

# AMPLIFY

## IN REVIEW:



**DOCUMENTING OUR SUCCESSES,  
CHALLENGES, AND LEARNINGS**

# AMPLIFY EVALUATION & LEARNING REPORT

Published: January 2021

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This publication is the culmination of the successes, challenges, and learnings documented throughout the Amplify project (2019-2021) by over 155 young people across the following cities and regions in Canada and in Europe: Vancouver, Edmonton, Toronto, Ottawa, Montreal, Quebec City, Québec regions - digital LAB, Vienna, Florence, Rome, Ljubljana, Barcelona, Brussels & Beyond - digital LAB.

The Amplify project was coordinated by the following partner organizations:



**APATHY  
IS BORING.**  
Connect, Educate  
and Activate.



**IFM-SEI**  
international falcon movement  
socialist educational international



**YOUTH  
POLICY  
LABS**



**OXFAM**  
Italia



**OXFAM**  
Québec

This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of the Amplify project and do not necessarily reflect the views of the European Union.



This project is co-funded  
by the European Union

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# INTRODUCTION TO THE AMPLIFY PROJECT

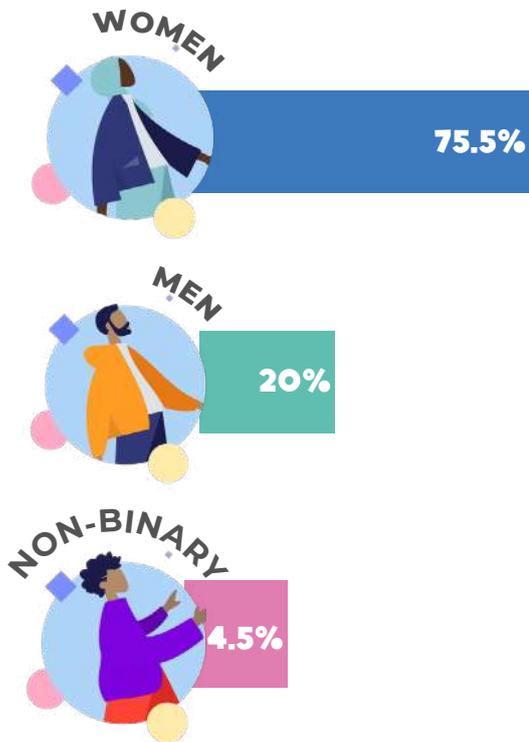


Amplify was a two-year transatlantic project (2019-2021) that sought to **amplify youth voices** in the search for sustainable solutions to **gender inequality, climate change** and **violent extremism**. The project brought together European and Canadian youth, organizations, and networks to build alliances and innovate for social change.

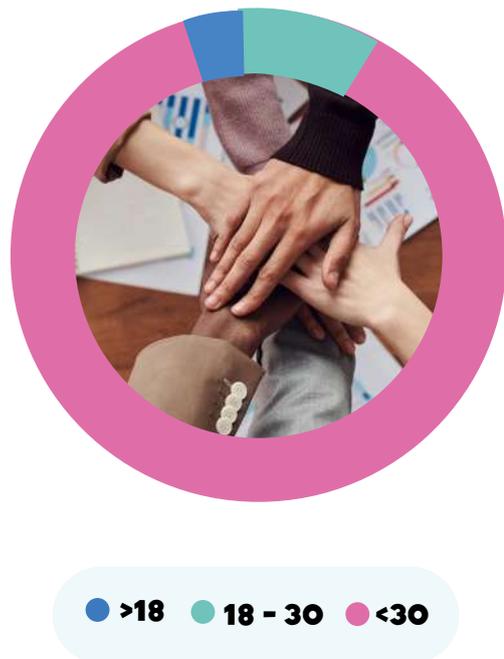
Over **155 young leaders** from **13 localities** across Canada and Europe were directly involved in the Amplify project. The six partner organizations involved in the project were: Apathy is Boring, Citoyenneté jeunesse, IFM-SEI, Oxfam Italy, Oxfam Québec, and Youth Policy Labs.

## WHO WERE THE AMPLIFIERS ?

**Over 75% of Amplifiers identified as women**



**Most Amplifiers were aged between 18-30 years old**



The Amplify project also sought to lift up the voices of youth with fewer opportunities. Approximately

**27%**

of participants identified as BIPOC\*<sup>1</sup>,

**11%**

identified as LGBTQ2S+\*<sup>2</sup>,

**7%**

identified as living with a disability.



## WHERE WERE THE AMPLIFIERS LOCATED?



**C  
A  
N  
A  
D  
A**

- Vancouver
- Edmonton
- Toronto
- Ottawa
- Montréal
- Québec city
- Québec regions - digital LAB



**E  
U  
R  
O  
P  
E**

- Barcelona
- Rome
- Florence
- Vienna
- Ljubljana
- Brussels & beyond - digital LAB

<sup>1</sup> BIPOC stands for Black, Indigenous, People of Colour.

