory were called to testify about their experience of animating tenants committees and they even presented their first forum-play showing the selection process and arrival of new BCJ tenants, as well as the way to integrate them in the tenants committee experimentation process. This theatrical performance was an opportunity to discuss the process of integrating newcomers into temporary housing, to forge links with new partners or to reaffirm collaboration with already known partners. The end of the meeting was a moment of reconciliation in which the representatives of the Partage Saint-Maxime were able to share the inconvenience experienced at the time of the former team of BCJ Laval community workers (having completely changed in spring 2018). They said perceiving positively BCJ Laval organizational changes. This was an opportunity to reopen dialogue and the possibility of a new partnership in youth homelessness prevention.

The second local assembly at BCJ Laval took place in early spring 2019 and aimed assessing the tenant committees experimentation project in all three BCJ territories, given the end of the project. The meeting began with a breakout group workshop in which each community member shared how they contributed with their organization to youth homelessness prevention. Subsequently, the three territories CWs had the opportunity to present the strategic thinking context that led to CO-LOC project implementation, then YRs were able to account to present community members on their multi-tasks experience, good moves and

challenges encountered in tenants committees animation. Although tenants' mobilization was a constant challenge, they managed to take several steps towards the empowerment of BCJ youth in temporary housing, while reaping substantial benefits from civic and community involvement throughout the project. The third moment of the local assembly brought present community members down to BCJ Laval basement where some YRs and CWs presented a new theatrical performance on home experiences diversity. The presentation had a powerful impact on those present and gave rise to an interesting discussion about the fundamental nature of the universal right to housing and the prospects for collaboration in youth homelessness prevention. Forum-theater use as a collective intervention medium made it possible to achieve several objectives in addition to representing a form of accessible dissemination of project's results: citizen involvement, sensitization of actors to homelessness issue, and changes in social representations.

Good moves, challenges and recommendations

5.1. Good moves and challenges related to implementation process of CO-LOC project

This last chapter is an opportunity to take stock of this innovative experiment of setting up tenant committees in BCJ-managed temporary housing blocks. We will begin by presenting the project's good moves to continue with conditions that have represented significant challenges. By way of conclusion and as a way to address possible improvements, promising future prospects, tendencies to be deepened, we will outline our recommendations.

5.1.1. Project's good moves

5.1.1.1. Tenants Committees has promoted the civic and community involvement of youth

Tenants mobilization proved to be more difficult than anticipated during project planning; CWs and YRs favored the involvement of young people revolving around the BCJ, whether they are tenants, active members or simply frequenting the organization punctually. This broadening of the committee's activities made it possible to reach young people from diverse backgrounds in each territory and to raise awareness about youth housing issues through community evenings and discussion workshops. Thus YRs in Laval developed links with youth living in Place St-Martin low rental housing (LRH), who also experienced challenges related to cohabitation and sharing of common spaces and showed an interest in developing an enriching community life.

It should be noted that with the end of YRs' employment contracts as of March 31, 2019, the tenants' committees of the three BCJ territories were losing their main driving force. Consequently at BCJ Montreal, the last community dinner hosted by the YRs was an opportunity to take stock of the winter camp but also the project in general; to list the 24 hours a week tasks performed by the YRs; and finally, to elect four tenants from the Montreal block who are committed to ensuring the continuity of the organization mandates of community dinners, representation on consultation tables and animation of specific activities. It remains to be seen whether, despite their academic, professional, social and family responsibilities, despite a lack of pay, these four tenants will stay focused on the animation of their tenants committee. Although it will not be at the same frequency, it should be noted that community dinners will continue to be held on all three BCJ territories.

5.1.1.2. Project allowed young people to understand that they could appropriate spaces

Through various youth consultation activities, the redevelopment of community spaces and the holding of fun and formal community parties, tenants committees members were made aware of their ability to appropriate BCJ spaces for gathering and discussing various issues of concern to them. In this sense, the emphasis on the creation of associative life during the project has encouraged young people to develop a form of citizen and community involvement in the bloc through the creation of a support network. One CW considers that:

> [...] it's encouraging because youth people don't wait after us to be able to activate. They will take the initiative or come to us to take it, in what I understand in other service locations. It's a good thing because we don't have to wait after the community worker to do a community dinner or a brunch, we do it because we want to be together, but also because we want to talk about life and everything. [Our translation]

It is thus possible to see in this tendency of youth to organize themselves a form of appropriation of power, one of the major finalities targeted by the project.

5.1.1.3. A work environment conducive to skills learning

Since CO-LOC project is designed to promote socio-occupational integration of youth experiencing difficulties of different kinds, CWs have set up a framework that focuses on individualized support for young people and flexibility in the expected requirements regarding them. This flexibility allowed some employees to enjoy a better work-life balance, for example. Focusing on learning according to the respect of the person's rhythm and in a framework of egalitarian relations, both CWs and YRs have mentioned that this work experience lived at the BCJ had allowed them to develop new skills, to increase self-esteem and thus contribute to the improvement of their living conditions.

5.1.1.4. An offer of stimulating and useful trainings: Theater-forum and Sentinelle

Another CO-LOC project good move was the training offered on animation as well as theater-intervention. Unanimously, YRs who participated in this training, and later the creation of a theater play for the purpose of project promotion, said that they greatly appreciated the experience. It was considered enriching, stimulating and pleasant by the young people who saw a mode of collective intervention in contrast with the usual individual intervention:

> Then we arrived at the two weekends theater-forum intensive training with Luc Gaudet which were super formative. It's showed me that intervention can be much more than someone sitting with someone talking, it can go far in the group, in group animation. [Our translation]

Even for a YR who did not particularly enjoy training moments to theatrical game, the moments of performance in front of public were associated with a strong dose of social recognition :

> Theater training did not bring much to my life, but it showed me how to do theater. It showed me what it is. I don't know if this is an area I would like. It's not the practices that are fun, it's when you perform before people and they're happy. It's fun you practiced for that and people are like wow. [...] When we practiced it was boring but when we were on stage it was fun. [Our translation]

Moreover, like present moment therapeutics such as mindfulness meditation, theatrical play in front of public plunges actors into a state of radical presence, in the know-how where the self expresses itself without shame and without embarrassment in all its authenticity, while paradoxically it is supposed to perform another person's life:

> it removes embarrassment when there are many people. It's a little awkward before it's your turn and when it's your turn, you start playing your scene and

you're focused in your scene. I had forgotten everything else while I was playing my part. [Our translation]

The actor in play situation deepens his self-knowledge by testing its communication skills, memory and listening, but also by testing its own limits. Exposing their vulnerability to light, scrutinized from all sides by their co-actors, those who practice intervention theater weave bonds of trust supported by the acceptance of singularities of each, requiring to adopt an ethics of care, showing concern for others and for oneself.

