



AM • PLI • FY
YOUTH VOICES



Transatlantic Youth Dialogue

4-Day Summary of Learning

WHO? | WHAT? | HOW? | WHAT'S NEXT?



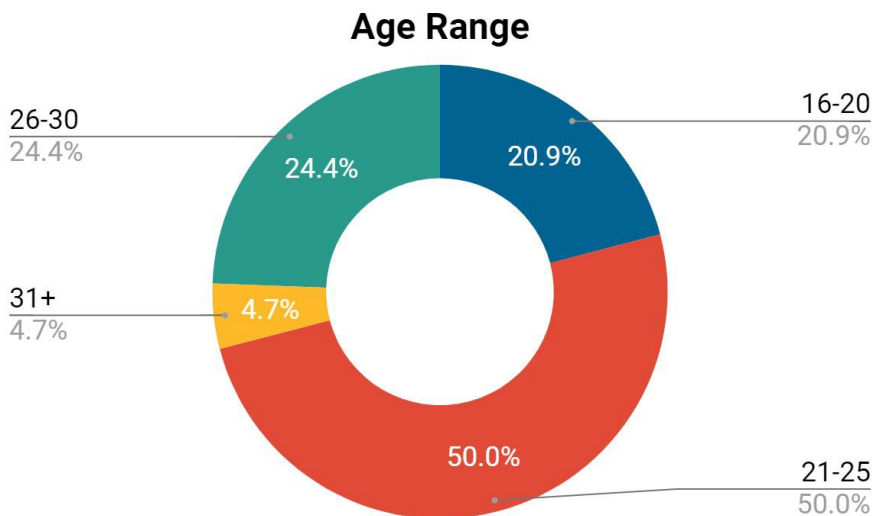
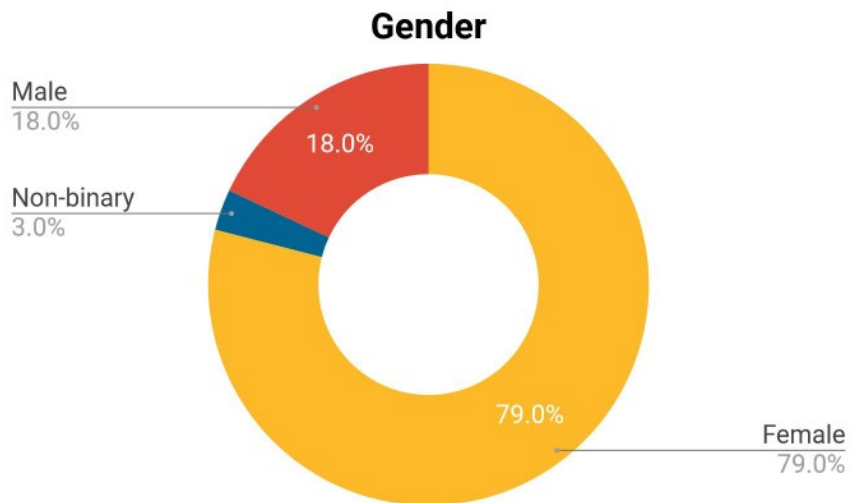
This project is
co-funded by
the European
Union

The Transatlantic Youth Dialogue brought together youth from across Canada and Europe to identify common solutions and actions to address climate change, gender inequality and violent extremism: locally and globally.

WHO?