<sup>2</sup> LGBTQ2S+ stands for Lesbian, Gay, Bisexual, Trans, Queer, Two-Spirit.





## VANCOUVER

14 participants



## EDMONTON

14 participants



## TORONTO

9 participants



## OTTAWA

11 participants



## MONTRÉAL

13 participants



## QUEBEC CITY

14 participants



## QUEBEC REGIONS - DIGITAL LAB

10 participants



## **BARCELONA**

11 participants



## **BRUSSELS & BEYOND - DIGITAL LAB**

9 participants



## **ROME**

22 participants



## **FLORENCE**

8 participants



## **LJUBLJANA**

10 participants

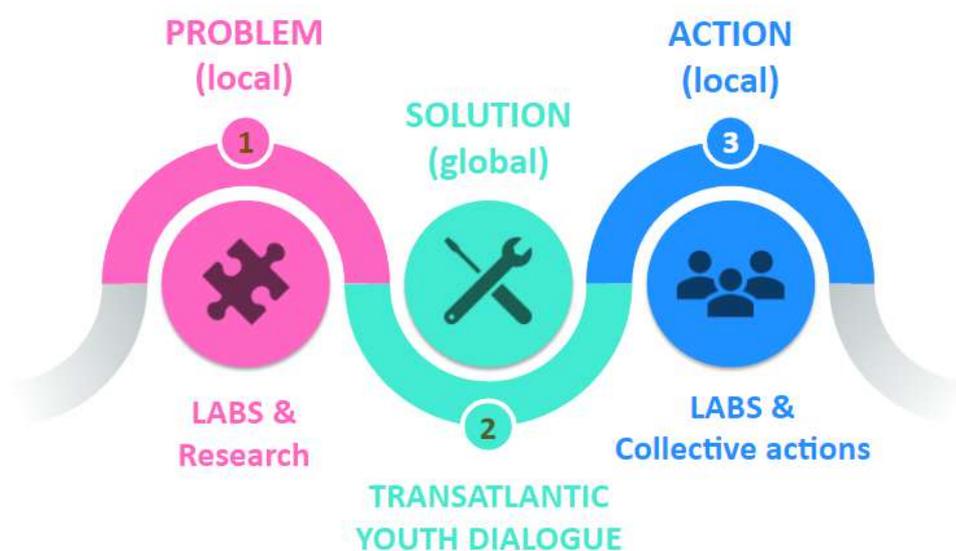


## **VIENNA**

10 participants

## WHAT DID THE PROJECT CONSIST OF ?

The project took place in three phases. At the beginning of the project, youth co-facilitators were trained at an inception workshop in Berlin, Germany on facilitation, teamwork, and research skills, among other topics. These co-facilitators then led **2-days LABS** or workshops with youth in 13 localities. During this first phase of LABS, participants conducted research to identify specific issues on one or more of the three themes of the project. **Three action briefs** were developed to summarize the results of the youth-led research on each of the themes: [climate change](#), [gender equality](#), and [violent extremism](#).



Participants from all 13 localities then met in Montreal, Canada for the **Transatlantic Youth Dialogue** to develop common solutions to the three themes and a [Transatlantic Youth Agenda](#). During the second phase of LABS, participants focused on planning and organizing collective actions at the local level, which was the last part of the project. Over **24 collective actions** were organized across Canada and Europe.

Together, the Amplifiers **reached over 40,000 people** throughout the project.

### Participant from Toronto

“...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...”



# WHAT IS THIS REPORT ALL ABOUT?

This report seeks to document the successes, challenges, and learnings identified by Amplifiers during the project, in order to:

**1. Measure and demonstrate** the impact of the Amplify project's main objective:

“Contribute to mutual understanding and cooperation between the EU and Canada by amplifying voices of young people with fewer opportunities at the transatlantic level, in the identification of joint priorities and common solutions on gender inequality, climate change, and violent extremism.”

**2. Highlight and communicate the experience of youth** in the project

**3. Identify best practices** for future youth projects



# OVERVIEW OF THE MEAL PROCESS



## What is MEAL?

**M**onitoring  
**E**valuation  
**A**ccountability  
**L**earning

Read more in the Amplify  
[2-pager on participatory MEAL](#)



The Amplifiers were an integral part of the evaluation process and participated in many of the project's evaluation activities, which included surveys, activity reports, interviews, and videos. The evaluation plan and strategy was led primarily by the Project Management Unit (PMU), composed of representatives of the six partner organizations. Within the PMU, the MEAL Advisor led the evaluation activities in collaboration with the Project Coordinator of Amplify and with the support of the Digital Communications Officer and the Collective Actions Officer.

The evaluation of the Amplify project sought to answer questions about the process (how the project was carried out) and the outcomes (how the project achieved its objectives).

