
STARCAP Developmental Evaluation Final Report & Framework

Prepared for: The Canadian Community
Economic Development Network
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Executive Summary

This report both describes the findings of the Developmental Evaluation (DE) of the 2023 Synergia Transition and Resilience Climate Action Program (STARCAP), and serves as a framework for applying DE to community development programs.

STARCAP aims to mobilize local climate action by supporting Community Partners with a Massive Online Open Course (MOOC); Toward Co-operative Commonwealth: Transition in a Perilous Century, and accompanying participatory workshops, frameworks, networking, and other guidance. In 2023, seven Community Partners each received \$20,000 towards their participation in the MOOC, the convening of study groups, and the design of one or more local climate action programs.

A five-phased Developmental Evaluation approach was designed to centre the principles of reciprocity, transparency, collaboration, re-centring marginalized voices, and iteration in answering the Canadian Community Economic Development Network's (CCEDNet) **initial questions** around:

- Program participants' needs, attributes of community change agents, and STARCAP's ability to support or strengthen them
- Knowledge gaps and lessons that CCEDNet and STARCAP could be filling and applying

Initial **project phases** included:

1. Rapid Ethnography
2. Community Partner and MOOC Participant Survey
3. Co-Design Workshops with MOOC Study Circle
4. Co-Design Workshops with Climate Action Group
5. Collection, Synthesis and Sharing

As is the nature of DE, both the initial approach and initial questions were refined through iterative synthesis of findings as the evaluation progressed. Where the DE first sought to focus on the St. James Town Community Co-op community partner, after initial interviews the evaluation was expanded to two additional community partners - Eviance, which represents the diverse disability community and Transition Kamloops. This pivot was motivated by the desire to answer the refined questions of whether and how communities with differing levels of diversity and resources, differed in their needs as they related to various aspects of the STARCAP program.

As the evaluation progressed **additional questions**, DE activities and learnings surfaced related to:

- Community members' desires for their futures
- The necessary precursors to community engagement in climate action
- Barriers to participation in the MOOC faced by program participants who self-identify as marginalized
- Understanding the divergent and intersecting challenges and needs of Community Partners based on their lived experiences

Future opportunities stemming from this DE include

- Being intentional about centring health, social connection, and art-making when designing future programs
- Exploring more deeply how social cohesion might be strengthened amidst increasing community diversity
- Focusing on youth as target program participants in order to address time poverty and recruitment challenges.
- De-centring MOOC participation towards climate action design and providing support explicitly for structured program administration
- Conducting community ethnographies at the outset of future CCEDNet program design/implementation/evaluation as a means to deepen trust, establish reciprocity and ground approaches and findings in contextual nuance.

Finally with respect to providing generalizable **guidance on applying DE** to community development, this report proposes a framework based on the Double Diamond approach to design, which can be viewed as scaffolding on which to build various DE activities. Activities undertaken for this evaluation are described in detail to illustrate how this approach might be applied.



Participant's dream for their future from Workshop 1

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About Developmental Evaluation

In the years since Michael Quinn Patton published his first book on Developmental Evaluation titled *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use* in 2010, DE has continued to grow as an alternative approach to traditional (formative and summative) evaluation that is particularly useful in dynamic, emergent and complex conditions when the innovation or program under consideration is still in development.

Developmental	Formative	Summative
What should we be doing?	How can we improve what we're doing?	What is the value of the initiative compared to alternatives?

DE is also well-aligned with bottom-up, local innovation and adoption approaches to change, and is thus a valuable tool to apply to CCEDNet programs which share in this theory of change. More specifically, in these locally led processes, community members identify a need, explore ideas to meet this need, determine their desired outcomes, experiment and test out the idea, adopt and demonstrate results, advocate for change and spread the innovation until a tipping point is reached and desired outcomes are attained and sustained.

Patton describes the purposes of DE as being:

1. Ongoing program development and adaptation
2. Pre-formative evaluation to support exploration and innovation
3. Supporting local adaptation of general principles to navigate top-down and bottom-up forces for change
4. Providing feedback on how major systems change is unfolding and its impact on the horizontal and/or vertical scaling of an innovation/program
5. Exploring real time solutions and developing a rapid response in the face of turbulent, disaster situations

The Developmental Evaluation of STARCAP encompassed a number of these purposes including; 1: Developing and adapting STARCAP to community partner needs across Canada, 2: Exploring emerging approaches to support climate action engagement in communities, 3: Supporting local communities through the MOOC and workshops, and to a lesser degree 4: Understanding how systems change might impact the scaling of both STARCAP and the climate action it resulted in.

The STARCAP DE also aimed to centre the voices of those most disproportionately impacted by the climate crisis in a way that was decolonized. That is it aimed to uphold the principles of local control and self-determination, transparency, reciprocity, collaboration and iteration.

To this end, the initial proposal for the STARCAP DE was to focus solely on the St. James Town Community Co-op (SJTCC) as it represented the most marginalized community partner; but also because the proximity to the evaluators allowed for in person trust building. It was also hypothesized that the unprecedented diversity of lived experiences in St. James Town would allow for findings to be generalized and extrapolated to a number of other Canadian communities.