100 Amplifiers from Europe & Canada

- 6 PMU staff
- 21 co-facilitators
- 73 participants



Canadian Cities



● Digital ● Québec ● Ottawa ● Montreal ● Toronto
● Edmonton ● Vancouver

European Cities

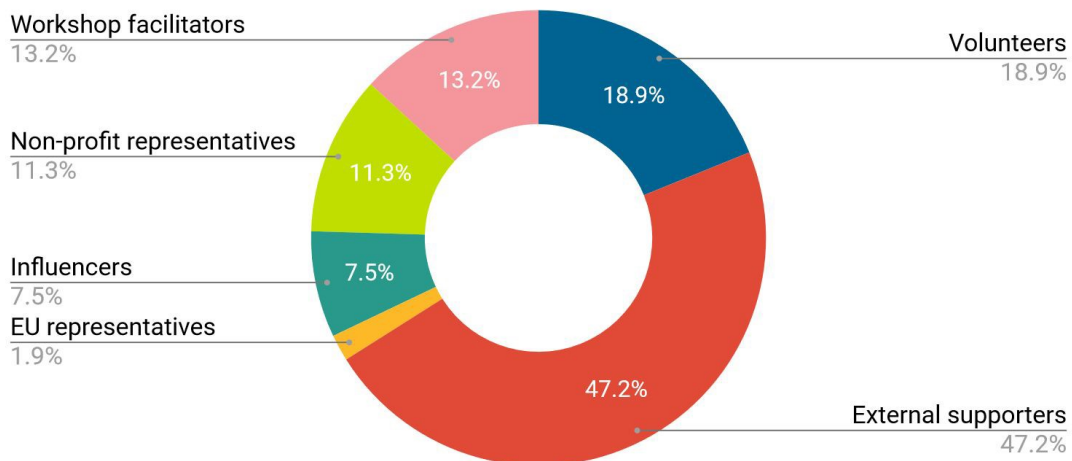


● Barcelona ● Brussels ● Florence ● Ljubljana ● Rome
● Vienna ● Berlin

106+ ALLIES across sectors

- 14 facilitators organized skills workshops
- 12 representatives of non-profits at the Organizational Fair
- 50 new supporters & 8 influencers at Amplify Goes Digital (total of 125 people present with Amplifiers)
- 20+ different volunteers & Oxfam staff who helped make the Transatlantic Youth Dialogue and Amplify Goes Digital possible
- 2 representatives from the EU Delegation to Canada

Allies



WHAT DID FOLKS SAY?

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“ Power always exists. So when you decide not to use your own personal power, you just let other people use it... Everyone can contribute something to the common good. Everyone.

- Andrea, Rome ”

“ ...The challenge that's facing us is one that transcends borders and we need to be able to work together, share best practices and learn from how other people are impacted on this earth...

- Habon, Toronto ”

“ ...a lot of people talk about youth being the future but I believe that youth are the present. They're today and a lot of these issues, we're already seeing the impacts everyday in our own lives...

- Cherry, Vancouver ”

“ We came here because we knew that there would be many people from many nations, many languages, and many backgrounds and it would be really interesting to know them and to be able to understand how they live and how they feel, to bring more knowledge to our project.

- Tito, Barcelona ”



DAY 1

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{ WHAT HAPPENED? }

The summit began with an introduction, fun **icebreakers** and **team-building** activities. Participants from all 13 labs got to know each other and create a **safe(r) space** together.

- Overview of AMPLIFY and the schedule
- Getting to know each other (name game)
- Expectations, solutions, concerns
- Group norms and code of conduct
- Team-building (marshmallow challenge)



- ★ Dialogue and perspectives
- ★ Self-awareness of one's own impacts
- ★ Respect and being respectful
- ★ Working towards a safe(r) space
- ★ Friendship and having fun

{ WHAT DID WE LEARN? }



Participants learned about the **social and historical context** in which the summit took place, and what it means to be on unceded territory. Together, participants also learned the significance of developing **community guidelines** and **acknowledging the diversity** in the group. Through the name game, participants learned each others' names and became familiar with the different ways others expressed themselves. In the process of getting to know each other, participants shared their **fears and expectations** for the summit (ex. language barriers, usefulness or impact of their projects, tokenization of youth), as well as the knowledge and skills they hoped to gain (ex. **intersectionality of class, race, environment and gender**, intergenerational knowledge, communicating with different audiences). Finally, with the marshmallow challenge, participants worked on their **problem-solving skills** as a group.

“ I wasn’t really sure what to expect, but now after the first day, I’m really enjoying getting new perspectives on issues that I really care about and also looking at the intersections I haven’t really thought about before, like the intersections between climate change and violent extremism, and gender and violent extremism.

– Ana, Brussels ”



{ HOW? }

To set the stage for the next four days, the first day focused on fun, **participatory activities**. The activities used **creative methods** which were both **intellectual** and **hands-on**. These methods relied on engaging participants in the process of setting the groundwork for the summit. Participatory methods **facilitate connections between participants** and allow them to feel that they can contribute to and shape the summit.

Based on the experience of the summit and from what participants shared, we’ve developed some **recommendations** for activities moving forward.

Best practices:

- ❑ Clarify the objectives of the project at the beginning: Participants need to know what it’s all about and what they are getting themselves involved in.
- ❑ Establish group norms at the beginning to create a safe(r) space and agree on ways for the group to be accountable to those norms throughout the activity.
- ❑ Though it is important to start with common core values, it is then helpful to connect back and expand on the different project themes that have brought us together.
- ❑ Laughter is key: Plan activities which are fun and engaging.
- ❑ Keep track of time: Activities that go on for too long can tire participants. Be mindful of when to wrap up a group discussion or activity.
- ❑ As a facilitator, allow time to dive into conversations and unpack themes. When relevant, make connections between what participants are sharing.
- ❑ Check-in with participants throughout the activity.
- ❑ Encourage one-on-one and small group discussions between participants.

DAY 2

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{ WHAT HAPPENED? }

The second day focused on **presenting our research findings** from Phase 1 of local labs. Participants from all 13 labs shared their research process and results. At the end of the day, **recommendations** were made on the **intersections** between the three main themes.

