



**Youth Engagement Programme**  
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## Final Project Report Youth Engagement Projects

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**Grant Number: 2006/014**

**Grantee Name:**  
**TakingITGlobal**

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December 2006 → Progress Report  
July 2007 → Final Report

**Purpose of grant:** TIG's Language as Violence, Violence as Language project will equip 60 underserved GTA youth with analytical, leadership and technology skills as they develop effective alternative "languages to violence".

**Project Title:** Youth Developing Alternatives to Violence through Media Arts in the Greater Toronto Area

*"Language as Violence, Violence As Language"*

## Final Project Report

### ***1. What were the goals and objectives for this project?***

The goals and objective of the project, in summary, were to:

- Promote dialogue, specifically amongst under-served youth and their communities, about their experience with violence as a form of communication.
- Enable youth, through dialogue and creation of artistic works, to develop, and become fluent in their unique style of non-violent communication and conflict resolution.
- Develop participant capacity for creativity, critical thinking, as well as specific technical proficiencies, including: digital camera operation, image manipulation (e.g. employing Adobe Photoshop), image composition analysis and project planning.
- Promote involvement of community stakeholders in learning about and addressing the use of violence as a means of communication among youth.
- Facilitate creative efforts of under-served youth to develop and become fluent in non-violent means of resolving conflict, or 'alternative languages to violence'.
- To encourage young participants to foster more peaceful communities through creating and sharing images, identifying and building leadership skills, and engaging in open dialogue and reflection.

Themes:

- Violence as a Language in the Daily Lives of Youth
- Violence and the Media
- Violence, Communication and Conflict Resolution
- Alternative Languages to Violence

### ***2. Did you complete all the planned activities that you hoped to accomplish? What were you not able to complete? Why not?***

We accomplished each of the planned activities, though not all in the originally envisioned ways. Each of the four workshop series (4 sessions each) took place and directly reached more than 50 underserved youth who were participants of the program. It was led and facilitated by a team of 6 youth, coming from TakingITGlobal, the YMCA of Greater Toronto and the Urban Multi-Purpose Aboriginal Youth Centres. This ensured achievement of the project's goal to provide a first-hand youth leadership development opportunity for facilitators.

Most of the divergence in the program resulted from the logistical need to revise the timeline, based on partner programming schedules and a later than anticipated start date. For example, rather than an exhibit to close off each workshop series, the YMCA will display an exhibition of participant work as part of the Peace Medallion event, to run in October at each LVVL-participating YMCA . The project participants will be invited to view the exhibits when on display.

Another aspect of the project that was not fully realized was the online connection between the project participants from Toronto and those who took part in the Language as Violence, Violence as Language project last year in other parts of the world including Argentina, China, Lebanon, Kenya and Uzbekistan. This was due to unanticipated limits on Internet connectivity in YMCA location.

### ***3. Was the original timeline followed? If not, how was it changed?***

As mentioned, the timeline underwent only slight modifications to meet project objectives. The number of hours per workshop was extended from 3 hours to 4 hours, and each session often ran for an additional 30 minutes, to enable completion of both practical skill development and dialogue components. The start date of the first workshop series was also pushed back by 2 weeks in order to allow more time for participant recruitment.

Schedule of Workshops:

10:00am – 2:30pm

Series 1 Scarborough: July 19<sup>th</sup>, 25<sup>th</sup> August 1<sup>st</sup> and 8<sup>th</sup>

Series 2 Etobicoke: July 21<sup>st</sup>, 27<sup>th</sup>, August 3<sup>rd</sup> and 11<sup>th</sup>

Series 3 North-York: July 31<sup>st</sup>, August 5<sup>th</sup>, 14<sup>th</sup>, 18<sup>th</sup>

Series 4 NCCT Downtown: August 10<sup>th</sup>, 16<sup>th</sup>, 21<sup>st</sup> and 29<sup>th</sup>

### ***4. What activities worked or didn't work? What would you do differently next time?***

Activities that worked:

Open Forums on violence and conflict resolution: The effectiveness of these three events came from their appeal for participants and the fulfillment of the 'awareness raising' project objective. The three relatable young people facilitated the Forums very effectively, along with professionals from organizations including TakingITGlobal, East Metro Youth Services, YMCA, OFIFC and the TDSB. The activities involved in each Forum utilized various forms of mediums, including music, movies and news, creating a dynamic learning environment.