The initial proposed DE phases included:

1. Rapid Ethnography with diverse STJTCC members -to deepen contextual awareness and build trust
2. Community Partner and MOOC Participant Survey -to better understand participant impressions of the MOOC, their motivations, co-benefits and barriers and enablers to engaging in it
3. Co-Design Workshops with MOOC Study Circle - to vet evaluation priorities surfaced in Phases 1 & 2 and design evaluation metrics and approaches
4. Co-Design Workshops with Climate Action Group - to iteratively refine learnings and evaluation approaches surfacing from Phase 3 , and collect additional data against these
5. Collection, Synthesis and Sharing - to synthesize and contextualize data and stories and develop a generalized evaluation framework and lessons

Developmental Evaluation as Program Design

While resources and frameworks to support practitioners of Developmental Evaluation abound, the framework that this report describes aims to support concurrent program design, implementation and evaluation in an effort to meet the needs of CCEDNet Program Managers who oversee all aspects of novel programs to support local community development efforts.

Much like Developmental Evaluation asks *What should we be Doing?*, the Double Diamond asks *What should we be Designing?* (during the **Designing the Right Thing** phase). It further qualifies this question by asking; *How should we be Designing it?* (in **Designing the Thing Right** phase).

In order to answer the first question, the Double Diamond process deconstructs the proposed initial challenge/brief/question through a series of divergent exploratory activities in the **Discover** phase. This phase culminates in a set of unstructured research findings which are then refined during the **Define** phase to establish an updated project brief, challenge or question. This updated question then directs the purpose of the **Develop** phase and the focus of the process shifts to understanding how best to meet this purpose (i.e. how should we answer the revised question). Again, a series of divergent ideation activities are conducted to brainstorm possible solutions. These ideas are then tested iteratively and refined during the **Deliver** phase, until a final solution/answer/program or product results.

Built into both convergent phases of the Double Diamond process is evaluation; the findings from which inform continued iteration. These evaluations utilize formative and summative approaches and thus allow for both the benefits of traditional evaluation within a framework that allows for complexity, interplay among systems, co-creation and iteration.

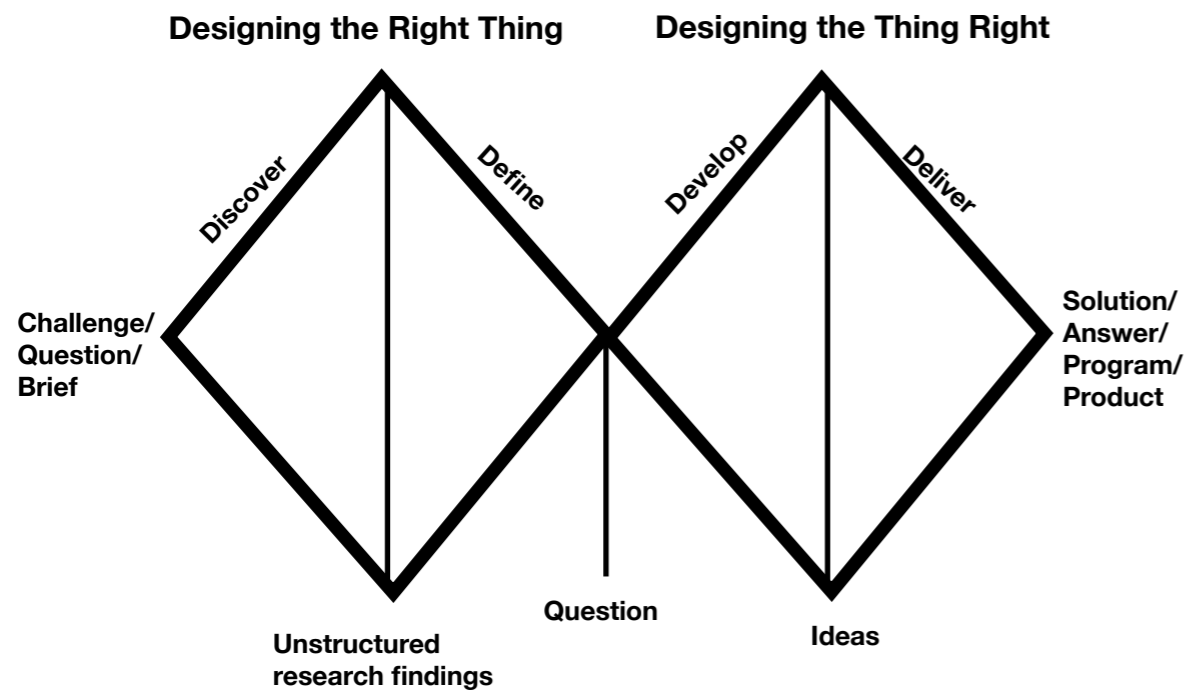
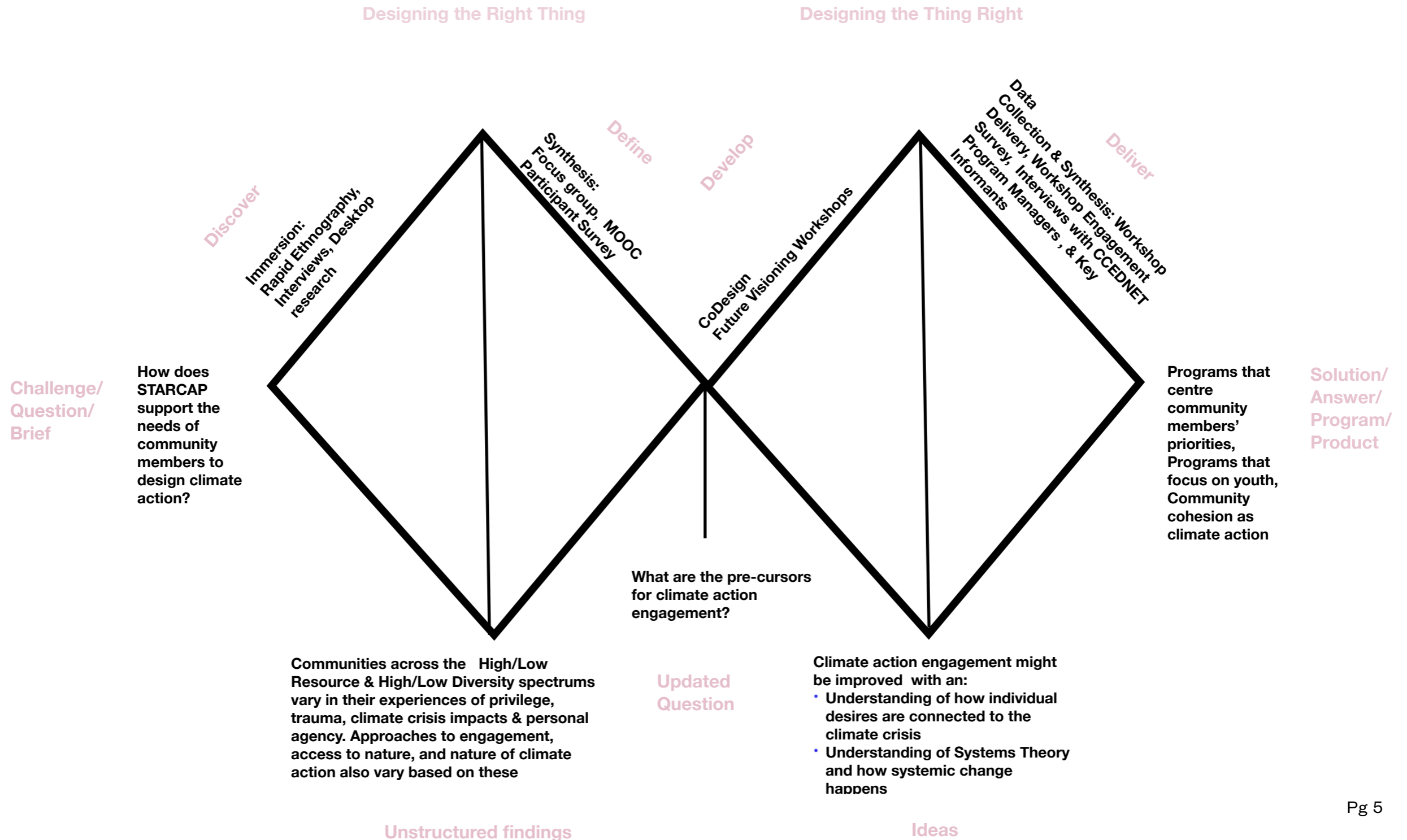


