

FINAL REPORT 2007-2008

I. Project Evaluation

1. Activities Complete between September 2007 and May 2008 : Please find attached a newsletter with detailed description of activities completed. The following are short summary of events:

1.1 Art in Activism Youth Jam 11/2007

A weekend gathering with trained youth facilitators provided 30 youth with not only a safe and inclusive space for in-depth dialogues on issues global issues and develop tangible skills on creative actions for change. Popular education, theatre, art, music, cooperative games, intergenerational dialogues are central to our learning methodology. The weekend concluded with an intergenerational dialogue between youth participants and community leaders. (30 participants in the Youth Jam – 60 Participants in intergenerational dialogue)

1.2 Identities Speak: Storytelling and Spoken Words Gathering 01/2008

Forty participants gathered to share stories or spoken words on the creation and expression of identities and global identity politics. (40 participants)

1.3 Rise Up Concert for Native Youth movements 12/2007

Speaking event on indigenous rights and a followed up concert to raise fund for indigenous youth movements in New Zealand and Burma. (120 participants)

1.4 Beats for Justice Concert and Native Youth Movement Panel Discussion on Environmental Racism 01/2008

This is a speaking Panel on environmental racism by Kanahus Pellkey and Dustin Johnson from the Native Youth Movement; Audra Taillefer from TUNA and SAGE against uranium mining. One of the main issues the NYM has been mobilizing around has been the 2010 Olympics, which has inspired politicians to initiate an intense campaign of destruction and displacement. A hundred people came out to listen to the talk at Market Hall. Followed by the speaking event was a fundraising concert by all women artists, which attracted 200 audience and raised \$1000 for NYM public advocacy campaign. (200 participants)

1.5 Art in the Dark Women Circle 12/2007

This is a gathering for women, girls, and trans-identified members of the Peterborough community. This event incorporated creative theatre, music, and visual arts as media for dialogue and expression surrounding women, gender and oppression. (5 participants)

1.6 Anti-oppression workshop at the Ethical Purchasing Policy Conference 02/2008

This is a conference on Ethical Purchasing Policy in Canada. Participants including academics and students from universities across Canada came to discuss practices and challenges in fair trade and anti-sweatshop movements. (60 participants)

1.7 Building Solidarity Conference 02/2008

On February 8th-10th the Trent University Students' Association in International Development (SAID), the KWIC Seeds for Justice Program, and the Canadian Association for the Study in

International Development/L'association canadienne d'etudes du developement international hosted the Community Movements: Building Solidarity for Social Change Conference. Seventy five participants including academics, students, activists, NGOs from the South came to share experiences, critical reflections and innovative ideas on strategies and methodologies for community-based social change. The conference is focused on strengthening the capacity of community-based organizations engaged in social and environmental change. (75 participants)

1.8 Activism Workshop at the Air Quality Summit 02/2008

This is a weekend conference for 60 high school students on Canadian environmental policies and skill based workshops to train these youth to become pioneers in environmental organizations in their communities. (60 participants)

1.9 Global Education Week Film Night: Alternative education for social change 01/2008

1.10 Training for the trainers on Facilitation 09/2007 – 11/2007

Several training workshops for Kawartha World Issues Centre volunteers and partners as well as other community organizations to train them on anti-oppressive facilitation to provide workshops on environmental and social justice in communities and organizations. (60 participants)

1.11 Art Beats and Rhythm Youth Gathering (March 28th, 2008)

Organized in collaboration with the Bridge Youth Drop-in Centre, this is an event for marginalized youth groups to express and dialogue on social justice issues through medium of hip hop, stencil art and poetry. (50 Participants)

1.12 Food Security workshop at the City of Peterborough Youth Leadership Conference (March 26th, 2008) – 60 participants

1.13 Global Youth Day Conference (April 1st) Dollar and Senses Youth and Ethical Purchasing Power. Annual conference for high school students to exploring issues of fair trade, sustainable living and eating, ad busting, creating recycled clothing and their role as global citizens in the international social economic system.

2. Outcomes

KWIC Seeds for Justice events and training have involved 730 youth and community members over 8 months. We have accomplished all of the programs planned in the initial proposal including three major conferences (Art in Activism, Building Solidarity Conference and Global Youth Day Conference), several one-day and half a day trainings on social and environmental issues using popular educations and art.

We have also organized new events that were not included in the proposal such as workshops at the Air Quality Summit and City of Peterborough Youth Leadership Conference. We decided to co-organize these events because we were invited by partner organizations for assistance thanks to our knowledge with the issues and our increasing reputation in the community from our previous events and conferences.