Technical training on iMovie and Photoshop: These training sessions successfully helped participants develop an interest in media arts, the confidence and venues to pursue it, and the tangible skills to do so, ultimately fulfilling a central project objective of skill development. Having young professionals lead the training sessions with up-to-date software truly helped make these activities a success. The outcomes for participants included a collaborative multi-media slideshow, individual slideshows and digitally modified pictures.

The “GlobalAware” Image Analysis: During the second workshop in the four of the series, participants chose, reflected upon, analyzed and discussed photographic elements as a group, using GlobalAware\* postcards. GlobalAware is a Toronto based alternative media organization. Through this activity, the participants gained image analysis abilities (e.g. reflecting on composition) but also the opportunity to discuss pressing social issues with their peers.

Inclusion in TakingITGlobal.org: Following a brief presentation of the TakingITGlobal.org online community, with a focus on the online Global Gallery, each participant created an artist profile. They navigated the Global Gallery, uploaded images, posted comments on images, and received comments about their uploaded images. They logged in regularly during the workshop series, developing their confidence as online community participants.

A major success indicator for this activity was how many participants now participate in the online community on their own time. They now access involvement opportunities and continue to discuss with tens of thousands of other youth all over the world. This fulfilled a major goal of providing a relevant follow-up venue to the in-person workshops.

Disposable Camera Assignment: In workshop one, after a ‘concepts and elements of photography’ presentation, participants each received a disposable camera to take away to use to express their perspectives on violence in their respective environments. The hands on experience with the cameras, along with the freedom, responsibility and excitement of participants during the assignment greatly supported the development of confidence. Also to note were the benefits of learning to work with a deadline. All four groups unanimously chose to work with a sole thematic guideline of ‘*the expression of violence*’.

Digital Camera Training and Photo Production: This activity generated results far beyond expectations. Going forward, even more time could be allocated for this program component, as it would further support participants in unleashing their full creativity.

Screening of CBC’s ‘Make Some Noise’: These video clips of inspirational success stories from involved Canadian youth sparked group discussions, motivating and interesting participants in a larger context of community involvement.

Closing Presentations: During the fourth and final workshop in each series, after completing the media arts assignments, participants presented their collective and

individual accomplishments to partner organization representatives and special guests. This activity allowed participants to develop their public speaking skills. The event also created a strong sense of accomplishment and pride. Many participants included this activity in their program evaluation as beneficial.

Lunch-time Screenings: Facilitators screened inspiring films about youth around the world (*Slam, Rize, Born into Brothels*, etc.) during scheduled lunch breaks. The films highlighted various methods of using the arts as a mode of expression and community building in underprivileged areas, further inspiring participants.

#### Activities that didn't work:

Participant Photo Assignment Development: Excess time was initially allocated for reviewing guidelines and developing thematic focus for the disposable camera assignment. Participants, through group consensus building, opted for full thematic liberty around their use of disposable cameras. The allocated time was diverted to the other planned activities.

Participant Preparation for Closing Presentations: Participants chose to spend less time than allocated preparing for the public presentations in the fourth workshop. While they did gain value from the presentation experience, their skills could have further developed with full use of the preparation time.

Public Exhibition of Artwork Outcomes: The exhibition concept originally included printed versions of top images, however, the available time did not make this feasible ahead of the presentations in the fourth workshops. The images were shared in digital form on the laptop with projection. The printed exhibit will go on display at the YMCA in October and project participants will receive invitations to attend and see their work displayed.

#### What would I do differently?

Technical Training recommendations include:

1. Allocate more time for hands-on technology training, assuming that participant skills are at a beginner level.
2. Involve additional support people to help those taking longer to learn the technology.
3. Begin technical training during workshop one in the series and allow more time during each for hands-on practice.

Provide Greater Context: Allocating more time to discuss the objectives of each assignment with participants might further support the group in achieving them. Through discussions and activities, I would explain and present the assignment reasoning in more detail to ensure participants understand and feel motivated to come up with an original group assignment.

Guest Speaker and Facilitator Preparation: Ensure that guest speakers and facilitators contribute with a deeper understanding of their session in the broader program context to ensure strong linkages with the core objectives. Some of the guest speakers and

special facilitators did not receive a sufficient briefing on how their participation fit within the larger workshop outline. Consequently, their facilitation did not always draw on the proper concept or link to other related activities. Pre-workshop meetings should be mandatory for all guest speakers and facilitators, in order to discuss and tailor their presentations to the session goals.