Figure 1. The Double Diamond design process model popularized by the British Design Council in 2005 and adapted from the divergence-convergence model proposed in 1996 by Hungarian-American linguist Béla H. Bánáthy in his book 'Designing Social Systems in a Changing World'

A Double Diamond Framework for STARCAP

The figure below applies activities and learnings from the STARCAP DE to the Double Diamond framework to illustrate how each map onto each other. Note that while the STARCAP DE did not aim to (re)design a new program, by way of embedding itself in the program delivery, it refined the program in realtime.





Eviance Community Members



St. James Town Community Co-op Members



Transition Kamloops MOOC Study Circle

Designing the Right Thing

STARCAP

- 1 To help organizations undertake or strengthen long-term climate action in their communities in ways that advance community resilience and climate justice.
- 2 Support Community Partners in exploring and applying MOOC content to their local climate and community resilience actions.
- 3 Collaborate with Community Partners to form study circles to explore what they are learning.
- 4 Collaborate with Community Partners to form action groups that identify or undertake a climate or community resilience action.
- 5 Deepen our collective learning and strengthen our collective capacity across the STARCAP Community Partner network.

MOOC

The MOOC is structured into seven modules. Each module runs for three weeks and includes content review, exercises, discussion and individual reflection for a total of 21 weeks. Completion of each module requires a minimum of 2.5 hours per week.

1 Framing the Transition Journey

Sets out the context, key concepts for analyzing the problem and introduces a number of community alternative models and tools, providing a vision and foundation for the course.

2

Stewarding Land for the Common Good

Examines solutions that involve common, co-operative and community forms of land ownership and how this relates to systemic change.

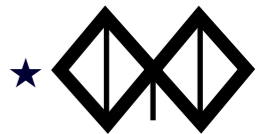
3

Just Food Systems

Designing food and agricultural systems focused on people's health and the health of the environment, not maximizing profit.