- Research presentations from each lab
- Informal sharing circles
- Recommendations



- ★ Learning from participants' diverse local contexts
- ★ Research and presentation styles
- ★ Gender equality, climate change, and violent extremism research in different contexts

“ At the beginning, I didn't really know why [we organized the Transatlantic Youth Dialogue], because Canada is very different from Europe. But then, I realized that we have similarities and we have the same problems and these problems are global...Together we can make something different and be heard.



– Martina, Florence”

{ WHAT DID WE LEARN? }



The research findings were rooted in the **local context of each lab** and, at the same time, there were some **global realities**. Many of the issues raised in the research were centered around **how marginalized communities are disproportionately affected** by gender inequality, climate change, and violent extremism, and how to better work with marginalized communities in activist movements. Through the sharing circles and recommendations' activities, the intersections between the themes were explored in more detail.

{ HOW? }

Each lab chose their own method to present their research - some labs presented **videos**, others **presentations**, and some started with a **mindfulness exercise**. Just as there were different types of presentations, there were also **different methods of conducting research** and each lab's research process was unique. **Informal sharing circles** were organized before and after the presentations for participants to exchange and discuss the research findings.

Best practices:

- ❑ Make use of a variety of methods that take into account the different ways that people learn (ex. visual learners, auditory learners, etc.).
- ❑ Take into consideration language accessibility - make sure to explain points that are not understood and speak clearly.
- ❑ Remind participants to take care of themselves so that they can participate to the best of their capacity.
- ❑ Take note of the energy level in the room and schedule time for body breaks or energizers when relevant or when requested by participants.
- ❑ Leave space for participants to self-organize and for discussions to emerge, while keeping a balance between facilitated and self-organized activities.



“ When you want to be part of a change or you want to change something, there are different ways to do it: education, being active, to provoke, show, talk, etc. And I think that it's really important that we come together and really exchange. And that's really happening.

- Olga, Vienna”

DAY 3

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{ WHAT HAPPENED? }

On the third day, participants had the opportunity to **build their knowledge and skills** through **interactive workshops**. The following workshops were offered: digital storytelling, indigenization and decolonization, online campaigns, climate negotiations, non-formal education and facilitation, collective action planning, eco-anxiety, design thinking, climate change in Northern Canada, and media training. In the afternoon, an **organizational fair** allowed participants and external ally organizations to share best practices and learn about **local initiatives** and ways to get involved.

- Skills workshops
- Organizational Fair



- ★ Communications, media, and storytelling
- ★ Indigenous realities and climate change
- ★ Facilitation, education, and collective action



“ An activist is someone who organizes people so they can express what they need and activism is a really useful way to change things.

– Tito, *Barcelona* ”

{ WHAT DID WE LEARN? }



Through the variety of workshops offered, participants learned about topics ranging from: **privilege, oppression, and resistance**, through experiential activities such as the privilege walk or the two lines activity; the **building power of social media** and the diversity of tools that can be used for digital storytelling; **how to plan collective actions** by organizing and

engaging people creatively and **linking online and offline actions** to create change; how **colonialism and climate change continue to impact Indigenous communities**, for example in Northern Canada. Most participants also found that the skills and tools learned in the workshops could be applied to their projects.

“ Colonialism is a wound that runs through generations. So people who got colonized a long time ago, still carry some pain and carry the injustice that they still face every day.



- Andrea, Rome”

{ HOW? }

There was a mix of **practical and content-based workshops**, which allowed participants to build on their skills, gain and share knowledge. Most of the workshops were interactive and **engaged participants in activities**, such as working on a collective action or a digital story. Since the workshops were held in **smaller group settings**, participants had more opportunities to engage with each other. For the organizational fair, both participants and external representatives presented their organizations and initiatives. Everyone was invited to **move around and visit the kiosks**, including those representing different organizations.

Best practices:

- ❑ When bringing in facilitators for knowledge and skill-building workshops, make sure the topics are relevant and interesting to participants so that they can apply what they've learned in their projects.
- ❑ Ask facilitators to prepare tools (such as handouts) which participants can take home and use in their projects.
- ❑ Encourage facilitators with presentations to include visual materials, such as videos.
- ❑ Make sure to offer a variety of workshops, including some which are centered around experiential learning and gaining practical skills and tools.
- ❑ Working in smaller groups allows for more participants to engage in discussions.
- ❑ Leave time during the workshops for participants to fully engage in the activities, reflect on the knowledge learned, and debrief afterwards.