#### **5. Were your outreach and retention methods successful? Why or why not.**

The outreach conducted to identify project partners and organizations with similar goals was very successful. Many groups were eager to support Language As Violence, Violence As Language, and all were impressed with its methods and outcomes. As for the outreach to and recruitment of participants, those workshop series attended by young people already involved in a youth program did not encounter any problems with retention. This also made logistics easier to manage as there was only one key point of contact, the specific youth program leader. The workshop series attended by individuals encountered more sporadic attendance, which created logistical challenges and a subsequently increased workload. In the future, a participant honorarium would help to increase retention, particularly given the program design focuses on underprivileged and underserved youth. Coming from marginalized, vulnerable communities made it financially difficult for participants to make a full commitment over a four week period.

The schedule also factors significantly into recruitment and retention. In the future, it would improve both recruitment and retention if all of workshops occurred over a one week period. This way, participants would need only to free up a full week of their summer. It would also create less confusion around the workshop dates, supporting higher rates of participation. Also, allocating more time per day would enable the youth to further develop their skills, feel more comfortable in the group setting and avoid feeling rushed to complete activities.

The location of the workshops is critical in setting the tone and helping youth to feel comfortable. The facilities used during this program were very modern and technology enabled however, in some cases, they were not youth-friendly spaces. Ideal potential locations include places where youth already go to spend time with friends or learning (even informally). Aside from the drawback of not being technology-enabled, drop-in centres, youth shelters or summer camps could serve as appropriate locations for future programs.

The promotional materials were well received by each of the partner organizations. The materials proved useful in expressing the aims of the program and helped to solidify guest speakers and facilitators. In terms of actual recruitment of participants, the effectiveness of the promotional materials depended on accompaniment by direct personal contact. While 1,000 posters and flyers were distributed in prime locations throughout Toronto, the materials alone did not seem to attract participants. Peer-to-peer recruitment methods are essential. For future outreach to underserved youth, much more coordination time needs to be spent on creating strong connections and relationships with the intended participants. Ideally, this would be done by individuals who are from the targeted areas.

## **6. How did you reach out to include less involved or harder to reach youth?**

The Project Coordinator distributed flyers and posted posters in areas where under engaged youth tend to spend time and connected with relevant field workers. He attended and spoke at a range of community events for underprivileged youth, including job fairs, community barbeques, sports events, forums etc. In addition, informal time was spent promoting the program at musical events, drop-in centres, basketball courts, during sports games in parks etc.

## **7. What strategies will you use to continue to engage youth beyond this project?**

TakingITGlobal does and will continue to engage youth locally through the TakingITGlobal.org online community, local engagement projects, as well as providing support to other youth-led or highly youth-engaged initiatives. Language As Violence, Violence As Language participants are now part of TakingITGlobal's Greater Toronto Area network and will be invited to participate in relevant local events and opportunities, as well as online initiatives.

## **8. How many youth participated in this project?**

A total of 69 youth directly participated in this project:

- 49 youth participants (completed at least 3 of the 4 workshops in the series)
- 12 youth participants (attended at least 1-2 of the 4 workshops in the series)
- 8 young leaders (Project Team)

a. How many were involved in program development, organizational decision-making, planning, implementation, evaluation, etc.?

All workshop participants contributed to various aspects of the project's day to day decision making processes and took part in the evaluation. The project team involved 8 youth, in various aspects of the project development including concept development, planning, partnership development, logistical coordination, outreach, implementation, workshop facilitation and evaluation.

b. How many youth dropped out of program?

Approximately 12 youth participants attended either the first or second workshop and either dropped off or only attended one of the other workshops. These youth generally signed up to the program on an individual basis, rather than as a member of a pre-existing youth group. While these youth offered an inconsistent time commitment, we were able to remain flexible and adapt the workshop schedule enough for all participants meaningfully participate during any workshop they did attend.

## **9. What were the youth's roles and responsibilities?**

The roles and responsibilities of youth participants included taking part in the workshop activities, group decision making and discussions. The youths' responsibilities included attending workshops, returning their disposable cameras in time for development, carefully handling the various technical equipment, completing assignments in the allotted time and respecting the other participants. The youth member of the Project Team took on roles and responsibilities that revolved around the conception, implementation, evaluation and overall success of the program. Through this, they assume accountability to the project partners, host organizations and the expectations of participating youth's expectations.