Last but not least, practice-based theater pedagogy is appreciated by participants as learning is based on immediate release of theoretical learning, making direct feedback to practitioners possible from the community facilitator and based on a shared experience that has just happened. This form of practice-based pedagogy is a "plus" according to a YR :

> I would say maybe more theater by practicing and everything. Because it was not theater theory that helped me, but there was Luke, we did practices and he guided us by saying what blunders we were doing, what was wrong and what was to improve. That really helped us at the theater level. It's more at this level that theater training was a plus. [Our translation]

Another training appreciated by YRs in that it provided them with tools to better intervene in crisis situations was Sentinel training. One youth said he/she would have liked to have access to this training from the very beginning of the project:

> Well, we should have had [Sentinel training] from the beginning to the amount of crises that I had to manage, I would have liked to have these tools in advance because sometimes it would have been relevant even if it's mostly suicide prevention they do Sentinel, but sometimes it would have been relevant to young people anyway. [Our translation]

This criticism also applies to animation training, which many people believe should have been followed way before fall 2018.

5.1.2. Project's challenges

5.1.2.1. A too short project duration

Time parameters established by the lender, which marked the project over a 15 months period (January 2018 to March 2019), were not sufficient to achieve results usually requiring several years to occur. In this respect, Lefèvre and Berthiaume argue that in the case of project-based funding, distributed envelopes aiming short-term conclusive results do not take into account

difficulties and experimentation delays and consolidation of an innovative project, in a normal test-error dynamic and constitutive of any form of social innovation :

> By supplementing their budgets with project-based funding, organizations often find themselves in the same situation at the end of each project, with some feeling of stagnating, or to use the words of one of our respondents, of " stopping at the pilot phase". This observation leads several representatives to question the possibility of truly setting up and consolidating conditions of a socially innovative project. However, most funding is short-term (one or two years), or, if longer, is still conditioned by the achievement of quick results. [Our translation] (Lefèvre et Berthiaume, 2019, p. 159)

In the case of CO-LOC project, two assessments corroborate this quote. On the one hand, given the number of objectives to be achieved and the multiple steps required to set up a tenant committee, the duration determined by the donor was insufficient. The result was that, as a consequence of some delays, all of the project's activities, in terms of YRs support, training, mobilization and community meetings, were condensed into an overburdened schedule that required squeezing in prescribed delays. The conditions under which this project was carried out were therefore not optimal for the viability of tenants' committees in each territory. Benoit

thus states that he quickly felt overwhelmed by the situation and the number of tasks assigned to him at the same time that he was experiencing his own integration :

> [...] you know I knew it was an animator's job so I thought it was activity animation that we were going to animate community dinners, but I understood it more to create an associative life in the block and with the community in a second part, but that was really like what I understood when I was explained. I said to myself "ah I can do that, it's super cool yeahhh". And we had not yet talked about team meetings, roundtables, BCJ community life throughout BCJ Verdun, but also the BCJ through Verdun, Laval and Longueuil, the local and the collective adding more thickness to the whole project. It's like a simultaneous 3 times project. [Our translation]

Elise confirms these comments adding that "The BCJ wants to cover wide, they are in schools, neighborhood houses, I don't know where, but courses or anything, it's impossible we were YRs and we had difficulty doing what they told us in our mandate." These YRs testimonies are complementary to those of a Montreal CW who was also struggling with a pedagogical dilemma with, on the one hand, constraints related to project application according to funder requirements and, on the other hand, the mandate to supervise the training and learning of YRs in the short time available to complete all scheduled tasks :

> [...] it's so big it's true it was not a small project, it was the job of a CW for a young person experimenting from the beginning. It's complex but it's strong too, after there is something like "Wow I did that! «. After learning must be gradual and it was complicated... at first they were unfairly overworked by the scale. It's not motivating either when you have difficulty synthesizing and acting in a context that is not favorable, there are like pedagogical dilemmas in there but there are more forces that come out of these decisions. [Our translation]

This finding of an overloaded schedule for the time available also played a role in the availability of CWs in the project. Appraisal that has been done by both YRs and CWs :

> [...] I don't know how we want to take it on the team but there was the notion of releasing a lot of time, accompaniments. For a time we supported it, we are a small team with many projects and we could not be present enough to the needs measure of YRs as it had an impact on the rest of the project. [Our translation]

In addition, one of the constraints that slowed down tenant committee implementation was the obligation for the three territories to wear the same schedule. However, because of each BCJ territory diverse reality, some service locations were ready to start the project ahead of

others and, having waited, some candidates for YR positions that were available and interested in the project were lost. A CW describes this lack :

> [...] I think that was one of the negative points of the project, the idea that all three services locations had to do all at the same time. That is to say, hire young people at the same time, do the same training at the same time and I think that ideally it would have been that, but we delayed too much. [Our translation]

Another manifestation of the lack of time suffered by YRs and CWs occurred during winter camp organization. Following tenants consultation who showed interested in exploring the challenges of living together in a group outing context, a committee made up of YRs, young members and CWs met to plan the event. As BCJ's democratic philosophy incorporates the idea of by-and-for, committee members wanted to involve youth in the organization process, but because of lack of time they had to abandon this idea, as one YR calls it:

> [Winter camp] is a design that was not done much with youth I think it was a gap in the camp you know we could have more involved youth even if it was a challenge. Involve more young people in organizing but that's a challenge with the time we had. Because we had already made the reservation and we had until March 31st to spend all the money, and all that the March 31st side has given a lot of challenges and that's what gave a busy schedule when you look at the month of February with all Black History, with all that we did, cultural appropriation, Black History Museum all that was held at the same time. [Our translation]

These findings are in line with the results of a study on the experimentation of two group intervention projects in Youth Centers supporting transition to adulthood :

Results reveal that implementation of new intervention approaches is a complex process that requires adaptation time, taking into account structural factors that frame practices. They also reflect the importance of diversifying the nature of data and sources of information to provide a comprehensive view of interventions effects. This research raises the issue of various stakeholders participation in the definition, implementation and evaluation of interventions to support transitioning to adulthood of vulnerable young people. [Our translation] (Goyette & *al.*, 2012)

5.1.2.2. More or less easy mobilization of tenants

In some BCJ service locations, when the project started, several tenants had just left the premises and there was therefore a small number of participants that could be mobilized to strengthen tenants committee start. In some places, this situation continued until December 2018, which had consequences for committees implementation process. Another barrier to mobilization was raising awareness and sparking interest of new tenants in the project. Since most of them were newcomers, most did not know the BCJ, its functioning, its values,

its projects and did not feel particularly concerned by a project of citizen and community involvement that they understood very little. It took YRs time and bonding efforts to mobilize these new tenants who, in principle, had one year of temporary housing time before leaving :

> The lenth of stay may vary according to the situation of each and everyone. The regular stay for young mothers is two years and one year for single people, as well as for young people that are flatsharing in Longueuil. Lease extensions are negotiable. It is important to note that BCJ temporary housing is not an "accommodation center", that is, youth who live there sign their own lease and assume responsibilities : rent payment, cleanliness, basic needs such as food, hygiene products, etc.). In addition, BCJ workers are not present on site at all times. They are therefore autonomous apartments with community support. [Our translation] (BCJ, 2019c)

It should be remarked that BCJ's offer of temporary housing with community support definitely respects government guidelines related to social housing. In any case, like other studies on citizen participation in living environment of marginalized youth (Greissler, Lacroix and Morissette, 2018), length of stay was identified as another obstacle to tenants mobilization who, according to them, would not stay long enough at the BCJ to be able to emancipate from survival mode (ie the need to stabilize their life project through studies and work) and develop a strong sense of belonging to the organization and its projects. From their point of view, the criteria for granting extensions of stay would be unclear. They then tended to

enter into a service delivery logic in which BCJ acts as a landlord who conveys a stewardship relationship with its tenants.