Overall, we were able to achieve our goal that is to foster in-depth dialogues, inspire and get a diverse group of students to become active leaders and decision makers in organizations and projects that focus on international development and social justice issues. This could be evaluated through the number and the diversity of partner organizations that collaborate with us in all of our events. The population of youth participants came from diverse backgrounds in terms of gender, race and class.

In terms of challenges, we found that there were still barriers and obstacles in reaching out to marginalized youth groups to get them engaged in public policy dialogue. We learnt that one successful way to overcome this challenge was to use creative medium such as art to get them informed and involved. We also found that it is extremely important to train youth facilitators on principles of anti-oppression and effective facilitation before organizing conferences. From the evaluations that we've gathered, there is also a great momentum among the youth who participated in our events and they are particularly interested in our mentoring system in which we continue to get former participants to get involved in following projects in various leadership capacities.

Another challenge we faced as a youth-led program is ageism. We found that having intergenerational dialogues and having youth facilitators setting the guidelines really help address issues of ageism in public policy making and leadership within organization in general. Bringing principles of decentralization, horizontal structure, inclusiveness and democratic participation into all of our events as well as relationships with partners, we were able to bring Canadian youth from diverse backgrounds and to participate from every step of the program in leadership roles.

3. Some testimonials

“Seeds for Justice has engaged youth from many backgrounds, providing a space where young people can share their knowledge and experience with engaging in public policies with one another. Many youth do not yet have the right to vote, so participating in public policy formation entails more creative methods of political participation. With workshops that focus on global issues and using creative action for change, Seeds for Justice has provided many youth with the skills and tools necessary for democratic participation, addressing issues pertinent to environmental and/or social justice, finding ways to network, inform and take a leadership role in influencing public policies.”

Riahl O'Malley, 19, youth organizer and participant.

“I think that the vision of the Seeds for Justice Program is incredible and I am so grateful for the privilege of being involved in the program this year. I have learned so much about popular education as an alternative to public systems of education. This combined with the opportunity to explore my desire to use art as a teaching tool was an excellent way to expand my teaching repertoire. I was also intrigued by the encouragement that this program gave me to use my passion for teaching through these alternative means as a way to communicate issues of social and environmental justice to youth. I plan to incorporate what I have learned from Seeds for Justice into my everyday life and activism by acting on my newly found confidence. Specifically from the Art in Activism Youth Jam I feel inspired to reevaluate my teaching goals and explore alternative teaching options as well as explore options for bringing the social and environmental consciousness that I gained from this program into all of my teaching endeavors.” Alexandra Lord, 20, Con-Ed student at Trent University.

4. Sample of Evaluations from the Art in Activism Youth Jam November 2007

Theatre Workshop:

- * wasn't as interested in this workshop as others
- * Interesting new ways express myself through theatre
- * I like the exercises and get some ideas about how to tell truth/express by theatres, there are tons of techniques.
- * Liked how there many small activities that gave us an overview of Forum Theater- however, it would have been nice to see part of a production of Forum Theater.
- * I thought this was a really fun and interesting workshop. It was cool because I don't normally do drama that often so it was a nice change. It's good to put your body in positions and move in ways that you've never done before. I learned a lot about my body. It would have been fun if we could have had a bit more time so we could have made short skits or something. Over all though I thought this was an excellent workshop.

Global Grab Bag Game:

- loved this game Your
- great way to get to know other people
- great way to find connections between countries, etc
- I like the idea of merging things together with a piece of string and see how one thing affects everything support
- It was a good opening activity. Put the group in a good mindset. However, for this group the concepts were well-know. But I still enjoyed it.
- I thought this was a really interesting way of getting you to think more about things in your daily life that you never really think about. In my case I had a pot and I had never really stopped to think about what a pot represents and what it means for different people. This was a super fun thing to do

Gender Fishbowl:

- intense
- very informative
- great way to connect emotionally with others
- definitely continue this workshop with other events
- It was great since I learnt a lot from personal stories people told and it was a safe environment to share what we think or feel. Also, it's great to be aware that almost everyone has the same concern and we need to help each other rather than thinking that it's only my problems.
- it was great. It was made better because it was followed up with the dance- which was used as a release.
- I thought this was one of the best workshops. For the men I think it really let us discuss the issues of gender stereotypes and issues in a way that I at least have never done before. It was kind of comforting to realize that other guys go through the same stuff I do. Gender issues aren't really talked about that much with guys so I think everyone learned a whole lot. It was really nice hearing a female point of view as well and I was impressed at how open both groups were. I learned a lot from what the women had to say because I don't normally hear about private experiences like that very often.