## **10. What new knowledge or skills did the youth gain from their involvement? (collect using participant questionnaire)**

Quotes from participant's evaluation forms:

- How to work on a computer and use the internet.
- How to modify pictures using Photoshop
- How to connect with others and exchange ideas and perceptions around a common topic or issue.
- How to use digital cameras and get good pictures or the result we wanted.
- Communication and working skills towards other youths and adults.
- General Information technologies functions
- How to open up to other and share personal ideas.
- How to be more involved and active in our local and global communities.
- Photographic elements and techniques
- Develop better leadership and social skills
- How to stay away from violence
- How to be a good motivational speaker
- How to make a slideshow using iMovie
- Public speaking and listening skills
- How to be a peace advocate and promote conflict resolution.
- General knowledge about local and global issues and pressing challenges.

## **11. Did this project help young people participate more actively in their communities or in various community organizations?**

Yes

Please describe how they are getting involved in their community.

As a result of participating in this program, the youth leave with a higher likelihood of actively contributing in their communities, through the use of media arts and technologies as a mode of expression. During the discussions that took place throughout the program, many participants expressed a desire to become more involved. This project provided them with the skills, knowledge and opportunity to make an impact.

Through presentations and activities, the youth learned about local and global organizations working on issues that affect them. As an example, some participants now use TakingITGlobal.org to connect with peers, find inspiration and involvement opportunities, discuss local issues, share and view artwork and get informed.

**12. What community and/or organizational partnerships were formed, if any?  
How did these partnerships help the project be successful?**

Many local partnerships developed through the planning and outreach. During the preparation period of the project, a great deal of research was conducted to identify organizations and programs that reach out to 'at-risk' youth and address urban or youth violence related issues. In many cases, we successfully networked with such organizations and involved them in the project. The majority of these groups have listed themselves on the TakingITGlobal.org Organizations database and are now populating their profile with information about their programs. During the project's implementation several of them offered guest speakers and overall guidance and support.

The following is a list of the partner organizations actively involved in this project:

- YMCA: An organization dedicated to the growth of all persons in spirit, mind and body and in a sense of responsibility to each other and to the global community. They have been direct partners to this project by providing us with the required technology enabled conference rooms, equipment and support staff and by actively promoting the event through their networks.
- UMAYC: An organization that works at creating a network of urban, multipurpose, Aboriginal youth programming. Programming that provides accessible, Aboriginal community-based, culturally relevant and supportive projects, programs, services and counseling to urban Aboriginal youth. They have been direct partners to this project by providing us with the required technology enabled conference rooms, equipment and support staff and by actively promoting the event through their networks.
- VIP (East Metro Youth Services): A violence prevention program that engages and mobilizes youth to contribute their ideas, energy and solutions to address growing concerns regarding school and community safety. They work under the East Metro Youth Services in Toronto. They have provided us with our young *Conflict Resolution* speaker, resources and have actively promoted the event for participant outreach.
- The Students Commission: An organization dedicated to creating and promoting opportunities for young people to learn and grow in a positive and safe environment. They have been a great resource in the planning, promotion and outreach to this project. They have also provided us with enough of their great 'Tiny Giant' magazine for us to distribute to every program participant.

### 13. What specific outcomes (results) were achieved from your project?

#### **Registrant Profile**

There were a total of 57 registrants, 49 of whom completed one of the four workshop series. 98.25% had never taken part in this type of program, and 58% indicated that they were attending with a friend. 89.47% of registrants came to the program with the hope of developing specific skills, ranging from hard computer and photography skills to soft leadership and public speaking abilities.

44.5% of registrants were female and 56.5% were male, with an average age of 16.3. 96.5% of registrants spoke some English at home (other languages included Hindi, Punjabi, Mina, Somali, French, Cantonese and Mandarin). The majority (65%) were unemployed, but felt that they had enough money to meet their needs and wants.

#### **Current Employment**

Full Time	12.28%
Part Time	10.53%
Between Jobs	1.75%
Unemployed	64.91%
No Response	10.53%

#### **Current Finances**

Can meet needs and most extras	22.81%
Can meet needs and many extras	24.56%
Can meet needs and few extras	21.05%
Can barely meet needs, no extras	8.77%
No Response	22.81%