5.1.2.3. Integrating young representatives takes time

Another challenge faced by CO-LOC project actors was ensuring YRs integration, an adaptation that was carried out gradually during the project, according to deepening of project understanding, their roles and mandates, as specifically referred to by a CW :

> […] last summer from what I remember was that it was still unclear for representatives. Their role, the tasks they had to do but also the context, they found themselves in a work context that was far from what they had already experienced so there is a freedom because it's you who makes your schedule so I think that it was a small challenge, even at the accompaniment level we realized the load that it represented. [Our translation]

For all CWs, the project has added a significant additional burden to their already busy work schedule. While aware that coaching YRs would require extra time investment in their daily schedule, they soon realized that the workload required to do this was much larger than originally estimated. Indeed, having hired youth who did not necessarily had the pre-employment skills since the project was intended to offer skills development opportunities, CWs were confronted with the lack of action autonomy of the majority of YRs in their functions. This lack of autonomy was reflected in particular in YRs difficulty to perform tasks without the presence of CW at their side, and confirms the type of autonomy-interdependence theorized

in PEKAH according to which the development of functional autonomy requires a prior relationship, a knowledge transmission :

> Yeah that's it we were a lot with them because I quickly realized that if they were alone to do a task, you know at distance I told them here is a list of what we could do this week… Well until the end of the project if I was not with them or one of us it was not done… and that until the end and that's an assessment we did together. But that's not because it shows bad intention but more needs to be formed and to be in relationship to developing autonomy. [Our translation]

In addition, hiring youth members around the organization, or even renters, has led CWs to readjust intervention roles. They had to be managers, trainers, coaches, employers, which added mental burden to their work and complicated relationships with Yrs :

> it was a multi-faceted role, I found myself as a trainer, I trained them as animators, there was not, in the case of one of the two young people, prior knowledge that he could mobilize to do his work well. He/she was starting from scratch. So trainer, manager, you know, I was framing them. It was difficult for both, my god concentration, focusing, staying on a task for a while and getting on time. It was very difficult to concentrate during the meeting, there was a lot of learning they did in there. So a manager, a trainer, a pedagogue and a psychosocial coach, and there were certain episodes where it poured a little into therapy because there were things, the lived experience which emerged because of the training he was subject of and which he wanted to speak of. So we try to divide these roles in team like for example I occupied more the roles of trainer and manager, I represented a little the authority of the collective trying to frame them, but for them too it was vague in this context, because they are BCJ youth and they behave like workers and I found that they behaved more like BCJ youth because they are also members of the organization, they are tenants from the block they want to withdraw from events that are being organized or the relationship with us achievements for the future. [Our translation]

This complexity created discomfort for some CWs who could feel an interest conflict in having a working relationship with young members of the organization and who felt that this placed YRs in an unequal relationship to other young people in the block and this could lead to potentially conflictual situations.

Another CW mentioned having felt rather uncomfortable with the constant presence of YRs. The many facets that characterized the relationship between CWs and YRs could put CWs nerves to the test sometimes because they were always asked by the latter in addition to having to perform all their other daily tasks. It is this reality that a CW denounces: "Me the

discomfort that I felt as working mainly with them, it's that at some point I needed them not there too to talk about was going on between them and me and they were here all the time because they were colleagues" [Our translation].

In summary, challenges related to CO-LOC project implementation were of the order of structural constraints, with short project duration combined with tasks scope that the project entailed. These challenges were also related to the difficulties of mobilizing tenants and to the YRs integration challenges incurring an additional support charge for CWs.

5.2. Recommendations

As part of BCJ's 50th anniversary 2019-2020 programming, conclude this final evaluation report by formulating some proposals of interest both with regard to the future prospects of BCJ tenants' committees, and more broadly concerning the functioning of bcjian associative life itself, so that the next 50 years continue to extend the democratic renewal of social intervention practices (Parazelli, 2004) initiated by the first 50, considered by some as exciting, alternative and avant-garde.

5.2.1. For the continuity of tenants committees

When asked about the conditions that would allow tenants committee to survive and prosper over time, interviewed participants made some interesting proposals. For some, tenant committee involvement should be mandatory for all tenants upon arrival in the block :

> They have to come, no choice otherwise there is no one who would come because it means getting out of its comfort zone, but no one wants to do that so you have to push and say there must be meetings. It must be in the BCJ's contract that they must participate. [Our translation].

To ensure that tenants understand the committee's objectives and operation, they must be aware of its existence at all stages of their temporary housing application. In addition, according to a YR, in order to encourage voluntary participation, tenants who are already settled and who better understand the BCJ should be involved in welcoming new residents and ensuring a caring attitude towards them during their integration process to create a trust climate and a solidarity network conducive to civic and community involvement. For a YR in particular, tenants committees should even be permanent rather than just a temporary project.

For some CWs, however, the tenants committees project should not be an end in itself as BCJ's mission is to empowering youth and several different strategies can be put in place to achieve it. Tenants committees formula may not be appropriate for all territories' reality and

citizen and community involvement may take other forms than this one. It would therefore be important for these stakeholders that tenants committees remain a voluntary rather than non-mandatory and permanent component.

In order to facilitate organization and planning of community parties, a YR suggests that if funding is provided to renew tenants committees, BCJ should put into place a grocery gift cards system that youth or CWs could use to make necessary purchases. Thus, young people struggling with financial precarious situations would no longer have to pay amounts while waiting to be paid by the organization.

Another recommendation concerning project's continuity would be to provide for more meetings between young people and CWs of all BCJ territories (G9) in order to foster bond creation and the establishment of a trust climate between the various actors present. It would also have the advantage of allowing participants to know more about the realities of each territory and to better understand the particularities, needs and challenges of each. One of the suggestions proposed would be to organize teambuilding workshops aimed at group consolidating by creating bonds of trust through participation of each actor in activities specifically designed for this purpose. Team building strategies would also equip members for conflict management and would be relevant to the project as well as to the organization's day-to-day life in order to strengthen links between tenants or CWs team members for example.

5.2.2. Alternative modes of intervention: animation, travel and action

Some recommendations were made concerning the improvement of intervention techniques in effect in BCJ's practices and which were applied during CO-LOC project. It was first proposed to alternate animation methods between game periods and workshops-discussion. Diversifying animation styles would permit reachimg more youth who may be less interested in the workshop-discussion format classically used in popular education, so that message contents can be spread through different and varied sensitization techniques, such as impact techniques, improvisation moments or thematic play activities.