Designing the Right Thing

1. Evaluation Goals

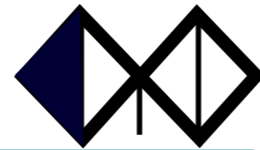


This evaluation was motivated by the desire to understand how well STARCAP and its components (e.g the MOOC, workshops, study circles & climate action groups) supported community members and change agents in engaging in climate action. Further, there was an openness to explore potential knowledge gaps that were relevant to STARCAP and to CCEDNet's future program development. Part of this gap was understanding how DE could be applied to other CCEDNet programs, and to this end, the production of a DE framework was also a goal of the evaluation.

A key characteristic of both the Double Diamond process and Developmental Evaluation is the iterative interrogation of other, potentially better possibilities, as new knowledge emerges. As such, the initial questions above, while useful in clarifying a starting point, were used to collect data which was then synthesized to surface other potentially more valuable questions.

Designing the Right Thing

2. Discover



Desktop Research + Interviews



St. James Town. Toronto Star
Photograph Archive, Courtesy of
Toronto Public Library

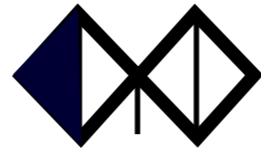
As initially proposed, the DE began with the assumption that focusing on the St. James Town Community Co-op (SJTCC) Community Partner would surface generalizable learnings that could apply to multiple communities across Canada, given the diversity of St. James Town residents. Desktop research and interviews with community members who were recruited through the SJTCC MOOC study circle were conducted to understand; community constituents, current and previous community initiatives, including climate action, and to develop an initial understanding of community norms in order to establish an approach for the ethnography.

Findings from these activities led to questioning if focusing only on SJTCC was sufficient,

and whether contrasting the experiences of SJTCC members with communities who were less diverse and had more resources available to them would provide more insights on how STARCAP was supporting diverse community partners. For this reason, the evaluation was expanded to include the Eviance community partner (high diversity, high resource) and the Transition Kamloops community partner (low diversity, high resource).

Designing the Right Thing

2. Discover



Rapid Ethnography

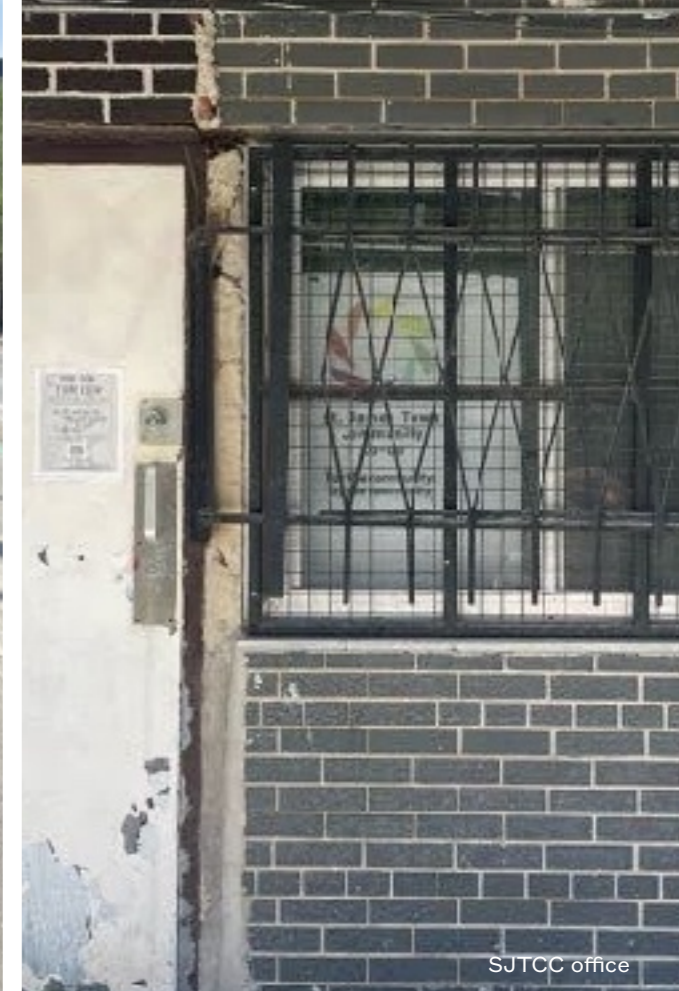
Given the exploratory nature of this first phase, the ethnographic interviews and observations had two main goals. The first was to better understand participant's present day realities, their histories, how they perceive their communities, and any other salient contextual factors and/or personal experiences. The second goal was to obtain a preliminary understanding of participant motivations, group facilitation approaches, program support and MOOC training as it related to engagement with STARCAP. Combined, these insights were intended to inform the development of survey questions and workshop approaches in subsequent phases of this evaluation.

The ethnography and interviews also allowed for a better understanding of how to approach community partners and participants in a way that engendered trust, reciprocity and transparency, and to reflect this understanding in the approach to future phases of this evaluation.

Immersive contextual inquiry and community walk-about were conducted with two community members in St. James Town, while virtual interviews were conducted with two community members in each of the Transition Kamloops and Eviance communities.



SJT community walk-about with community member



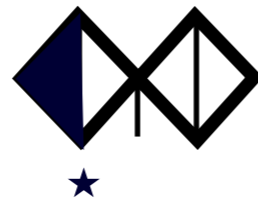
SJTCC office



SJT apartment buildings

Designing the Right Thing

3. Unstructured Findings



Privilege, diversity, trauma, and connection to nature were overlapping themes impacting the lives of people in the community partner organizations.