#### **Age Distribution**

11	1
12	7
13	6
14	5
15	7
16	11
17	2
18	7
19	3
21	2
22	1
25	1
28	1
33	1

- **49** young people from four different underserved communities attended the 4 workshops and became familiar with and confident in the use of non-violent modes of expressions. (dialogue and media arts)
- More than **1,000** pictures taken out of the workshops on digital or film cameras
- **49** individually edited and digitally modified pictures, providing new artistic and professional abilities and skills to the creators
- **30** individual iMovie slideshows created, **4** collective multi-media presentations
- More than **12** distinct group discussions occurred, during which participants articulated their perspectives on youth violence and related issues in a safe and supported environment.
- More than **60** new TakingITGlobal.org online community members
- Positive feedback and evaluation from group leaders and participants.
- More than **60** youth became involved in analyzing and addressing social issues.
- **6** young project leaders gained a series of new professional skills (facilitation, project planning, implementation and evaluation or general project coordination).
- Images generated throughout the project can be viewed in the online Global Gallery (<http://www.takingitglobal.org/express/lvvl>) and will also be displayed at the YMCA's Peace Medallion Award's ceremonies, and the facilities of community organizations such as East Metro Youth Services.

38 of 49 participants completed exit evaluations, which focused on the skills gained from the program and overall impressions. Response was overwhelmingly positive, with only a small minority of participants making any negative comments about their experience. Overall, participants enjoyed using cool equipment, learning new hard skills related to photography and media, group discussions, food, and the opportunity to get involved. 94.25% thought the locations of the workshops were good.

When asked what specific concepts the program taught them, most respondents agreed with the options presented.

<b>Skill/Concept</b>	<b>Yes</b>	<b>No</b>	<b>Not Sure</b>
How you can get involved in your community	75.00%	0.00%	25.00%
How to feel better connected to your community	71.88%	3.13%	25.00%
That you can make a difference in your community	78.13%	9.38%	12.50%
The importance of volunteering in social and community activities	81.25%	3.13%	15.63%
What you can do to gain support for personal and/or community interests	48.39%	6.45%	45.16%
How advocacy and organizing activities can have an impact	74.19%	9.68%	16.13%
That there are consequences for each action and decision you make	76.67%	6.67%	16.67%
The importance of a caring attitude towards yourself and others	75.00%	12.50%	12.50%
To recognize and accept individual and cultural differences	80.00%	10.00%	10.00%
That you and others have basic human rights	77.42%	9.68%	12.90%
How to be open to new ideas, experiences and people	93.55%	3.23%	3.23%
How you can influence decisions	87.10%	6.45%	6.45%
Leadership, communication, and social skills	80.00%	6.67%	13.33%
How to work better alongside adults	65.63%	0.00%	34.38%

On the question of skills learned or improved, answers fell into two categories:

**Hard Skills**

- How to work with Photoshop
- Photographic skills
- Computer skills
- Create effects in a picture
- Editing
- How to create a presentation

**Soft Skills**

- Connect with others
- Public speaking
- Leadership skills
- How to work with others
- Dedication
- Creativity
- Social skills
- How to get involved in your community

Skills were identified by respondents, with no prompting, and are listed in order of most to least cited. Finally, a large majority of participants rated the program “good” or “excellent”, and no respondents gave a “poor” rating. In terms of suggestions for future implementations of the program, participants suggested that better advertisements, speeches in high schools, targeting a young audience, and “adding things that everyone likes” could help make the program appeal to more youth.

**Overall, how would you rate this program for youth?**

<i>Excellent</i>	17	44.74%
<i>Good</i>	12	31.58%
<i>Fair</i>	9	23.68%
<i>Poor &amp; Don't know</i>	0	0.00%