### PROCESS

- Were the Amplifiers satisfied with the project?
- Were young people with fewer opportunities reached through Amplify?
- Were methodologies developed and good practices identified to mobilize youth?
- Were local action plans successfully created and implemented by the Amplifiers?
- How were the challenges that arose during the project addressed?

### OUTCOMES

- Were alliances created between Canadian and European youth and organisations?
- Did young people engage with decision-makers and/or raise awareness on the three themes locally and globally?
- What did participants learn while conducting research and organizing actions?
- Did participants' perceptions change through their participation in the project?



# WHAT DID THE MEAL TOOLS CONSIST OF?

7

## Evaluation surveys:

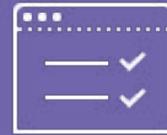
at the beginning and end of the project, after each LAB, and at the end of the Transatlantic Youth Dialogue



26

## Methodology templates:

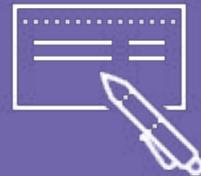
before each LAB



26

## Activity reports:

after each LAB



28

## Collective action plans



8+

**Videos,**  
webdocumentary &  
social media monitoring



# PHASES OF THE PROJECT: SUCCESSSES, CHALLENGES, AND LEARNINGS



## Inception workshop in Berlin - April 2019

This initial workshop brought together **22 participants** from the **six partner organizations** across Canada and Europe. Youth co-facilitators got to know each other, network, and build alliances. The youth were introduced to the project goals and timeline, as well as the three themes of the project (climate change, gender inequality, and violent extremism). They also had the opportunity to experience the methodology for the two-day local LABS and learn about youth-led research, which would be implemented in the 13 localities.

After the inception workshop, both the Project Management Unit and participants filled out an evaluation survey. Several evaluation activities were also led in person at the end of the workshop and a final report documenting the inception workshop was produced.

Participants' feedback from the survey was compiled in the retrospective matrix below (a total of 17 responses were recorded). This tool was also used by participants in a self-reflection activity at the Inception workshop.

What worked well	What was appreciated
<ul style="list-style-type: none"><li>★ Participatory activities rooted in non-formal education</li><li>★ Engaging &amp; interactive learning methods that centered participants</li><li>★ Energizers</li><li>★ Participants learned new methods &amp; facilitation skills</li></ul>	<ul style="list-style-type: none"><li>★ Co-creation process</li><li>★ Variety of activities</li><li>★ Dynamic facilitators</li><li>★ Making new friends</li><li>★ Openness and diversity of participants</li><li>★ Good group dynamics</li><li>★ Free time</li></ul>
What didn't work well	What could be improved
<ul style="list-style-type: none"><li>★ The learning load was heavy, the days were jampacked</li><li>★ Not enough time spent on explaining the project</li><li>★ Some tasks and activities were too broad</li><li>★ Difficult to address all of the learning needs</li></ul>	<ul style="list-style-type: none"><li>★ More in-depth focus on the three themes and the project</li><li>★ Better define concepts</li><li>★ Addressing tensions and miscommunications</li><li>★ More research simulation and time to practice facilitating</li><li>★ More peer-to-peer learning</li></ul>



### Participant from Apathy is Boring

“In terms of methodology and facilitation tools, I think the objectives were all met...I feel confident leading/facilitating these methodologies. However, there is still a lack of clarity on the mission, vision, and intention and desired outcomes of the LABS which makes it hard to envision how we will implement it in our respective cities.”

### Participant from Oxfam Italy

“I think we started building a community. I also realized that our realities are similar and different for multiple aspects.”

## Phase 1 of LABS - July to October 2019

From July to October 2019, youth co-facilitators led two-day LABS in 13 localities across Canada and Europe. Prior to their LABS, co-facilitators planned the activities they would lead during their LABS using the methodology template. During the LABS, co-facilitators and participants decided on the themes they wanted to address and developed a plan to conduct youth-led research on the topics locally.

After this first phase of the LABS, participants answered an evaluation survey (43 participants responded to the survey across the 13 localities). The activity report was also filled out by the co-facilitators to document the outcomes, learnings, and challenges in the LABS.

### Overall satisfaction with Phase 1 of LABS



The average satisfaction rate was 3.8/5.

#### What did participants like the MOST?

- + Their team: the conversations had and the connections made
- + Meeting new people with different viewpoints and backgrounds
- + Sharing ideas, working together as a team
- + Working on the three themes: sharing our passion and curiosity with others
- + Good learning environment
- + Interactive, fun activities and facilitators were attentive to participants' needs

#### What did participants like the LEAST?

- Time constraints: lack of time to dive into the themes, needed more than two days
- Lack of clarity on the objectives of Amplify and expected outcomes
- Concerns and questions around the research process and workload
- Challenges of meeting online and technical issues (for online LABS)
- Poor communication



### Participant from Rome

“I’ve liked that we managed to create a good working environment even though many of the participants didn’t know each other before. The two days LABS were really fun and interesting, each activity was not only useful for the project but a way to discuss our ideas with other teammates.”