These themes also applied to the specific barriers and enablers for participating in STARCAP. For example, privilege increased participation, supported ongoing engagement and afforded comfort with the MOOC structure and content; trauma did the opposite. Additional themes related to engagement in the program are described below.

Privilege Reinforces Privilege

As further described in the Phase 1 Report in Appendix B, participants across the community partners experienced various degrees of privilege, which influenced their capacity and approach to participating in climate action. For example, with respect to their use of CCEDNet funding, TK was able to rely on volunteers to provide time and resources towards climate action initiatives, because they were experiencing a surplus of both.

Eviance also advocated for CCEDNet funds to be used towards engaging seven fellows to perform a reflexive evaluation of the MOOC (as opposed to the CCEDNet requirements of engaging 15 participants in study circles). The intent of the evaluation was to enable more Eviance community members to participate in future STARCAP programs.

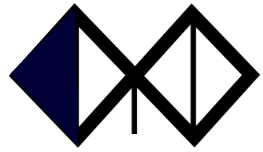
In contrast, STJCC reserved the funding to use for advocacy, but was unsure of whether they would be required to return the funds, because they were unable to recruit enough community members to participate in the MOOC.



Police officer high-fiving a youth in St. James Town



Former St. James Town park being cleared for condos



Trauma Compounds Trauma

While participants across communities experienced trauma to varying degrees due to the pandemic and climate crisis, in St. James Town, these relatively recent traumas compounded historical traumas due to immigration, racialization and poverty. Further, these traumas are triggered and amplified in the course of daily activities of living, by way of sirens and yelling throughout the night, constant construction noise, police presence in recreation spaces, and gentrification which appropriates community green space.

Without Resources Diversity Impedes Engagement

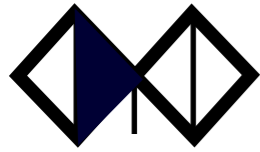
While diversity is often touted as a beneficial attribute of communities, in Saint James Town where community members differ by ethnicity (67% are visible minorities), class, political ideologies, religious backgrounds, spoken languages (57% have a mother tongue other than English), technology proficiency, citizenship status, ability, income and level of neighbourhood commitment, engagement requires language translation, multiple channels (analog, digital, etc.) and accessibility considerations, amongst others. Further SJT is not immune to racism, classism or ablism. Ethnography participants spoke about incivility and competition, which is in part is related to the scarcity of resources. This makes engaging across the diversity of community members challenging at best, and in some cases creates further division.

In contrast, by advocating for a customized use of resources through their fellowships, Eviance, which represents diverse disability community members, was able to better support future diverse participants.

Explicit Will to Commune with Nature

A common theme amongst participants in both St. James Town and Transition Kamloops was their explicit desire to commune with nature. A Transition Kamloops participant, for example, moved from Toronto to Kamloops expressly to be closer to nature, and commented that they now have immediate access to wild green spaces. In St. James Town, a participant told us that she moved from Kingston, Jamaica to the west coast of Jamaica to become a farmer, and still visits Jamaica yearly to tend to her forest farm there. Both St. James Town participants told us that they dreamed of living rurally outside of the city some day.





Perception of Agency

In St. James Town, community members who face a number of pressures on their time due to the realities of survival were both unable to commit to volunteering due to time poverty, and were also accustomed to receiving benefits such as food, without the requirement of participating in growing, sourcing or preparing it.

By comparison, Transition Kamloops community members were active in volunteering and designed a number of climate action projects to benefit their community. Similarly, Eviance was able to successfully advocate for the use of CCEDNet funding to evaluate the program from an accessibility perspective, understanding also that their contribution to future program design would support ethical and meaningful engagement beyond their community.

In St. James Town, and similarly with Eviance, the inability or unwillingness to engage in STARCAP, is related in part to the understanding that systemic changes are required before community members can meaningfully participate in local climate action. In Kamloops where most community members are beneficiaries of current systems, they were able to focus their efforts on local climate action.

Immediacy of Climate Crisis

Kamloops has experienced several extreme weather events in the last 3 years including flooding, extreme heat and wildfires. Residents of St. James Town who predominantly live without air conditioning, have also experienced extreme heat during the summer months. Still, the climate crisis is not as pressing to the St. James Town community, due to more immediate priorities such as food access. For Eviance, recognition of the immediacy of the climate crisis is compounded by the experiences of exclusion that their community experiences more broadly. Both Transition Kamloops and Eviance had higher levels of STARCAP engagement than St. James Town.

Engagement Approaches

In Kamloops, outreach to raise awareness of STARCAP occurred through several formal channels including tv ads, radio ads, social media and email campaigns. Uniquely Transition Kamloops was also able to secure time on a local television program to speak about STARCAP. All of this outreach required several volunteer hours to organize and manage. Transition Kamloops also had participants register directly with their organization vs. CCEDNet, which enabled them to follow up with participants at relevant times with customized content. Still, Transition Kamloops described ongoing engagement as requiring a large amount of effort and follow up and while acknowledging the privilege that allowed for this, also noted that this level of effort was unsustainable.