The following is a more detailed list of workshop activity outcomes

Activity	Outcome
<b>Workshop 1</b>	
Introductions/TakingITGlobal online and project presentations	<ul style="list-style-type: none"> <li>- Access to unprecedented online/offline resources and spaces for disadvantaged youth</li> <li>- Connection with the TakingITGlobal global and local community (120 000+ members in 240 countries)</li> <li>- Fostering a sense of belonging</li> <li>- Offering a chance for youth to talk about themselves in a positive way</li> <li>- Raised awareness of supporting networks and tools for youth initiatives</li> </ul>
Open Forum ( <i>Violence in the media and the everyday lives of youth</i> )	<ul style="list-style-type: none"> <li>- Enabling dialogue and work in between youth on pressing local and global violence related issues.</li> <li>- Developing an ability to criticize and analyze mass medias (music, films, news...)</li> <li>- Creating an opportunity for youth to develop public speak and expression skills</li> <li>- Fostering a platform for youth to debating on youth violence issues</li> <li>- Development of group dialogue skills</li> </ul>
Youth photo concept development	<ul style="list-style-type: none"> <li>- Enabling youth to come to a consensus as a group</li> <li>- Broadening their visions and perspectives towards youth violence in developing countries</li> <li>- Developing the youth's capacities to analyze and criticize photographic art</li> <li>- Self-expression and peer-to-peer knowledge-sharing skills development</li> </ul>
'At-home' disposable camera photo assignment	<ul style="list-style-type: none"> <li>- Fostering a sense of responsibility and obligation</li> <li>- Hands-on personal artistic expression</li> <li>- Providing the youth with a feeling of accomplishment and pride</li> <li>- Accessing to a new art form.</li> <li>- 800+ violence oriented photographs taken by youth in their communities</li> </ul>
Training ( <i>Photographic concepts and elements</i> )	<ul style="list-style-type: none"> <li>- Developing the youth's capacities to criticize and analyze photographic art</li> <li>- Enabling dialogue and work in between youth on pressing local and global violence related issues</li> <li>- Skill development oriented training.</li> </ul>
TakingITGlobal online member profile creation	<ul style="list-style-type: none"> <li>- Access to unprecedented online/offline resources and spaces for disadvantaged youth</li> <li>- Connection with the TakingITGlobal global and local community (120 000+ members in 240 countries)</li> <li>- Fostering a sense of belonging to a relatable community</li> <li>- Offering young people a chance to talk about themselves in a positive way</li> <li>- Broadening minds to global perspectives and realities</li> <li>- Access to an inspiring and constructive peer-to-peer art gallery</li> </ul>

<b>Workshop 2</b>	
Presentation and brainstorm ( <i>Conflict Resolution</i> )	<ul style="list-style-type: none"> <li>- Reflection upon and production of an extensive list of 'causes of violence'</li> <li>- Access to non-violent types of mediation and conflict resolution amongst youth</li> <li>- Fostering of reflection and idea sharing amongst peers.</li> <li>- Development of group dialogue skills</li> </ul>
Applied digital camera assignment	<ul style="list-style-type: none"> <li>- Tangible digital camera operation skills</li> <li>- Sense of responsibility over TakingITGlobal's digital cameras</li> <li>- Development of observational skills and photographic concepts</li> <li>- Team-work</li> <li>- Coping with an assignment deadline and short timeframe. Meeting production deadlines</li> <li>- Fostering of creative and artistic self-expression.</li> <li>- Working individually and in group</li> <li>- +/- 700 digital pictures reflecting causes of violence in their own neighborhoods</li> </ul>
Training (Photoshop)	<ul style="list-style-type: none"> <li>- Working with Mac computers and developing digital photo-editing skill (photoshop)</li> <li>- Developing ability for youth to reflect, develop and create artwork under given guidelines</li> <li>- 30+ digitally manipulated youth created, violence oriented photographs</li> <li>- Access to the knowledge and skills needed to feel confident about using digital arts</li> <li>- Cooperation and team-work</li> <li>- Unleashing of youth creativity</li> </ul>
TakingITGlobal online community participation (site/tools/uploads)	<ul style="list-style-type: none"> <li>- Capacity for youth to upload artwork on the internet.</li> <li>- Feeling of self-esteem and accomplishment</li> <li>- Tangible information technology skills</li> <li>- TakingITGlobal specific online tool knowledge</li> <li>- Team-work</li> <li>- Peer-to-peer exchange of comments on online art</li> <li>- 30+ edited pictures uploaded by the youth to the Global Gallery</li> <li>- Global visibility of local art</li> </ul>
<b>Workshop 3</b>	
Photo distribution and feed-backs ( <i>disposable camera assignment</i> )	<ul style="list-style-type: none"> <li>- Self-esteem and pride</li> <li>- Development of analytical and critical-thinking skills.</li> <li>- Image analysis</li> </ul>
Training ( <i>Editing of individual presentation using iMovie</i> )	<ul style="list-style-type: none"> <li>- Hands-on technical training on editing software</li> <li>- Capacity to work on a small group common project</li> </ul>
Individual (or team) presentation development ( <i>iMovie</i> )	<ul style="list-style-type: none"> <li>- Concept development and dialogue skills</li> <li>- Meeting production deadline and working under guidelines</li> <li>- Sense of tangible accomplishment</li> <li>- Team-work</li> <li>- 25+ expressive multimedia presentations (slideshows)</li> <li>- Access to an outlet for creative expression</li> </ul>