### Participant from Vancouver

“We weren’t entirely sure what we were building towards, as we did not know the format of the conference in Montreal...The general goals of the Amplify and research scope could have been more clear from the start.”

**Three action briefs** summarizing the main results and recommendations of the youth-led research were developed: on climate change, gender inequality, and violent extremism. **Over 9,000 people** were reached through the research, media, and speaking events during phase 1 of LABS. To learn more about the research conducted by the youth, check out [this video](#).



### Participant from Ljubljana

“I learned that it’s really important to think, give your own ideas and to participate, because in the end you look back and you can see all the work you did together as a group, all the fun and great time you had...I think such things bring you closer”

### Participant from Toronto

“...this LAB helped me to be more optimistic that there are still people that are passionate about finding solutions and there are still organizations that are willing to listen to us and work with us to change for the better...”

## Transatlantic Youth Dialogue in Montreal - November 2019

The Transatlantic Youth Dialogue (TAYD) brought together youth from all 13 LABS across Canada and Europe to identify common solutions and actions to address climate change, gender inequality, and violent extremism: locally and globally. Together, the youth developed a [Transatlantic Youth Agenda](#) to bring forward key recommendations from their research.

A [4-day summary](#) of the TAYD documented the activities led, learnings gained, and methodologies used during the event. Participants shared their satisfaction of the event through an online survey (41 responses were recorded). Several participants were also interviewed about their experience (see videos below).

### Overall satisfaction with the TAYD



*The average satisfaction rate was 3/5.*





## According to participants at the Transatlantic Youth Dialogue...

What worked well?	What could have been improved?
<ul style="list-style-type: none"><li>+ Open space where participants could discuss any topic in small groups</li><li>+ Connecting and interacting with new people from different backgrounds</li><li>+ Workshops to learn new knowledge and skills, specifically on Indigenous issues and colonialism in Canada</li><li>+ Organizational fair for participants to get to know new and local initiatives</li><li>+ Body breaks and mindfulness exercises</li><li>+ The LABS' presentations of their research</li><li>+ Facilitators adapted to participants' needs and interests after daily debriefs</li></ul>	<ul style="list-style-type: none"><li>- The food: provide more diverse options</li><li>- The accommodation: provide more privacy (fewer people per room) and reduce the distance to the event</li><li>- The space: access to a bigger space, more closed rooms, and quieter spaces</li><li>- Schedule was overpacked: spread out the presentations over several days</li><li>- Reorganize the first day: provide more time to discuss the three themes</li><li>- Some youth felt tokenized and that their research/knowledge was extracted</li><li>- Conversations on race could have been better facilitated and addressed</li><li>- Facilitators could be more attentive to create an open and welcoming space</li></ul>

## Phase 2 of LABS 2 & collective actions - March to November 2020

From March to November 2020, youth co-facilitators led another LAB and organized collective actions in the 13 localities. Because of the coronavirus pandemic, the two-day format of the LABS was shifted to online sessions over several weeks. Similar to the phase 1 of LABS, co-facilitators planned the activities they would lead using the methodology template. During the LABS, participants discussed different solutions to address the issues that arose in their research. LABS then used the collective action plan template to organize their local actions.

At the end of phase 2 of the LABS, participants answered an evaluation survey (62 responses were recorded). The activity report was also filled out by the co-facilitators to document the successes and challenges in their LABS and collective actions. In addition to these activities, interviews were conducted with participants from all 13 LABS about their collective actions.



## Overall satisfaction with Phase 2 of LABS



The average satisfaction rate was 3.5/5.

### What were the **SUCCESSES**?

- + Teamwork: making new friends and meeting old friends again
- + Collaborating with others who share the same values to plan the collective actions
- + Sense of belonging and community
- + Flexibility, creativity, and resources to lead the collective actions
- + Facilitators were supportive, even online
- + Some LABS invited experts or external guests to share knowledge

### What were the **CHALLENGES**?

- Meeting online and organizing online actions because of the pandemic
- Turnover: new participants had to be recruited and integrated after some left
- Disengagement and low energy levels
- Feeling disconnected from other LABS
- Timeline of the project: gap between the TAYD, LABS 2 and the collective actions
- Collective action template was not clear
- Feeling overwhelmed: too much to do, too little time