A proposal to develop the trip formula as intervention modality was also warmly suggested :

> [...] the trip more like an intervention, just geting out of BCJ's environment. Going to La Ronde in gang, participating to a conference anywhere... I think this is something the BCJ should develop in its practices. They have the feminist approach but they should have the trip approach. They could leave with a group of women, men, roommates. They are marginalized young people who have never traveled or traveled but who think that travel is for the rich.

Trip is therefore seen as an opportunity for scenery change and getting out of daily life's frame which would lead to the questioning of representations anchored in us and the connection with ways of doing, thinking and acting different from ours and who can as such enrich the experiential and intellectual baggage of youth.

In the same vein, some people (as of tenants themselves) recommend BCJ to be more in an action stance and less in discussion; to participate in more social housing advocacy marches and other social issues that affect youth. While recognizing the importance of the "process" in empowerment and citizen involvement at the BCJ, young people would like to receive more support for projects they would like to implement themselves.

5.2.3. Emphasizing the «by and for» approach

Proposal to intensify hiring practices of young people from outside, former BCJ youth, or even young people currently in BCJ's temporary housing blocks. Not only are CO-LOC project's beneficial effects for the youth themselves convincing - CO-LOC project results bear witness to this: in terms of empowerment's four dimensions, the feeling of belonging to the organization, the improvement of living conditions and the socioprofessional path - but we must not underestimate also the knowledge value that these young people's expertise brings to the collective practices of community workers : better knowing youth culture, being aware of the social climate within the blocks, receiving feedback on how CWs are perceived by tenants, etc. Thus, each CW would win to operate in dyad with a young accompanist (YA) hired as such. Each CW-YA dyad would be an opportunity to work on the issue of egalitarian mode functioning and would systematize knowledge and practices "co-construction".

ANNEX A
Questionnaire to young tenants

QUESTIONNAIRE TO YOUNG TENANTS

The challenge of "living together" : youth in housing and community

Code :_____

Sociodemographic data

1) To which gender do you identify with (tick to the left of your answer)?:
    _ Woman   _ Man   _ Trans   _ Fluid   _ Neutral   _ Other

2) What langages do you speak? (tick to the left of your answer))?
    _ French   _ English   _ Both   _Other(s) :_____

3) How old are you ? _____

4) To which ethnic group(s) and / or nationality(s) do you identify to ?

_____

5) In which country were you born ? _____

6) What is the approximate educational level of your parents / guardians??

    1st parent/guardian :_____

    2nd parent/guardian :_____

7) How would you describe your civil status (tick to the left of your answer)?

    _ Single   _ Maried/civil union   _ Divorced/separate
    _ Stable affective relationship   _ Complicated affective relationship

8) Do you have children (tick to the left of your answer)? _ yes / _ no
    If yes, how many ? _____ girl(s), ____ boy(s)

9) How many times have you moved since you were born ? _____ times

10) How many times have you moved since you no longer live with your parents? _____ times

11) At what age did you move alone for the first time? _____ years old

12) Are you currently experiencing your first tenant experience? _ yes / _ no

13) Have you ever been evicted (expelled) from an apartment? _ yes / _ no
     If yes, why ? _____

14) Has a landlord already refused to rent you an apartment ? _ yes / _ no
     If yes, on what basis did he refuse ?
     _ Income   _ Skin color   _ Religion   _ Spoken language   Other : _____

15) Have you ever experienced problems of housing insalubrity? _ yes / _ no

Empowerment and autonomy

For the following questions, indicate the number corresponding to your answer:

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

I have the skills to defend my rights. (CS1)	
I understand the expectations related to my participation in the tenants committee project (rules, roles, vocabulary). (CS3)	
I feel that I have a good capacity to express ideas. (CS5)	
I feel able to handle conflict situations I encounter everyday. (CS6)	
I have a good ability to connect with new people. (CS7)	
Budget management is one of my strengths. (CS8)	
I recognize myself a good ability to practice critical thinking. (CS9)	
I affirm my point of view on the tenant committee project. (CS10)	
With the tenants' committee, I have the feeling of participating to the creation of a support network. (RE2)	
I participate more and more in social life. (DPA1)	
My social skills are getting better and better. (DPA2)	

I have a good self-esteem. (DPA3)	
My critical awareness about the functioning of society is growing more and more. (DPA4)	

Do you know what is expected of you in the project? Can you name some expectations related to your participation in the project?

1. _____
2. _____
3. _____
4. _____
5. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Can you name some rights that tenants have in general? (DRL2)

1. _____
2. _____
3. _____
4. _____
5. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Can you name some of the duties and responsibilities tenants have in general? (DRL3)

1. _____
2. _____
3. _____
4. _____
5. _____
5. _____
6. _____
7. _____

8. _____
9. _____
10. _____

Can you identify some issues related to the reality of young people in housing? (CLJ1)
1. _____
2. _____
3. _____
4. _____
5. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Can you identify neighborhood community-based resources and their respective mission? (RQ1)

Organization	Mission
1.	
2.	
3.	
4.	
5.	

Community and citizen involvement

For the following questions, indicate the number corresponding to your answer:

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

I maintain links with other tenants in my block. (LJ1)	
I frequent community spaces. (EC2)	
I am proud to be part of the tenant committee of my block. (SA1)	
I have a strong sense of belonging to the BCJ. (SA2)	

I can say that I am proud to live in my neighborhood. (SA3)	
I feel socially isolated. (CR2)	
My community and citizen involvement is developing more and more. (ICC1)	

Approximately, how many people can you call by name in the neighborhood (including BCJ renters and workers)?? (SA4) _____

Homelessness prevention

Can you identify some realities faced by other tenants of the block? (CR1)
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Can you list the challenges of cohabitation with other tenants in the block? (CC1)
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Can you enumerate the challenges posed by cohabitation with the community outside the block? (CC2)
1. _____
2. _____
3. _____
4. _____
5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Life conditions

For the following questions, indicate the number corresponding to your answer:

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

I have a feeling of well-being (physical, psychological, relational, emotional, etc.). (BE1)	
I maintain good relationships with my entourage. (RS2)	

What is your monthly income? (RF1) _____ $/month

Approximately, how many significant people are part of your social network? (enter a number for each category) (RS1)

____ family   ____ friends   ____ community workers   ____ tenants

____ colleagues   ____ acquaintances

What is your approximate educational level (tick to the left of your answer)? (E1)

Primary :   _ 1st _ 2nd _ 3rd _ 4th _ 5th _ 6th grade
Secondary :   _ 7 _ 8 _ 9 _ 10 _ 11
College :   _ Pré-university   _ Technical
University :   _ 1st _ 2nd _ 3rd cycle

Do you hold a job and / or do you volunteer and / or are you in school right now (tick to the left of your answer)? (E2)
_ Job   _ Volunteering   _ Studies

Do you have any plans for employment and / or volunteering and / or studies for the future (tick to the left of your answer)? (VS1)
_ Job   _ Volunteering   _ Studies