- A little too long

Interpretive Dance:

- i don't enjoy dance, so i didn't enjoy this workshop like I did others
- great way for people that enjoy dance to connect though
- I have not thought about round and straight movement and stereotype before and it was enjoyable just to dance.
- Fantastic.
- At first I was a little hesitant about this workshop just because I'm not that comfortable with dancing in general. It took me a while to get into it but after a while I started to just let loose and dance. It was really refreshing to just let my body do what it wanted to and not really care. I learned that I shouldn't be concerned with how I look to other people.

Music Workshop

- I enjoyed it. But did not see the purpose. In the future, though, definitely a means worth exploring
- This was also one of my favourite workshops. I really liked the singing activity and I wish we had more time to do stuff like that. This was just a really fun activity. I wish it could have gone on longer.

Creative Action for Change

- This needed to be more active. By this point of the weekend I was already so drained that i had trouble developing sentences and thoughts
- I guess this was the most kind of concrete action plan type workshop so it did give me some ideas of what I can do on a daily basis to affect change in my own life and hopefully in other peoples' lives. It good feeding off of other peoples' ideas and I think I got a lot out of this workshop.

Intergenerational Dialogue

- Loved the idea. Could have been more guidance to the discussion, or at least a big questions we were giving thoughts to
- This was one of the most inspirational parts of the weekend. It really did feel like we were kind of special and that we were all on the right track. It was quite different from talking to young people all weekend and then hearing from older generations. They really do have a whole lot of wisdom and I think we really need to pay more respect to that. It was a bit slow at some times but I think going into that with no set topic worked pretty well. It really kept things open.
- **What are thoughts, comments or suggestions on the registration and preparation process leading up to the Youth Jam?**

* The registration process was great. Evaluation form was well thought out and informative. Very interesting questions were used that intrigued me and made me want to find out more about the Youth Jam. Your

* I think the registration process was fine. I guess if the form wasn't as long we get more people out but I think it's good to get to know who is going to be coming and what kinds of things they're doing. I think we were informed very well in the days coming up to the Jam about what would be going on and about just general information.

display
of
this
image.

**Do you have any suggestion or comment on food, space, childcare or any logistic item?
How could we make our event more inclusive?**

- The food was great. Very different for me as I'm not a vegetarian. Space was very fitting for the group size that we had. Childcare didn't seem to be a problem.
- I think that the event was very inclusive. It doesn't need to be any more inclusive.
- The space was great and everything was really perfect. The food was very excellent!
- Perhaps if we were doing workshops in more than one space it would help with combating the feeling of being drained. Even if one or two were taken outside or into the theatre.
- I don't know I thought everything was really good.

KWIC Seeds for Justice Youth Engagement Program is organizing series of educational events and actions this year. Would you be interested to participate as participant, volunteer or workshop organizer?

* It was fun and made me aware of the fact that nowadays music is a commodity?! Being in silence was great too.

* I don't live in the city, so it would be hard to become involve

* the group I work for, Project Equity International, has two workshops that we run- one on the genocide in Darfur and the second is on public speaking. If those would be of any help

* I would definitely want to be a participant in anything you guys are going to be doing in the future. I could also possibly volunteer.

How are your *heart*, *head* and *hand* after the Youth Jam?

- I think that the youth jam was great change for me
- I Feel like i learned alot from my experiences there with others
- Action I want to take:
 - i want to become more aware of my surroundings
 - i want to hear whats happening around me
 - i want to hear the thoughts of others
 - i want to listen to what people are saying
 - and i want to take time for myself

I think more about things around me and try to minimize my negative impact. Your
I feel that I can make a small change in everyday life and everybody can do it ~~to~~ browser
Action I want to take: I want to consume just the amount I need, such as ~~and~~ food, energy
and resources. Also, be more opened to others since I can learn and grow much ~~more~~, such as
in gender fish bowl - open and share. support

You ~~r~~ think we've got the power display
I ~~feel~~ rejuvenated of

Action I want to take: smile more this
I ~~think~~ - that there is still much to learn about our fellow humans and I think will ~~more~~ differences
and ~~supports~~ like this I think we'll be heading on the right track. I learned a lot about the thoughts
and ~~display~~ feelings of other people that are like me in many ways but come from such different
backgrounds and places.

I ~~feel~~ - like there are so many things that I could be doing to affect positive change in my
community and it just takes a little bit of commitment to achieve it. I feel frustrated at myself

for not doing more.

Action I want to take: I want to make conscious changes in my life so that I can be more understanding of differences and be more open to other people's ideas. I want to continue to pursue the path that I'm trying to head on by being part of the anti-poverty movement in Peterborough. Currently I'm on a youth anti-poverty committee and I hope I will be able to make some serious positive change in our community and maybe on a larger scale.

II. Financial Statement

Please find attached our financial statements. Please note that because of our accounting cycle, this accounting only covers expenses until March 31st. This statement therefore excludes any expenses in April including staff salary, facilitator honorarium and event expenses.