### Participant from Edmonton

**“I liked how the project challenged me to use skills that I didn’t realise I could use out of an academic setting.”**

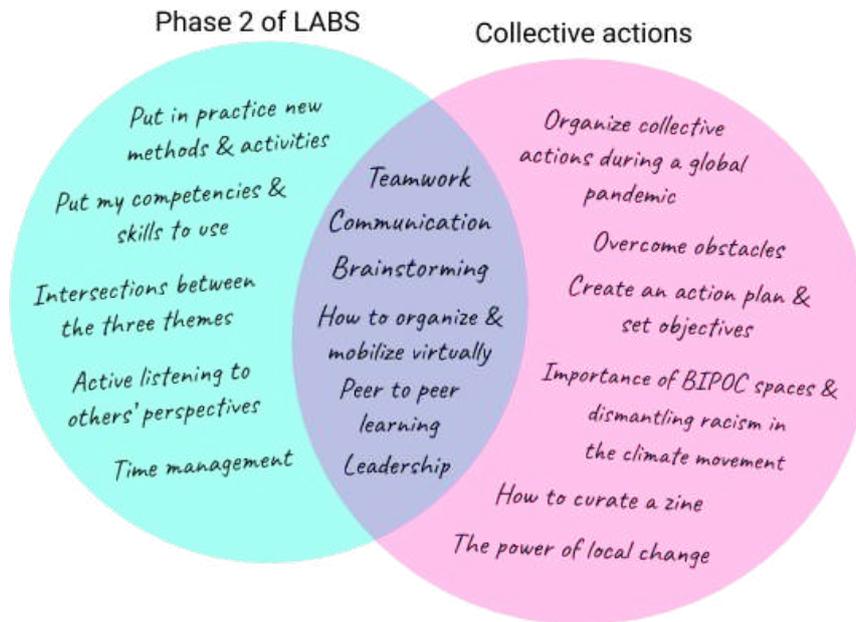
### Participant from Ljubljana

**“[Our main challenge was] the situation caused by the coronavirus, because we had to change a lot of things and adapt to the situation. This has also prevented us from making many plans at the level of reaching out to decision-makers.”**

In total, approximately **24 collective actions** were organized and directly reached **over 6,000 people** in Canada and Europe. Most of these actions took place online, though some LABS managed to organize in-person events, such as Montreal, Quebec city, Barcelona, and Ljubljana.



## What did participants learn?



### Participant from Vancouver

"The most important thing I learned was that even though we come from different backgrounds and lived experiences, we all share a common value which is to feel a sense of belonging with your community."

### Participant from Quebec regions - digital LAB

"...I've learned to better recognize, accept, defend, and encourage diversity. Above all, I learned to put myself more in the shoes of other women of different realities and to listen to them."

### Participant from Rome

"I wanted to have more examples of youth-led collective actions that did work and managed to make a change. I feel that in Italy it is very difficult for a young person to change things!"



# Participants' words to represent their collective actions

## Participant from Edmonton

“The collective actions or main idea was determined as a group by brainstorming together. Everyone’s ideas were explored before coming to a conclusion.”



To find out more about the actions, check out the **collective action toolkit** on [Amplify's website](#).

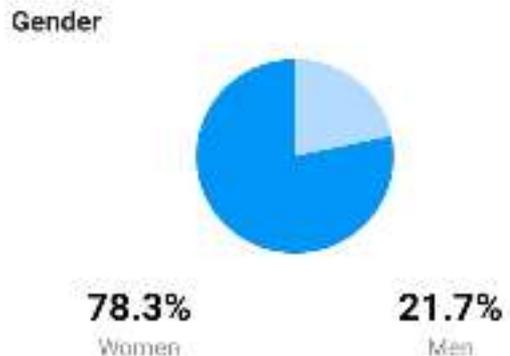
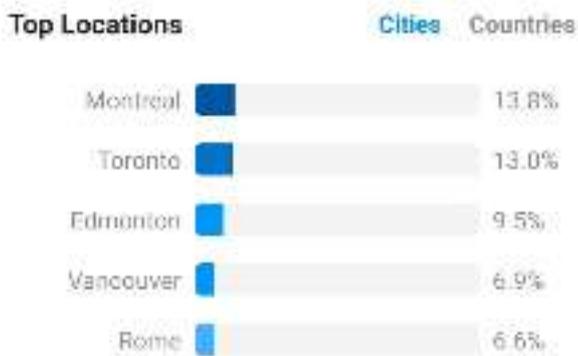
## Amplify's online presence

Throughout the project, Amplifiers had a strong presence online. They shared their research findings on radio shows, participated in podcasts, and published posts on social media. Most LABS also included an element of digital storytelling in their actions. A media/story tracking form and a collective action tracking form enabled Amplifiers to document their online reach.