So far, how many consecutive months have you been stable in housing? (SR1)
_____ months

ANNEX B
Community survey

Community Survey

The challenge of "living together" : youth in housing and community

1) Identity of respondent (tick to the left of your answer):
_ Community organization   _ Neighborhood resident   _ Political representative
_ Institution _ Private enterprise _ Faith-based organization

2) Do you maintain links with other members of the community (LC1) ?
_ yes / _ no
If so, are these links with (tick to the left of your answer) :
_ Community organization   _ Neighborhood residents   _ Political representatives
_ Institutions _ Private entreprises _ Faith-based organizations

3) Before this survey, did you know that there are young people who live in temporary housing with community support in your neighborhood? _ yes / _ no
If so, how did you learn it? _____

4) Do you feel that you maintain links with young BCJ tenants living in temporary housing (LC2) ?
_ yes / _ no
If so, how would you describe these links?
_ Cordial   _ Neutral   _ Conflicting

5) Have you ever experienced any inconvenience related to young BCJ tenants? If yes, can you describe the type (s) of situation (s) where this occurred?

_____
_____
_____

6) Do you feel that you are connected to BCJ interveners (LC3)?
_ yes / _ no
If so, how would you describe these links?
_ Cordial   _ Neutral   _ Conflicting

7) Are you aware of the concerns of BCJ young tenants living in temporary housing (RJL1) ?
_ yes / _ no. If yes, which ones?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

8) Are you aware of the realities of BCJ young tenants living in temporary housing (RJL2) ?   _
yes / _ no. If yes, which ones?
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

9) Do you know if young BCJ tenants are frequenting community spaces in the neighborhood (EC1) ?
(neighborhood consultation tables, committees, community organizations)
    _ yes / _ no
    If so, how many young people are present for each space attended?
    _____
    _____
    _____

10) Do you feel that you are sensibilized and aware to homelessness prevention opportunities?
    _ yes / _ no
    If yes, can you give examples?
    _____
    _____
    _____

11) Are you in partnership with the Bureau de consultation jeunesse (BCJ) ?
    _ oui / _ non

ANNEX C
Logbook

Date : _____

Activity :_____

Person(s) responsible :_____

People present and status:

Activity objectives (see logic model) :
_____
_____
_____

Activity process, stages, ways in which each one is involved, thematics approached :
_____
_____
_____

Animation in annex : ☐

Means to reach young people :

Means	**What/Content communicated**	**How many**
Phone		
Email		
Social networks		
Posters / leaflets		
In person		

Reflection on action (relevant information about the group, challenges, follow-up, other information, etc.):
_____
_____
_____
_____

ANNEX D
Focus groups with youth – Fall 2018

Focus groups

The challenge of "living together" : youth in housing and community

BCⱼ BUREAU DE CONSULTATION JEUNESSE

Process evaluation with young people
Fall 2018

1. Level of overall satisfaction of young tenants with the project: what is your appreciation of the tenant committee project so far? Did you enjoy the activities?

2. Would there be improvements to be made? Things to do differently? Are there any activities that you would like to do but are not part of the project schedule?

3. What could make you more involved in the activities of your tenant committee? Are there things to change so that you have more interest, or more resources, to participate?

4. What does it bring you to get involved in your tenant committee? Does it cause changes in your life? Which ones?

5. How does the tenant committee project meet your values? Would there be changes to make your values more represented?

ANNEX E
Semi-structured individual interviews with youth representatives

Semi-structured individual interviews

The challenge of "living together" : youth in housing and community

Semi-structured individual interviews :
Youth representatives

1. If you feel comfortable doing it, I would like you to tell me about your arrival at the BCJ as a tenant; in which context has it happened?
   - Where were you in your life?
   - Aim: to know where you came from before arriving in the project.

2. How did you hear about CO-LOC project?
   - How was it presented to you?
   - How did you hear that the BCJ was hiring representatives?
   - What did you understand about the project at first? How has your understanding of the project changed as you evolved in your practice?
   - What made you want to apply for the job?

3. How was your integration into this new job?
   - How did you fit into the community workers team?
   - What were your main challenges (obstacles) when you started?

4. Youth representatives were called upon to work with community workers throughout the project. How did your relationships with community workers influenced your work?
   - What has been most significant for you in your relationship with community workers?
   - In relation to community workers, you were co-worker, but you also had an individual follow-up and you were a tenant yourself. How did you compose with these different roles?

5. Tenants mobilization was a challenge from the beginning to the end of the project. How have your relationship with tenants evolved?

- Do you see changes in your approach with tenants between the beginning and the end of the project?
- What made you change your approach?
- Are there ways that have helped you change your approach?

6. What impact did training had on you?
   - In your personal life?
   - At work?
   - To what extent will the skills you have acquired serve you in the future?

7. What impact did assuming the role of young representative have in your life?
   - On your self-esteem?
   - On your identity?
   - In your relationships with others?
   - On your sense of organizing?
   - On your life conditions?
   - On your employment possibilities?
   - On your understanding of the young people and housing issue (youth in relation to housing)?
   - On your vision of society in general?

8. With which belonging to the BCJ do you leave?
   - Today, do you feel more a BCJ member, a BCJ worker, a representative of BCJ tenants, a former BCJ tenant, a young socially inserted citizen, a conscious citizen, a warned tenant?

9. What are your future projects?
   - Are they the same as you had when you arrived at BCJ?

10. If the project were to continue, what would your recommendations be?

11. Other aspects to address?

ANNEX F
Semi-structured group interviews with community workers

Semi-structured group interviews

The challenge of "living together" : youth in housing and community

BCJ BUREAU DE CONSULTATION JEUNESSE

Se mi-structured group interviews:
Community workers

Objective: to have the point of view of community workers of each territory in project evaluation.

1. First, I would like you to tell me in what context did you become aware of the project itself?
   - What did you understand at the beginning?
   - Has your understanding of the project changed over time?

2. How was the project presented to tenants?
   - Have you taken means to ensure that tenants distinguish between CO-LOC project and other BCJ projects?
   - How has the understanding that tenants have of the project been worked on over time?

3. What is the role of youth representatives in the project?
   - What were the issues you faced in the process of hiring youth representatives?
   - How did you solve the dilemma between hiring competent animators vs. hiring representatives who have great potential for development? (competence vs. insertion)
   - If the project were renewed, how would you do the selection process for youth representatives? Take into account the point of view of young tenants? Why?

     4. Coaching young representatives has been an important part of your work. How did you accompany them, and about what?
   - How did their integration take place?
   - What skills did they develop?
   - How did you manage with their challenges at work and in their personal lives?

5. The issue of integrating BCJ new tenants has often revolved in CO-LOC project monitoring committee discussions. How was the process of integrating new tenants before the project compared to now?
   - How have integration practices evolved over the course of the project?
   - What are you trying to emphasize in the integration of new tenants?