In St. James Town, outreach primarily happened through word of mouth and informal networks. Participation in the SJTCC study group peaked with 6 participants at the first meeting and then again at 4, during the food module of the MOOC, as this is the main focus of the community co-op. It subsequently dwindled with some meetings being cancelled or only having the STARCAP evaluators as participants.

Eviance posted paid positions for youth fellows to engage in the program. Their recruitment efforts involved an interview and selection process based on their goals of providing a reflexive evaluation of the program for disabled participants. Eviance youth fellows met weekly to review learnings and share reflections on the MOOC and the broader STARCAP program, as this was a requirement of receiving their stipend.

Leadership

An important theme that surfaced across community partners was the importance of leadership to influence participation. In Kamloops, Transition Kamloops was supported by two additional organizations; Kamloops Food Policy Council and the Kamloops Naturalist Club. Together these organizations were able to leverage their leadership to motivate their members to participate. In St. James Town, Participant 2 is a well-known and charismatic activist, which influenced participants outside the community to join the program but was not enough to overcome the barriers discussed above to increase engagement of local residents.

Structure of Study Groups and Climate Action

In St. James Town all study group sessions happened virtually via Zoom at a time and frequency agreed upon by participants at the first meeting (initially every Friday at 1 pm, then every other Thursday at 5). The sessions while scheduled for 1.5 hours, often extended to two or more, as topics adjacent to, and beyond those of the MOOC module were explored. While the first session used a formal facilitator who assumed a level of proficiency with the materials, members discussed how to better support participation among participants with less time and topic familiarity. This led to informal discussions centred around content that stood out for participants in each module.

Transition Kamloops held 13 study groups, 7 in person and 6 virtually, with an average of 15 people attending each. Facilitation was provided by experienced facilitators in the community who prepared formal facilitation guides for each module. These 1.5 hour sessions included icebreaker activities, smaller breakout conversation cafes and larger group discussions. Part of the study group time was also reserved to engage participants in the planning for “Action Fest”; a full day dedicated to climate action design based on the learnings from the MOOC.

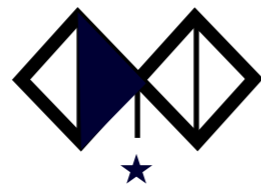
Action Fest took place on April 29 from 10-3 pm with formal facilitation aimed at generating and refining ideas for climate action. 65 people attended and 12 climate action initiatives were developed, with a deadline of May 31 to complete the formal project plans. Transition Kamloops continues to support initiative leaders and the climate action activities that began in June.

Eviance youth fellows met weekly online, and also participate in study groups and have plans to engage in climate action as part of their evaluation.

Experiences with MOOC

Without exception, all participants we spoke with who were exposed to the MOOC found the content dense and the time required to engage with it, onerous. This is not to say that it wasn’t considered valuable and Participants commented that learnings from other international communities was inspirational and motivating. That said, Eviance’s perspective that requiring participants to overcome barriers to engagement in the MOOC is unethical is an important Human Rights frame that applies broadly to a diversity of participants.

Designing the Right Thing



4. Define

Synthesis, MOOC Survey, Focus Group, New Questions

During the Define phase, unstructured findings were synthesized and additional evaluation activities were undertaken in order to converge on a revised question(s). These additional activities, including a survey and a focus group sought to delve deeper into potential areas of foci with the goal of landing on an evaluation question that would be equally valuable to CCEDNet and the St. James Town Community Co-op.

Initial Synthesis

Following the **Discover** phase, unstructured findings were synthesized in order to converge on a revised question(s). Possible new areas of foci at this juncture included:

- Deepening the understanding of how Community Partner's **trauma and privilege** impact STARCAP engagement and outcomes
- Exploring participants **connection to nature** as a means of increasing climate action engagement
- Incorporating Eviance's **reflexive evaluation** of STARCAP into subsequent DE phases
- Better understanding the interplay between **community leadership** and climate action engagement

MOOC Survey

The initial intent of the survey to further interrogate themes that emerged from Phase 1, was also revised to focus on barriers and enablers to engagement for those self-identifying as marginalized.

This decision was informed by the understanding that it would be challenging to capture additional nuance and context through a survey and that the workshops planned for subsequent phases would likely be better suited to this type of data gathering.

In order to minimize survey fatigue, DE survey questions (see Appendix C) were added to Synergia's STARCAP survey of all program participants. The results validated that the biggest barrier to engagement for all participants was the time commitment required. Other barriers such as lack of transportation, childcare, and/or challenges with grasping content only applied to marginalized respondents.

With respect to how to make STARCAP more inclusive, feedback primarily centred on co-creating content with diverse groups, hiring BIPOC facilitators and workshop leaders and ensuring that an equity lens was applied throughout the program modules vs. being centralized in one module. Interestingly, the focus of the feedback was on the course content and not on course accessibility. Still, the vast majority of marginalized respondents felt the content resonated with their personal context with the exception of those with disabilities. Marginalized participants also felt comfortable sharing in the peer to peer learning environment. The primary motivations for engagement in STARCAP were to deepen analysis of climate change and ecological issues and to strengthen capacity to contribute to meaningful social change. Professional development and career advancement were cited the least as motivations for engaging in STARCAP.

Focus Group

Given that the survey's main finding was related to the untenable time commitment required by the program, the issue of time was explored further through a focus group with six SJTCC members.