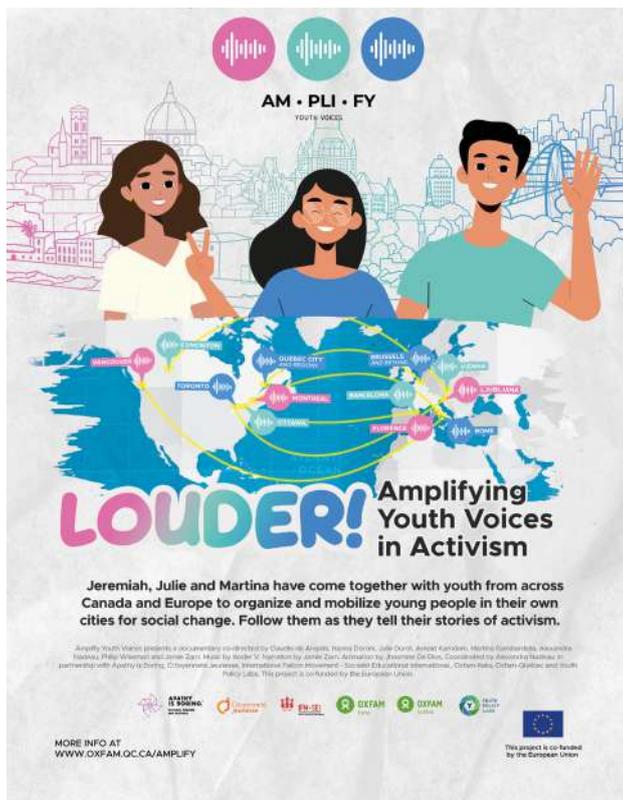
The Amplify Instagram account ([@amplifyyouthvoices](#)) was widely used by Amplifiers to share updates about their actions. The account has **more than 480 followers and over 100 posts**.



Check out these statistics about our followers:



In addition, the Amplify website (<https://oxfam.qc.ca/amplify>) has collected **over 4,900 views**.



A web-documentary, which centered youth voices and their experiences in Amplify, was also created by Amplifiers, with the support of the Digital Communications Officer. The process of creating the web-documentary enabled the youth to reflect on the impact of their collective actions. To watch the documentary, as well as behind-the-scenes footage, check out [Amplify's website](#) for the #HappyYouthYear campaign.



# MEASURING THE IMPACT OF THE PROJECT ACROSS CANADA AND EUROPE

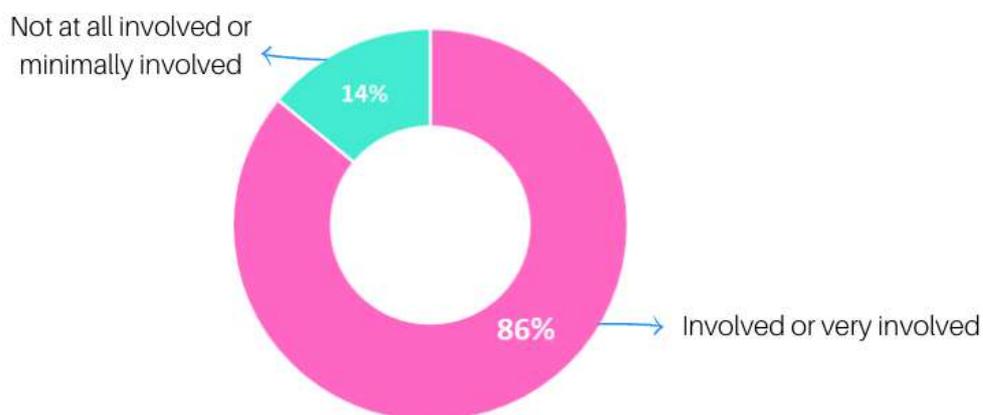


Through the Amplify project, youth, organisations, and networks in Canada and Europe developed new collaborations, locally and globally. Young people took action on gender inequality, climate change, and violent extremism, by engaging with local organizations and raising awareness among the general public. Together, Amplifiers developed a common youth agenda with recommendations on the three themes of the project.

To measure the impact of the project and to document potential changes among Amplifiers, a baseline and an endline survey were conducted at the beginning and end of the project. These surveys asked young people about their **level of civic engagement**, their **perception of their ability to make a change in their city, country, continent, and in the world**, and to be heard by decision-makers, as well as their **sense of belonging to their community**. Interviews were also conducted by the Collective Actions Officer with participants from each of the 13 localities to learn more about the successes, challenges, and learnings from their collective actions.

## At the beginning of the Amplify project...

Most participants were **involved or very involved** in civic engagement.