6. To what extent tenants have empowered through CO-LOC project?

7. How did CO-LOC project contribute to the prevention of youth homelessness?

8. If the project were to continue, what are your recommendations?

9. Other aspects to address?

ANNEX G
Activity observation grid

Observation in situation

The challenge of "living together" : youth in housing and community

BCJ BUREAU DE CONSULTATION JEUNESSE

Activity observation grid

0. Presence
- What types of actors are present, how many?

1.1. Rules of participation
- How are the operating rules of the group determined? Is there an explicit discussion of these rules or are they implicitly determined? (e.g. how are the speeches framed: formally or informally? In decision-making, do we tolerate differences of opinion or do we seek consensus? Are there censored, taboo subjects? How are these limits fixed?)
- How are chosen topics on the agenda?

1.2. Framework instituted
- What is the spatial configuration of the room? What places do the various actors occupy? (make a diagram of the disposition of the interveners, participants and guests)
- What is the temporal structure of the activity?

1.3. Devices used
- What are the devices used during the group session? (information, training, exchanges, testimonials, reflections, brainstorming, crafts, art therapy, street marches, etc.)
- Can we observe new partnerships in support of youth homelessness prevention?
- Can we observe a search for modes of collective solutions to the challenges of cohabitation?
- Can we observe a support network between young tenants in each building, with community workers or partners?

2. Conditions of realization
- Why do participants get involved in the group? What goal does it fulfill for them? (Concrete actions or horizon of abstract realization?)

3.1. Speeches and topics
- Are there topics discussed that were not on the agenda? Brought by whom? (participants, interveners, others?)
- At end of discussions, who defines problems and solutions? Which category of actor influences the discussion in this direction? (participants, interveners, others?)
- Are there topics that arouse support, disinterest, disgust? Do various actors categories have different attitudes towards the same subject?

- Are there exchanges on the challenges of cohabitation, the reality of housing for young tenants and the solutions to be made?
- Are there contents that encourage participants participation, self-esteem, competence or critical thinking (empowerment)?

3.2. Types of interactions
- How to describe the interactions between participants, between participants and young representatives, between participants and interveners, between participants and guests, between interveners and guests, between young representatives and guests, between young representatives and interveners? (What kind of relationship predominates in these interactions: conflict, cooperation, confrontation, familiarity, formal / informal, convincing someone, etc.)
- How to qualify the atmosphere? (calm, cordial, tense, agitated)
- Do certain actors induce forms of division or asymmetry between categories of actors?
- Are there actors more listened to than others? Do actors listen to each other?
- Signs of young people's sense of belonging to their environment?

3.3. Knowledge relations
- How are the participants' experiential knowledge received by the other people present? (adherence, criticism, misunderstanding, etc.?)
- How are the participants positioned to deal with the youth and housing issue? Faced with the concerns of other participants? (expertise, lived experience, observation, do not know?)
- Are participants aware of other participants' realities of youth and housing?
- Are some speeches valued / rejected? More legitimate than others?
- How are the participants' experience knowledge received?
- According to which aspects of the project do the participants make proposals? Do these appear reasonable or unreasonable?

ANNEX H
Focus groups with youth – final review

Focus groups

The challenge of "living together" : youth in housing and community

BCJ BUREAU DE CONSULTATION JEUNESSE

Process evaluation with young tenants
Final assessment meeting

Purpose of the meeting:

Now that CO-LOC project is complete, we would like to know your overall assessment of the project.

1. Tell us: a) how did you find the project from your personal point of view? What were b) the good moves and c) the challenges of the project?

2. How did the project help you:
- Develop empowerment and autonomy?
- Develop your community and citizen involvement?
- Participate to homelessness prevention?
- Develop the search for collective solutions to the challenges of living in housing (cohabitation)?
- Improve your life conditions?

Thank you for your participation!

ANNEX I
Evaluation plan

Plan d'évaluation

Le défi du «vivre ensemble » : les jeunes en logement et la communauté

Résultats de changement attendus	Indicateurs	Outils			
	Éléments à observer/mesurer	Question-naire aux locataires jeunes	Sondage à la com-munauté	Journal de bord	Groupes de discus-sion
Les jeunes brisent leur isole-ment et sont conscientisés sur les différentes réalités de cha-cun-e des locataires	Identification des réalités des autres locataires (CR1)	x			
	Sentiment d'isolement social (CR2)	x			
Les jeunes créent des liens entre eux-elles	Sentiment d'entretenir des relations avec les loca-taires (LJ1)	x			
Les jeunes sont conscientisés sur les différents défis de la cohabitation entre locataires et avec la communauté	Nombre de défis à la cohabitation que les jeunes peuvent identifier avec d'autres locataires (CC1)	x			
	Nombre de défis à la cohabitation que les jeunes peuvent identifier avec la communauté (CC2)	x			
Les jeunes augmentent leurs connaissances sur leurs droits, devoirs et responsabilités de locataires	Participation des jeunes à des activités d'appren-tissage des droits des locataires (DRL1)			x	
	Identification par les jeunes de droits des loca-taires (DRL2)	x			
	Identification par les jeunes de devoirs et respon-sabilités des locataires (DRL3)				
Les jeunes augmentent leurs connaissances des ressources du quartier	Identification par les jeunes des ressources du quartier et de leur mission respective (RQ1)	x			
Les jeunes augmentent leurs connaissances sur des théma-tiques liées au logement et autres enjeux jeunesse	Identification par les jeunes d'enjeux liés au loge-ment et à la jeunesse (CLJ1)	x			
Les jeunes expérimentent des modes de solution collectifs concernant les défis de la vie en logement, de la cohabitation et de la gestion	Participation à des activités d'expérimentation de modes de solutions collectifs aux défis de la coha-bitation (ESC1)			x	
Les jeunes apprennent à éva-luer leurs activités	Nombre d'activités d'évaluation auxquelles les jeunes ont participé (AÉ1)			x	x
	Sujets d'évaluation abordés par les jeunes (AÉ2)			x	x