The synthesized findings of the ethnographies and survey were shared with focus group participants and the discussion sought to better understand time pressures facing community members and how they might be alleviated to make space for climate action. A theme that emerged was that beyond the burden of activities of daily survival, community members have other personal goals that they prioritize. For example, participants spoke about the goal of owning a home in the suburbs, supporting their children's education or saving for travel to their home countries. As the focus group progressed, the question of whether a deeper understanding individual priorities and dreams for the future, would allow for better design of engagement approaches, was explored. More specifically, **if there was an understanding of desired futures, could programs be designed to align with these in order to improve engagement?**

New Questions

What are the precursors to engagement in climate action for community members across diverse communities?

Can a better understanding of desired futures inform program design such that engagement is increased?

Although broad, this first question was prioritized due to its particularly elegant reciprocity. Answering it could inform the development of new programs (as well as the potential refinement of STARCAP) for both CCEDNet and community partners, so that each could benefit from increased participation and impact.

The second question establishes a starting hypothesis to be further developed and explored in subsequent DE activities.



Workshop 1 Participant's future home



Workshop 1 Future Visioning

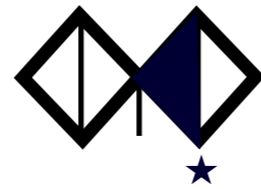


Workshop 1 discussion

Designing the Thing Right

Designing the Thing Right

5. Develop



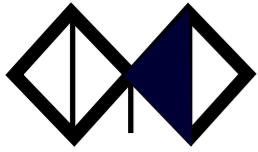
Co-Design of Future Visioning Workshops, Ideas

The initial DE approach proposed workshops as a means to co-create the evaluation objectives and metrics. This goal was partially addressed in the previous focus group by landing on the evaluation question around precursors for engagement. These workshops thus sought to better understand **whether understanding and addressing people's hopes for their futures is in fact a precursor to engagement in climate action.**

A series of two workshops were designed. The first employed art-based and visioning practices to surface participant hopes for their futures. Two approaches were developed; letter writing to future selves, and visualizing attributes and environments of desired futures through mixed media application of collage, painting and drawing. **The goal was to establish an expansive vision of the future unconstrained by current narratives or situations.** In effect, the invitation to participants was to dream, and dream audaciously.

Where the first workshop sought to be broadly generative, the second workshop was designed to create awareness of the practical considerations required to create conditions in which desired futures could flourish; one of these considerations being the climate crisis.





★ The second workshop began by introducing visions of the future that were informed by climate crisis.

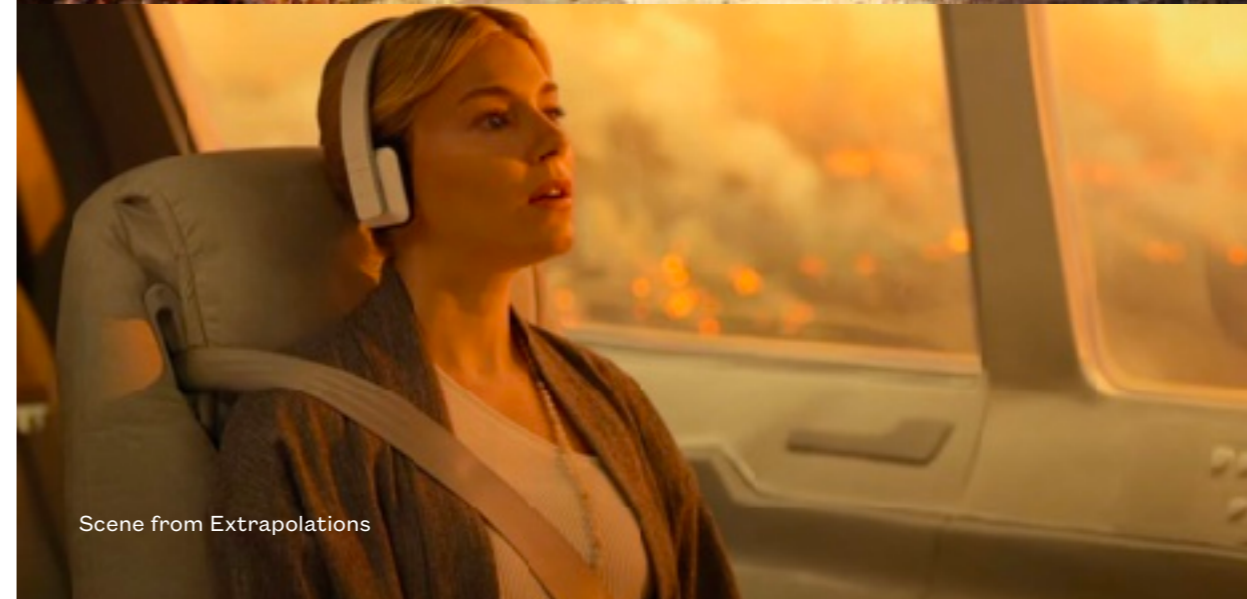
Three narratives from mainstream movies and tv were chosen to represent a diversity of views. The first clip chosen from the 2008 movie WALL-e, depicts a future where all inhabitants of Earth in the year 2805 have been relocated to a massive space ship. Earth's ecosystem which had been destroyed through mass consumption, is being cleaned up by robots like WALL-e (Waste Allocation Load Lifter Earth-Class) while humanity preoccupies itself until it can return to a purified planet. The space ship itself is owned and operated by the Buy and Large corporation which also runs the on-ship schools. In the scene selected, blobulous people scoot around on hovering mopeds while watching screens, online shopping and drinking meals. Their bodies, enfeebled over generations of increasing inactivity have little muscle mass with which to move independently. Rarely do people have in-person conversations, much less come into contact with other bodies. Robots serve as ubiquitous helpers and more covertly to diminish human agency.