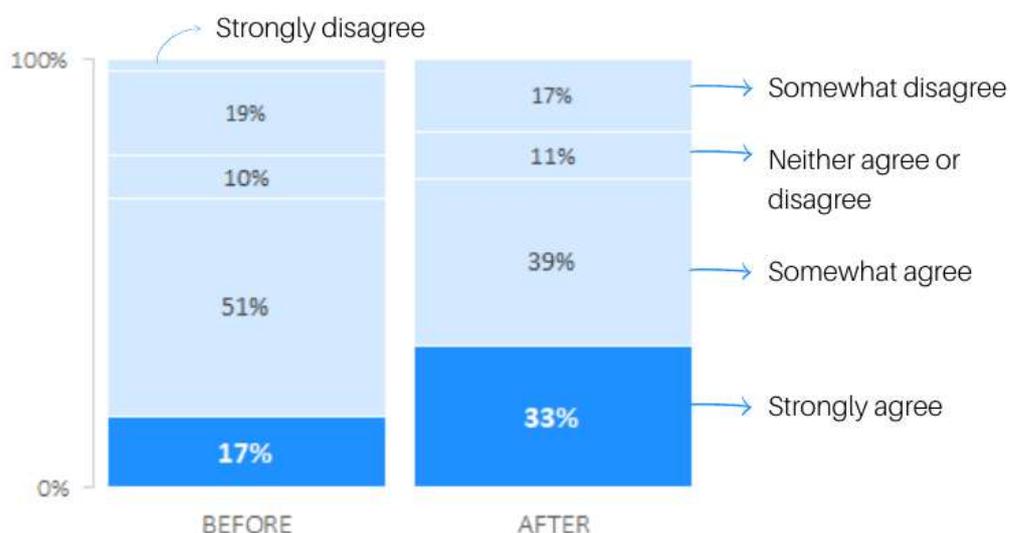


Participants already had a high level of civic engagement at the beginning of the project and by the end of Amplify, 100% of respondents<sup>3</sup> noted that they were involved or very involved.

Let's follow the Amplify journey of Tamara\* from Vancouver and Lucia<sup>4</sup> from Barcelona. At the beginning of the project, Tamara rated her level of engagement as not very involved, but by the end of the project, she considered herself involved in her community. On the other hand, Lucia increased her own rating from involved to very involved by the end of the project.

## At the end of the Amplify project...

Participants felt more confident in their ability to make a change **in their city**.



Since the collective actions took place locally, participants were able to see the immediate impact of their actions in their city and felt more confident that they could make a change on the local level.

This was also the case for Tamara and Lucia who, by the end of the project, strongly agreed that they could make a change in their city (rather than only somewhat agreeing, at the start of Amplify).

<sup>3</sup>Note: the baseline survey received 77 responses, while the endline survey only had 18 responses.

<sup>4</sup>These are fictitious names representing participants in the Amplify project.





**At the country level**, many participants like Tamara feel that making a change is possible, though participants were more polarized on the topic at the end of the project. On her side, Lucia's confidence in her ability to make a change in her country decreased. **On the continental and planetary levels**, participants were slightly less confident that they can make a change compared to the start of the project, potentially because of the uncertainty caused by the global pandemic.

On the other hand, participants **felt much more confident that they are taken seriously by decision-makers** by the end of the project (73% agreed or strongly agreed, compared to 35% at the beginning of the project). Tamara was one of those participants who didn't feel that she was taken seriously by decision-makers at the start of Amplify, but changed her mind by the end.

The **sense of belonging of the youth in Amplify also increased slightly** (89% of respondents agreed that they were an important part of their community, compared to 84% at the beginning of the project). The local LABS enabled the youth to create strong connections within their teams, which for many, became their community. Although Lucia already felt she was an important part of her community and her sentiment did not change, Tamara's sense of belonging to her community increased by the end of the project.



# How did participants feel at the end of the Amplify project?

hopefully  
Hopeful nostalgic  
inspired Grateful  
peace relieved Festive  
emotional curious  
happy  
bit sad  
connected excited  
little matured  
Tired proud



## Participant from Ljubljana

“Although they require a lot of work and responsibility, I think we should do more projects like this one, because they motivate groups and organizations to network transnationally, and participants are making friends all over the world. Last but not least, we develop also on a local level and by that we are creating together a better tomorrow.”

## Participant from Vancouver

“I liked how we had the opportunity to create community space during these difficult times. I liked how our communities were brought closer together”



# LESSONS LEARNED & RECOMMENDATIONS FOR THE FUTURE



## Participant from Vancouver

“...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...”

Throughout the Amplify project, youth participants and co-facilitators shared their feedback on the things they’ve appreciated the most and things that could be improved with the project. Here are some of these highlights and lessons learned for future youth projects:

## 1. Connections are important.

### HIGHLIGHTS

One of the highlights of the project, according to the youth, was the transatlantic connections made at the Inception workshop and the Transatlantic Youth Dialogue (TAYD). It was inspiring for the youth to see what others are doing across the ocean and ideas for collaboration between cities formed. For example, the team in Barcelona, working to implement a public transit card for youth in their city, contacted the team in Vienna who already have this initiative in their city. The Ottawa, Edmonton, and Vancouver teams bonded at the TAYD as they all worked on the topic of environmental racism.

### LESSONS LEARNED

Although there were some regional collaborations between teams in Europe, many youth expressed that they did not feel very connected to the other teams across the Atlantic and would have liked to learn more about each other’s contexts and actions. The youth recommend fostering a transatlantic collaboration that goes beyond one-time international events, and taking advantage of this network to organize actions across countries. Also, participants suggest using a more youth-friendly communication tool (such as a Facebook group) to facilitate communication across teams and continents.