Résultats de changement attendus	Indicateurs	Outils			
	Éléments à observer/mesurer	Question-naire aux locataires jeunes	Sondage à la com-munauté	Journal de bord	Groupes de discus-sion
Les jeunes augmentent leur sentiment d'appartenance au groupe, à l'organisme et au quartier	Niveau de fierté envers le comité de locataire (SA1)	x			
	Niveau de fierté envers le BCJ (SA2)	x			
	Niveau de fierté envers la communauté (SA3)	x			
	Nombre de personnes que l'on peut identifier par leur nom dans la communauté (SA4)	x			
Les jeunes créent un réseau d'entraide entre eux-elles et avec les intervenant-es	Taux de participation des jeunes aux activités du comité de locataires (RE1)			x	
	Sentiment de participer à un réseau d'entraide (RE2)	x			
Les jeunes acquièrent de nou-velles compétences sociales	Sentiment de posséder les habiletés nécessaires pour défendre ses droits (CS1)	x			
	Participation des jeunes à des activités de défense de droits (CS2)			x	
	Sentiment de comprendre les attentes relatives à la participation au projet (compréhension des règles, rôles et du vocabulaire) (CS3)	x			
	Nombre d'attentes relatives à la participation au projet que les jeunes peuvent identifier (CS4)	x			
	Sentiment de l'habileté à exprimer ses idées (CS5)	x			
	Sentiment de l'habileté à gérer les conflits (CS6)	x			
	Sentiment de l'habileté à entrer en relation avec de nouvelles personnes (CS7)	x			
	Sentiment de l'habileté à gérer son budget (CS8)	x			
	Sentiment de l'habileté à exercer la pensée cri-tique (CS9)	x			
	Niveau d'affirmation de la prise de position des jeunes face au projet (CS10)			x	x
Les jeunes participent davan-tage aux activités et soirées communautaires	Participation des jeunes aux activités et soirées communautaires (SC1)			x	
Les jeunes fréquentent davan-tage les espaces communau-taires	Nombre de jeunes présents dans les espaces com-munautaires (locaux, tables, comités, etc.) (EC1)		x	x	
	Sentiment du degré de fréquentation des espaces communautaires (EC2)	x			
Les jeunes planifient, orga-nisent et réalisent des événe-ments pour diffuser les résultats du projet	Nombre de rencontres de planification et d'orga-nisation d'activités de diffusion des résultats du projet auxquelles les jeunes ont participé (DR1)		x		
	Nombre d'activités de diffusion des résultats du projet réalisées par les jeunes (DR2)		x		

Résultats de changement attendus	Indicateurs		Outils			
		Éléments à observer/mesurer	Questionnaire aux locataires jeunes	Sondage à la communauté	Journal de bord	Groupes de discussion
Les jeunes acquièrent de nouvelles compétences en organisation, gestion et création d'outils liés aux modes de solution collectifs	Nombre d'outils liés aux modes de solutions collectifs produits (CSC1)				x	
	Nombre de rencontres formelles ou informelles dédiées en organisation, gestion et création d'outils liés aux modes de solutions collectifs (CSC2)				x	
Les jeunes développent leur pouvoir d'agir et leur autonomie	Perception des jeunes sur le développement de leur participation (DPA1)		x			
	Perception des jeunes sur le développement de leurs compétences (DPA2)					
	Perception des jeunes sur leur estime de soi (DPA3)					
	Perception des jeunes sur le développement de leur conscience critique (DPA4)					
Les jeunes développent leur implication communautaire et citoyenne	Perception des jeunes sur leur implication communautaire et citoyenne (ICC1)		x			
Les jeunes participent à la prévention de l'itinérance	Nombre de mois consécutifs de stabilité résidentielle (SR1)		x			
Les jeunes développent la recherche et l'application de modes de solution collectifs	Participation à des activités d'expérimentation de modes de solutions collectifs aux défis de la cohabitation (ESC1)				x	
Les jeunes améliorent leurs conditions de vie	Revenu annuel (RF1)		x			
	Estimation du nombre de personnes qui constituent l'entourage (famille, amis, intervenants…) (RS1)		x			
	Qualité des relations entretenues (RS2)		x			
	Niveau scolaire approximatif (E1)		x			
	Présence d'un projet d'études (E2)		x			
	Activités d'emploi et/ou de bénévolat investies (VS1)		x			
	Nombre de mois consécutifs de stabilité résidentielle (SR1)		x			
	Sentiment de bien-être général (BE1)		x			
Les gens de la communauté brisent leur isolement et sont conscientisés sur les réalités des jeunes locataires	Nombres de rencontres formelles et informelles en dehors des zones de tension où les membres de la communauté sont présents (ZT1)				x	
	Nombre de réalités des jeunes locataires que les membres de la communauté peuvent identifier (RJL2)			x		

Résultats de changement attendus	Indicateurs		Outils			
			Question-naire aux locataires jeunes	Sondage à la com-munauté	Journal de bord	Groupes de discus-sion
	Éléments à observer/mesurer					
Les gens de la communauté créent des liens entre eux-elles, avec les jeunes et avec les inter-venants-tes	Sentiment d'entretenir des relations avec les autres membres de la communauté (LC1)			x		
	Sentiment d'entretenir des relations avec les jeunes locataires BCJ (LC2)			x		
	Sentiment d'entretenir des relations avec les inter-venants BCJ (LC3)			x		
Les gens de la communauté échangent sur les défis de la cohabitation	Participation de la communauté aux activités d'échanges sur les défis de la cohabitation (DC1)				x	
Les gens de la communauté expérimentent des modes de solution collectifs concernant les défis de la vie en logement et de la cohabitation	Participation de la communauté à des activités d'expérimentation de modes de solutions collec-tifs aux défis de la cohabitation (DV1)				x	
Les gens de la communauté acquièrent une meilleure connaissance des préoccupa-tions et réalités de leurs jeunes voisins-nes	Nombre de préoccupations des jeunes locataires que les membres de la communauté peuvent identifier (RJL1)			x		
	Nombre de réalités des jeunes locataires que les membres de la communauté peuvent identifier (RJL2)			x		
Les gens de la communauté apprennent à prévoir des ren-contres en dehors des zones de tension	Nombres de rencontres formelles et informelles en dehors des zones de tension où les membres de la communauté sont présents (ZT1)				x	
Les gens de la communauté participent aux événements de diffusion des résultats du projet	Nombre de membres de la communauté présents aux activités de diffusion des résultats du projet (CDR1)				x	
Les gens de la communauté sont sensibilisés et conscienti-sés aux possibilités de préven-tion de l'itinérance	Perception des membres de la communauté d'être sensibilisés et conscientisés aux possibilités de prévention de l'itinérance (SCPI)			x		
Les gens de la communauté sont de nouveaux partenaires en appui à la prévention de l'itinérance	Présence de partenariat avec le BCJ (NPPI)			x		

ANNEX J
Logic model

Modèle logique projet *Le défi du « vivre ensemble » : les jeunes en logement et la communauté*