<p>TakingITGlobal.org website visit (<i>Global Gallery</i>)</p>	<ul style="list-style-type: none"> <li>- Accepting and offering constructive criticism and analysis</li> <li>- Feeling of self-esteem and accomplishment</li> <li>- Tangible information technology skills</li> <li>- TakingITGlobal specific online tool knowledge</li> <li>- Peer-to-peer exchange of comments on online art</li> </ul>
<p><b>Workshop 4</b></p>	
<p>Alternatives to violence dialogue (<i>discussion and TakingITGlobal/ 'Make Some Noise' presentations</i>)</p>	<ul style="list-style-type: none"> <li>- Enabling dialogue and work among youth on pressing local and global violence-related issues</li> <li>- Creating an opportunity for youth to develop public speaking and expression skills</li> <li>- Fostering a platform for youth to debate youth violence issues and alternatives means for expression</li> <li>- Development of group dialogue skills</li> <li>- Inspiration and motivation for involvement as local and global citizens</li> <li>- Self-reflection</li> <li>- Access to ongoing resources</li> </ul>
<p>TakingITGlobal.org online community visit (<i>Global Gallery</i>)</p>	<ul style="list-style-type: none"> <li>- Accepting constructive criticism from other peers and TakingITGlobal members.</li> <li>- Feeling of pride, self-esteem and accomplishment</li> <li>- Tangible information technology skills</li> <li>- TakingITGlobal specific online tool knowledge</li> <li>- Peer-to-peer exchange of comments on online arts</li> </ul>
<p>Presentation of the 'collective multimedia slideshow'</p>	<ul style="list-style-type: none"> <li>- Giving and receiving feed-back and critical thinking skill development</li> <li>- Pride in group and individual accomplishments</li> </ul>
<p>Distribution of portfolios and certificates</p>	<ul style="list-style-type: none"> <li>- Pride in group and individual accomplishments</li> <li>- Sense of reward in return for efforts</li> <li>- Employability, schooling or general art portfolio reference documents</li> <li>- Self-esteem</li> </ul>
<p>Presentation preparation</p>	<ul style="list-style-type: none"> <li>- Presentation planning skills</li> <li>- Self-reflection</li> </ul>
<p>Final artwork public presentations (<i>collective and individual</i>)</p>	<ul style="list-style-type: none"> <li>- Public speaking and expression skills</li> <li>- Community and partner engagement, comments and feed-backs</li> <li>- Pride and group and individual accomplishment</li> <li>- Self-esteem</li> <li>- Self-confidence</li> <li>- 49 youth individual or team presentation</li> </ul>
<p>Evaluation</p>	<ul style="list-style-type: none"> <li>- Synthesizing project learning</li> <li>- Self-reflection</li> <li>- Development of criticism and feed-back skills</li> <li>- Sense of responsibility</li> <li>- 49 completed participant evaluation forms</li> <li>- 8 youth-leader evaluation forms</li> </ul>

### Local and global community outcomes

#### Local communities:

- Direct youth involvement on a range of community issues
- Sharing of perspectives on common challenges through several of Toronto's underserved communities
- An opportunity for youth to work with and be heard by adult community stakeholders and decision-makers
- Community engagement with participants and partner organization around workshop themes
- A general sense of community pride; considering the disadvantaged background of the participants, the outcomes of the workshops hold a very high value in the eyes of the general public and the participants themselves.

#### Global community:

- A showcase of young Canadians' perspectives on common global youth-related issues
- An opportunity for underprivileged Canadian youth to share ideas and engage in pressing world issues
- A platform for young, local, underserved artists to share, comments, discuss and showcase their artwork among a large international youth network

#### **14. What were some of the unintended/unexpected results from this project?**

We did not expect such a high degree of initiative, involvement and creativity from the participants. The quality of participation and feedback was inspiring. The discussions were open, honest and reflective of complex and diverse realities. The artwork and media produced was powerful and impacted both those who generated the images as well as those exposed to them.

#### **15. What challenges did your organization face to involve youth in decision making?**

TakingITGlobal did not face specific challenges with regards to involving youth in decision making. Perhaps this result is due to the nature of the organization already being youth-led. Aside from the overall project leadership coming from a team of youth in partnership with adults based at partner organizations, the participants were systematically consulted in making any decisions affecting the program through group consensus.

#### **16. Did the adults involved gain an appreciation for youth involvement? How or why not?**

All adults who took part in this project are already involved in working with youth and youth programming on a full time basis. Their appreciation for youth involvement received re-affirmation and support through this particular project. Going forward, it would be beneficial to expand the network of adults involved in the project, especially as attendees and supporters for the presentations made as part of the final workshop.