## 2. Build community through collaboration and trust.

### HIGHLIGHTS

Many teams highlighted the importance of building alliances and trust with local organizations. Collaborating with other groups made their projects stronger. Participants also highlighted the importance of engaging with and listening to the communities they seek to serve, to ensure that their actions respond to needs. These values were also integrated within the teams as co-facilitators worked to build trust between participants, by being attentive to their needs and creating space for everyone to share, listen, and reflect. Building trust and facilitating communication increased participants' commitment to the project, and contributed to building community. Some teams also made efforts to reach participants outside of their circles by connecting with local organizations.

### LESSONS LEARNED

In terms of building trust with organizations and stakeholders, participants would have liked to learn more about community organizing and how to develop strategies to plan collective actions. Some participants found it difficult to ask for support when organizations were already overwhelmed and over solicited. On building trust within their teams, co-facilitators found it challenging at times to integrate new participants in LABS 2 and recreate a common ground. It was also challenging to manage participants' ambitions and make sure that everyone's ideas were being heard. Some teams would have liked to learn strategies on how to mobilize youth outside of their engagement circles, as well as virtual engagement strategies.



## 3. Recognize youth time and capacity.

### HIGHLIGHTS

Many teams mentioned that the global pandemic impacted participants' capacity to contribute to the project. Teams had to adapt the format of their LABS and collective actions, and the uncertainty caused by the pandemic made it difficult to plan. Co-facilitators took this into consideration and embraced a youth-first approach. For example, the Vienna team had ambitious plans for their action, but the lockdown impacted their motivation. Their co-facilitators stepped in to support the team and get back on track. The Ottawa team decided to reduce the amount of actions planned to match participants' actual capacities. The Rome and Vancouver teams believe the prior connections they had with their team members helped them to get through it all.

### LESSONS LEARNED

The pandemic undoubtedly had an impact on the potential reach of the project, as many in-person events had to be cancelled. Teams experienced challenges with online and in-person organizing. Even the Quebec regions - digital lab, who were already meeting online before the pandemic, found it difficult to keep up their motivation when all of their activities moved online too (work, school, etc.). Many teams also mentioned that the project timeline was too long. Reducing the gaps between the activities would help to retain participants and keep them engaged throughout the project. Co-facilitators would have also appreciated more clarity and flexibility regarding the administrative requirements of the project.



## 4. Support skill-building and peer-to-peer learning.

### HIGHLIGHTS

Despite the challenges with organizing collective actions during a pandemic, participants mentioned that the circumstances strengthened their sense of creativity and ability to think outside of the box to plan online actions. Participants appreciated having the opportunity to develop their skills and learn from their peers throughout the project, especially during the Inception workshop and the TAYD. Participants also appreciated that the project provided opportunities to continue their engagement after their LABS and collective actions, such as through the web-documentary initiative.

### LESSONS LEARNED

Participants would have liked to develop more concrete skills, such as effective outreach and communication, public speaking, and practical skills in digital story-telling. Some participants also wanted to gain facilitation training and learn more about research methods. Several skill workshops were offered at the TAYD and one participant wished to have used more of what they learned at the TAYD to elaborate their action plan. Lastly, participants wanted to dig deeper into the three themes and exchange with their peers on how their different contexts are affected.



## 5. Youth are speaking up! Are you listening?

### HIGHLIGHTS

Throughout the project, participants voiced their recommendations and raised awareness on the three themes, by successfully translating their research outcomes into concrete actions. Through their research, the teams reached out to youth in their community to identify issues that require action, and acted upon these issues. Some teams were also able to reach out to and connect with decision-makers, such as the Quebec regions - digital team, and the Florence and Rome teams. Despite the pandemic, many issues surrounding the three themes are still on decision-makers' radar.

### LESSONS LEARNED

Although some teams managed to be heard by decision-makers, others had a more difficult time reaching them, namely because of the pandemic, amongst other reasons. Participants would like to have a clearer understanding of how to engage stakeholders who hold power, both the big players, like the EU, and local institutions. Youth seek to be heard by decision-makers and learn how to negotiate with them. Some teams, like the Ljubljana team, would also like to learn to engage stakeholders who are not youth, like the elderly, in intergenerational conversations.



# CONCLUSION



The Amplify project was concluded by an online wrap-up celebration in December 2020, where participants from the 13 localities across Canada and Europe met online once more to catch up and share memories from their Amplify experience.

During this online celebration, Amplifiers shared their **hopes for the future:**



## Participant from Toronto

“Thanks for everything, it was a great experience! I have a small family that will support me whenever I need them and that is a success.”

Despite the challenges that the global pandemic posed to the project, young people continue to hope and dream of a better world.

The Amplify project provided an opportunity for youth to put their hopes into action, by learning new knowledge and skills, and working together towards common solutions to climate change, gender inequality, and violent extremism.

## Participant from Florence

“I have loved the time spent with my friends of Amplify, I'm glad and super happy about the relationships we built together.”



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