ACTIONS : Qui? Quoi? Comment? Réalisations?				RÉSULTATS (effets sur les personnes)		
PUBLIC CIBLE	INTRANTS	ACTIVITÉS	EXTRANTS	IMMÉDIATS ET INTERMÉDIAIRES (0 à 6 mois)	LONG TERME (6 mois à 1 an)	ULTIMES (1 an et +)
Jeunes de moins de 25 ans CONTEXTE Participation volontaire Dans le cadre du financement SPLI Projet sur 18 mois; échéance : 31 mars 2019 Le projet s'inscrit dans la dimension de la vie associative de l'organisme visant l'implication de jeunes membres dans la gestion des milieux de logements temporaires	**Ressources humaines :** - 3 travailleur-e-s - 12 responsables jeunes **Financement :** - Centraide - PSOC - Service Canada (SPLI) **Ressources matérielles :** - 3 locaux - Matériel d'animation Équipement **Comité interne** - Comité de suivi composé de travailleur-e-s et de jeunes **Partenariats :** - Tables de concertation jeunesse (Laval, Montréal, Longueuil) - Tables des jeunes (Laval, Montréal, Longueuil) - Comité Logement Rive-Sud - FRAPRU - Réseau d'habitation chez soi (Saint-Hubert) - Saint François en action (Laval) - Table de vie de quartier Saint-Jean Vianney (Longueuil)	**1. Activités de mise en place :** a) Présentation du projet aux jeunes des 3 territoires (Laval, Longueuil, Montréal) b) Consultation des jeunes sur la formule de participation c) Recrutement et nomination des comités d) Entente dans chaque comité sur mandat, fonctionnement, responsabilités e) Élaboration d'un plan d'action (chaque comité) f) Présentation des outils du BCJ g) Détermination de la programmation par chacun des comités de locataires **2. Formations :** a) Documentation par les jeunes sur le rôle d'un comité de locataires, ses pouvoirs et responsabilités (personnes-ressources, lectures, entretiens, etc.) b) Soirées thématiques /cuisine collective / soupers communautaires sur : - droits et responsabilités en tant que locataires - alimentation et sécurité alimentaire - exercice de la citoyenneté - lutte collective pour le droit à la citoyenneté - environnement et aménagement de la cour et des balcons - le logement et les enjeux jeunesse - atelier de sensibilisation en vue de participer à la Journée de la terre - budget et endettement - atelier de sensibilisation dans le cadre de la Journée internationale d'élimination de la pauvreté **3. Activités avec la communauté :** a) organiser des fêtes de voisins à diverses occasions (Noël, Mois de l'histoire des Noirs-es, Journée de la terre, journée de la pais,	**Montréal : 12 jeunes personnes** **Longueuil : 8 jeunes** **Laval : 5 jeunes** **Participant-e-s**	**POUR LES JEUNES** Les jeunes brisent leur isolement et son conscientisés sur les différentes réalités de chacun-e des locataires (1 a, b) Les jeunes créent des liens entre eux-elles (1, a, b) Les jeunes sont conscientisés sur les différents défis de la cohabitation entre locataires et avec la communauté (1 a, b, c, d, e, g; 3 a, f, c) Les jeunes augmentent leurs connaissances sur leurs droits, devoirs et responsabilités de locataires (2 a, b) Les jeunes augmentent leurs connaissances des ressources du quartier (3 b) Les jeunes augmentent leurs connaissances sur des thématiques liées au logement et autres enjeux jeunesse (2 b, 4 a) Les jeunes expérimentent des modes de solutions collectives concernant les défis de la vie en logement, de la cohabitation et de la gestion (1 d, e, g; 2 b) Les jeunes apprennent à évaluer leurs activités (3 g; 6 a, b; 5 b, c, d, e, f, g) **POUR LA COMMUNAUTÉ** Les gens de la communauté brisent leur isolement et sont conscientisés sur les réalités des jeunes locataires (3 a, b, c; 5 c) Les gens de la communauté créent des liens entre eux-elles, avec les jeunes et avec les intervenants-es (3 a, b, c; 5 c) Les gens de la communauté échangent sur les défis de la cohabitation (5 c, e, f) Les gens de la communauté expérimentent des modes de solutions collectives concernant les défis de la vie en logement et de la cohabitation (3 a, b, c; 5 c, e, f)	**POUR LES JEUNES** Les jeunes augmentent leur sentiment d'appartenance au groupe, à l'organisme et au quartier (1 a, b, c, d, e, f, g) Les jeunes créent un réseau d'entraide entre eux-elles et avec les intervenants-es (1 a, b, c, g; 2 b) Les jeunes acquièrent de nouvelles compétences sociales (1 a, b, d, e, g; 2 b; 3 a, b, c; 4 a; 5 b, c, d, e f; 6 a, b, c, d) Les jeunes participent davantage aux activités et soirées communautaires (1 a, b, e, g; 2 a, b; 3 a, b, c; 5 b, c, e f) Les jeunes fréquentent davantage les espaces communautaires (1 a, b, e, g; 2 a, b; 3 a, b, c; 5 b, c, e f) Les jeunes planifient, organisent et réalisent des événements pour diffuser les résultats du projet (3 a, b, c; 5, e, f; 6 a, b, d) Les jeunes acquièrent de nouvelles compétences en organisation, gestion et création d'outils liés aux modes de solutions collectives (3 a, b, c; 4 a; 5, e, f; 6 a, b, d) **POUR LA COMMUNAUTÉ** Les gens de la communauté acquièrent une meilleure connaissance des préoccupations et réalités de leurs jeunes voisins-es (3 a, b, c; 5 c, e, f) Les gens de la communauté apprennent à prévoir des rencontres en dehors des zones de tension (3 a, b, c; 5 c, e, f) Les gens de la communauté participent aux événements de diffusion des résultats du projet (3 a, b, c; 5 c, e, f)	**POUR LES JEUNES** Les jeunes développent leur pouvoir d'agir et leur autonomie (4 a; 2 b; 3 b; 6 d) Les jeunes développent leur implication communautaire et citoyenne (4a; 3 b; 6 d) Les jeunes participent à la prévention de l'itinérance (2 b; 6 d) Les jeunes développent la recherche et l'application de modes de solutions collectives (2 b; 3 a) Les jeunes améliorent leurs conditions de vie (2 b; 3 a) **POUR LA COMMUNAUTÉ** Les gens de la communauté sont sensibilisés et conscientisés aux possibilités de prévention de l'itinérance (3 a, b, c; 5 c, e, f) Les gens de la communauté sont de nouveaux partenaires en appui à la prévention de l'itinérance (3 a, b, c; 5 c, e, f)

PUBLIC CIBLE	INTRANTS	ACTIVITÉS	EXTRANTS	IMMÉDIATS ET INTERMÉDIAIRES (0 à 6 mois)	LONG TERME (6 mois à 1 an)	ULTIMES (1 an et +)
		journée de l'élimination de la pauvreté, journée de la diversité culturelle, etc.) b) connaître son milieu : tournée de quartier, visite d'organismes et de commerces pour informer sur le projet en cours c) information / consultation de la communauté (propriétaires, voisins-es, commerçants) **4. Activités avec les partenaires :** a) participation aux rencontres des tables de concertation de leur territoire et des différents partenaires **5. Évaluation :** a) élaboration et validation du protocole et des outils d'évaluation b) groupe de discussion avec les jeunes des 3 territoires à mi-parcours (6 mois) c) groupe de discussion avec la communauté après un an d) production du rapport de consultation avec les comités de locataires				
		e) événement de partage des résultats organisé par les comités de locataires et ouvert à la communauté (témoignages, animation théâtrale, etc.) f) journée d'étude / fête des voisins sur chaque territoire g) analyse et rédaction d'une évaluation d'ensemble par les 3 comités de locataires avec la personne-ressource à l'évaluation **6. Transfert des connaissances :** a) évaluation et suivi de la journée d'étude par les comités de locataires b) planification et production de comptes rendus (forme à déterminer par les comités de locataires) c) élaboration d'un plan d'action pour les suites du projet d) présentation lors d'une tournée de classes dans des centres d'éducation des adultes et auprès des organismes partenaires				
		e) traduction pour diffusion en anglais des documents pertinents				

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