III. Other materials including:

- Newsletter: includes a detailed description of activities completed by February.
- Posters, articles and photos
- Evaluation forms

IV. Lessons learned on Youth Engagement

1) Types of events and youth involvement:

Session I outlined our events. Types of events were various including conferences, workshops, speaking panels, learning circles and concerts. This is a youth-led program, therefore, all of the conferences and workshops were run and organized by youth. With the exception of the Building Solidarity conference in which we invited professors and international guests to run workshops along side with workshops given by youth.

2) Specific challenges faced by youth:

a) Ageism is one issue in running a youth-led program. In relationship with partners, there is an assumption that youth lack experiences especially in dealing with technical issues such as financing or logistic organizations or making decisions. When we run youth-led workshops, sometime there were interruption from adult participants to intervene facilitation process. It is also an obstacle for youth to try to apply new ideas into practice in organizations and structures run by adults using conventional, hierarchical and paternalistic ways of thinking and working.

b) Another challenge we found is the use of the world youth engagement and empowerment. We have encountered situations where youth involvement does not necessarily mean actual democratic participation, but rather to assure affirmative action for the sake of representatives.

- c) Youth are also faced with time management in order to get involved in specific programs.
- d) Youth from marginalized groups are a challenge to outreach to for long term projects due to the nature of their mobility and time commitment. We recognize that youth involvement and ability to volunteer is an issue of privilege. Some youth could attend several events and they often came from middle or upper middle class because they could afford the time to do so. Other youth from less privileged groups often have to work and not have the time to get involved in social volunteer activities.
- e) Even though Peterborough is a small and tight community, there is obviously a huge division among different groups of youth based on race, class, gender lines. One of our challenges was to go across all these barriers and bring different groups of youth together as well as outreach to various youth groups.
- f) Finally, the last challenge is to create a safe and inclusive space for youth for effective and meaningful participation. Often time, youth are being targeted as service receiver rather than leaders and decision makers, our challenge was to change this mentality through bringing popular education and promote the idea that everyone is a teacher and everyone is a learner.

3) What strategies are required to involve youth beyond?

Some of the strategies we have learned from this project are:

- a) Workshops for adult on meaningful youth engagement: we learned that there has never been workshops for adults in organizations on meaningful youth engagement. Anti-oppression workshops is common among social justice organizations. However, it often departs from the point of either race or class analysis. The politics and implication of ageism is often neglected. Therefore, organizations who work with youth do not have the essential space and knowledge to critically reflect on oppression issues based on ageism and how that impact their vision and strategies of youth engagement.
Our youth facilitators having worked with youth had feedback that the obstacles in getting youth involve is not limited to simple cause such as lack of time etc but because there is a real power dynamic and misconceptions of youth culture and movement in organizations that made youth outreach and engagement ineffective. Therefore, workshop for adults on how to work with youth as an ally and partner rather than as supervisors are essential to youth engagement programs.
- b) Creative safe inclusive spaces for youth : We learned to pay attention to very small details in organizing events and programming in order to create inclusive and safe space for youth. To outreach youth from marginalized groups or oppressed groups, we had planned specific events only for them to ensure they feel safe and comfortable to get involved and that they are the leader and facilitators of the space and the process. We always have consultation team from specific youth groups from the brainstorming to the evaluation step whenever we organize an event. For example our Art, Beats and Rhythm event for youth at risk were organized by volunteers and youth in the shelters. They were our mentors and co-organizers instead of us coming in and telling them what to do. We feel that approaching every single youth and youth groups, whether they are privileged or marginalized, with a clear principles of mutual respects and democratic partnership allows effective and meaningful participation. This is a first step in anti-oppressive engagement and creation of safe space for youth.

c) Popular education and art had been our weapons of innovative youth engagement. We find that this methodology is crucial in bringing the philosophy of anti-oppressive and meaningful youth engagement into practice as they allow every youth to contribute knowledge, experiences and reflection. Youth in our program are all teachers and learners. We tried our best to eliminate hierarchy and through creative medium inspire youth to get involved in dialogues and issues that matter to them and others.

d) Youth facilitators and partnership: are wonderful human resources because they are the best example of how to redistribute the power within organizations. It is important for youth facilitators to receive capacity trainings such as anti-oppression and consensus decision making in order to engage other youth effectively. We also found it is important to be flexible and open minded to youth's variety set of skills, knowledge and interests and not to make assumptions of what they are good at and what they should be doing. In recruiting youth facilitator and partner, we often have dialogue to explore their interest and support them to develop their own roles and participation in our projects instead of creating generic volunteer tasks to assign to them. This communication method aims at giving them the leadership role from the first step and allow youth opportunity to learn, make mistakes and explore innovative potentials and possibilities.