DAY 4

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{ WHAT HAPPENED? }

The last day began with an **open space** for participants to organize discussions on themes which interest them. The themes of the open spaces were: 1) The current situation in Catalonia; 2) What is Amplify and its objectives? Discussion with EU Delegation to Canada representatives; 3) Recommendations, stakeholders and deliverables for Phase 2 of the project; 4) Labour and climate change; 5) Different forms of protest and collective action; 6) Black, Indigenous, People of Colour (BIPOC) and allies. After the open space, Deputy De Brice Schietere from the **EU Delegation to Canada** presented the **importance of fostering transatlantic youth dialogues**. He spoke about how the EU supports and funds different youth initiatives and the actions they've taken to address the three themes. The **local labs** then had the opportunity to meet and discuss next steps. In the evening, all of the participants were invited to attend **Amplify Goes Digital**: a closing event with allies, amplifiers, and online influencers sharing their stories of social change.

- Open space
- EU presentation
- Local labs meet-up & sharing circle
- Amplify Goes Digital



- ★ Self-organized facilitation on diverse topics
- ★ Understanding Amplify from the EU perspective
- ★ Group work with local labs
- ★ Young, digital influencers and changemakers

{ WHAT DID WE LEARN? }



Participants had the opportunity to **engage in discussions with others** and dive into specific themes. Overall, participants learned about the **diversity of people and ideas** in the room

and the importance of **being willing to learn from one another**. The presentation from the EU provided participants with more background on their work and their **interests in Amplify as a funder**. During the Amplify goes digital event, participants **learned from influencers** who are **fighting against climate change or for gender equality** in their own ways. The influencers also connected the themes together and often times, worked on the intersectionality between these issues.

“...I think I'll be a lot more mindful on how cultural differences project and a lot more critical on intersectionality, but also a lot more vocal on the place that Indigenous people have in a lot of these conversations.



- Sandra, Edmonton”

{ HOW? }

The **open space method** can be simple to implement and engage participants in discussions of their choice. Participants and facilitators proposed topics of interest to Amplify and the youth chose which discussions they wanted to attend. Each facilitator who proposed a topic **decided how they wanted to lead** their workshop. Some discussions finished earlier than others, and participants could either join in on other discussions or take a break. For the Amplify Goes Digital event in the evening, the **PechaKucha method** was used and 8 influencers shared their stories in **20 slides for 20 seconds** each. There was also a storytelling game, digital photobooth and “meet our Amplifiers” photo gallery.

Best practices:

- ❑ Make sure to clarify the objectives of the open space activity and to describe how it works so participants can propose topics or join others' discussions.
- ❑ Clearly identify the spaces where each session is held.
- ❑ If the goal is to share the learning of the discussions with the larger group, assign a notetaker in each session to take notes and share with the group afterwards.
- ❑ Aim for a balance of different types of methods (discussion-oriented, silent, visual, hands-on, etc.) during workshops and overall facilitation. This encourages the different learning styles and personalities of participants.

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- ❑ Sharing circles at the beginning or end of activities can also allow everyone to share and synthesize learning.
 - ❑ The PechaKucha method can be a great way to introduce different topics with many speakers or influencers in a short amount of time.
 - ❑ Hybrid online-offline events with different stakeholders (activists, online influencers, civil society organizations, etc) can increase one's reach, visibility and network of allies.
 - ❑ In international events or conferences, it is important to try to learn from and connect with the place we are in: the work being done (and the people doing it), the culture, history, context, and different realities.

SUCSESSES & IMPROVEMENTS

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{ WHAT WORKED WELL? }

1. Offering practical workshops for participants to learn new knowledge & skills, including the context in Canada
2. Adapting the schedule to participants' needs and interests after daily debriefs
3. Leaving open space for participants to propose their own discussions
4. Scheduling-in body breaks and mindfulness exercises
5. Offering an organizational fair for participants to get to know local initiatives
6. Providing space for small group discussions
7. Ending with a celebration and getting inspired by stories of change

{ WHAT COULD BE IMPROVED? }

1. On participants' end:
 - a. Be mindful of the space taken up and to recycle/compost food waste
 - b. Keep in mind the different levels of understanding and awareness in the room, especially in terms of language accessibility and knowledge of concepts
 - c. Reflect on practices of calling out and calling in, when appropriate
 - d. Encourage an open and inquisitive learning approach among peers
2. On the organizers' end:
 - a. Book a space with more closed rooms and quieter spaces
 - b. Consider reducing the distance between accommodation and event space
 - c. Provide better, more nutritious, filling and diverse food options
 - d. Provide comfortable accommodation with fewer people per room
3. On the facilitators' end:
 - a. Clearly state (and make visible) the intentions and objectives at the beginning of each day
 - b. Encourage more sharing between external facilitators
 - c. Focus on providing concrete tools for participants whenever possible, and allow ample time for discussion
 - d. Be more attentive to participants' needs, realities, and experiences