**17. Is the organization making changes to involve youth more? Please describe.**

Given that this is the core mandate of TakingITGlobal, yes, changes are continually being made to involve more youth – especially those who are marginalized and, consequently, receive less access to technology.

**18. What did you learn? How will you use these learnings to plan for the future?**

It is amazing to be able to look back at the past few months and reflect on all that has been accomplished as well as all that we have learned.

Francis, our Project Coordinator, commented that he learned a lot on a personal level about coordinating, hosting and facilitating such an extensive project involving youth from underserved areas.

At an organizational level, this experience, its outcomes and lessons learned will provide context and greater capacity when implementing similar projects in the future. Overall, we have strengthened our involvement with local partners, learned more about recruiting specific targeted youth and promoting such projects to specific in the GTA. Another lesson for us evolves around the planning of such a project and its technicalities. The importance of ensuring enough time for both the planning and implementation of such a project is critical.

**19. How do you plan to share the learnings from this project?**

A detailed journal contains reflections on each stage of the workshop series and planning stages, for sharing with the TakingITGlobal staff, highlighting lessons learned. Informational sessions were also held with interested TakingITGlobal team members, including those who are part of the Creating Local Connections Canada project. All key documents and files were compiled in a project binder including: the final report, project planning materials, evaluation forms, workshop notes and other relevant materials. Debriefing sessions also occurred with TakingITGlobal, host organizations, partners and project leaders. Finally, an extensive list of helpful projects, resources and organizations in the Greater Toronto Area is being compiled to be shared with the TakingITGlobal team and partner organizations in order to build from the network developed as part of this project.

**20. Did you receive enough funds to carry out what you wanted to accomplish? If not, please explain further.**

The budget sufficed, however it would have been helpful to have an increased budget for the following areas:

- An additional 1-2 months of Project Coordination time (to allow for further project planning, partnership development and workshop logistics)

- Printing budget for the photo exhibit as well as a publication of images created during the project
- Honorariums for the participants (especially those who are otherwise unable to make such an extensive time commitment without any form of compensation)

**21. Did you have any difficulties spending the funds you received for the project? Please describe.**

No, we did not have any difficulties spending the funds.

**22. Please include a financial report for the project showing all revenues and expenses for the project. The report should show how the Foundation's funds were spent.**

\*\*Please see attached

## **Project team:**

**Jennifer Corriero** - *Project Direction and Support*: She is the Co-founder and Executive Director of the TakingITGlobal. She has consulted for numerous companies, been actively involved in numerous world summits and forums. Jennifer has been an active support to the conception, implementation and evaluation of the project.

**Jocelyn Sweet** - *Project Support*: She is a young journalism graduate with experience in both Canada and the developing world. Jocelyn now serves as Development and Communications Coordinator for TakingITGlobal. She is the author of the project's proposal and has been an active support to its implementation.

**Francis Cardinal** - *Project Coordinator*: He is a young artist with education and extensive experience in film production, photography, and international development and cooperation. He was responsible for the planning, promotion, ongoing coordination, facilitation and evaluation of the *Language As Violence; Violence As Language* project implemented in Toronto during the summer of 2006.

**Terrence Rodrigues** - *Co-facilitator*: He is a young person born and raised in one of the project's targeted underserved communities. He has extensive experience in facilitation, film production, photography, digital arts and has been working as a facilitator for *Leave Out Violence* (LOVE) for a few years. He was a full time co-facilitator for this summer's series and helped out with the planning and promotion of the event.

**Bruce Lynn** - *Co-facilitator*: He is a Toronto-based Toronto District School Board high school English, Media Arts and Literacy teacher. He also has extensive experience as a film maker, photographer and is involved at the Children's Peace Theater, a group focused on using theatre as an alternative to youth violence. Bruce conceived and hosted the project's Open Forum on *Violence in the media and in youths everyday lives* during workshop 1 in all four locations.

**Ghazaleh Etezal** - *Technology Trainer*: She is currently a Graphic Design student at the Ontario College of Art and Design and a creative designer at TakingITGlobal. Ghazaleh has extensive experience using different graphic software, including print and web. She conceived and hosted all four of the second workshop's digital photography editing sessions.

**Dustin Hills** - *Conflict Resolution Speaker*: He was born and raised in a Vancouver-based, highly underprivileged family and community. He now works for East Metro Youth Service's Violence Intervention Project (VIP), as relatable youth peace advocate. He led a *Conflict Resolution* seminar at all four locations during the third workshop.