The second clip from the 2022 Apple TV series Extrapolations begins in 2037 with a social uprising as wildfires spread across every continent on the planet. A subsequent scene depicts a portion of the COP42 meeting, where global temperatures have already increased by more than 2.5 degrees (the Intergovernmental Panel on Climate Change (IPCC) has warned that exceeding 1.5 degrees will have substantial and irreversible adverse impacts) and a cap of 3 degrees is being advocated for amidst global water shortages. Finally, a conversation between two business men regarding the inability of current levies to contain rising ocean levels due to ice cap melt, rationalizes the profit to be had by continuing to build levies which will be breached so that new levies will be necessary.

While Wall-e circumvents a life on Earth challenged by climate chaos by absconding and relying on technology for a fix, Extrapolations envisions how humans might adapt to life on Earth until 2070, in the face of increasingly dystopic conditions. In doing so, Extrapolations explores the cognitive aspects of human behaviour, where Wall-e presciently describes the impact of technology as a panacea.



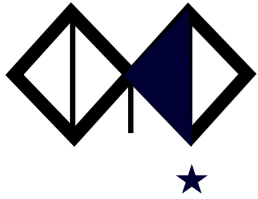
Scene from WALL-e



Scene from Extrapolations



Scene from Black Panther



The third clip chosen from the 2012 movie Black Panther, depicts an Afro-futuristic counterpoint to the previous two clips. In the scene selected, T-Challah, King of Wakanda, flies in an airship with cloaking technology through a portal over a secret East African location to access the Kingdom of Wakanda. Landlocked deep in the jungles amongst mountains and waterfalls of the purest water, Wakanda is a breathtaking example of technology and nature seamlessly intertwined. In contrast to WALL-e, Black Panther depicts a vision of advanced technology in service of both Wakandan culture and the natural world on which it relies.

These three clips were chosen to elicit discussion about possible futures and understand participant impressions of how and whether these futures aligned with their visions from the first workshop. Further, the degree to which the climate crisis impacted participant's perceived ability to realize their desired futures was intended to be explored. The goal being to discuss why certain futures have become predominant narratives and to understand whether and how these depictions of futures resulted in participants altering their views of their own desired futures.

Following the presentation and discussion of these 3 clips, systems theory was to be introduced as a way of illustrating that how we live today is a result of financial, technical, educational, political, environmental, health and other entangled systems that have been intentionally designed to this end. Here the desire was to explore whether equipping participants with the tools to think critically about systems change could then allow for similar divergent thinking that was used to create their desired futures in Workshop 1. That is, **Given predominant future narratives and the systemic realities that lead to them, could participants begin to envision necessary systems change as a precursor to their desired futures?** This question was in part motivated by the knowledge that the SJTCC had set aside their STARCAP participation funds to engage in advocacy to better support their climate action efforts.

Further, the desire to **explore whether tangible examples of systems disruption could motivate engagement** led to the last portion of the workshop where the activities of the SJTCC were described. In particular, the co-op's efforts to build an alternative food system centred on locally grown food and bulk food buying would be described along with an alternative economic system driven by a time bank.

In summary, the thinking behind this approach to designing the workshops was to learn **whether the gap between community member's desired futures and predominant narratives about possible futures (both positive and negative) could motivate engagement in climate action**, particularly if the ways in which systems were designed and could be redesigned were illustrated both in theory and application.

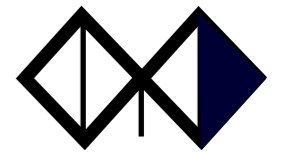


SJTCC Climate Action Activities



Workshop Participants with their future visions

Designing the Thing Right



6. Deliver

Workshops, Workshop Survey, Key Informant & Program Manager Interviews

Recruitment for both workshops occurred mainly through flyers posted throughout the community and to a lesser degree through word of mouth. While not all attendees were members of the SJTCC, all fifteen lived within the boundaries of the neighbourhood. Participants were offered \$75 for each 3 hour workshop and were asked to attend both as the second built on the outcomes of the first. Appendix D includes the slide decks for each of the workshops including the detailed agendas.

Workshop 1: Envisioning your Future in St. James Town

The first workshop began with paired conversations so that community members had a chance to get to know each other in small groups before introducing their partners to the larger group.

While the ultimate goal of the workshops was to better understand climate action engagement precursors, the workshop intentionally avoided speaking about the climate crisis as a means to keep ideation expansive.



As a prelude to visualizing their futures, participants were encouraged to think about how their futures selves would dress, speak and move, who they would be surrounded by and where, in addition to how they would be spending their time. They were then invited to write to their futures selves with this vision in mind. To accommodate the range of participant ages, the time span for this future self was between 5 and 10 years.

After a break for a meal of samosas, Jamaican patties and fresh fruit and vegetables, participants were invited to use various art materials to create a visual that represented their desired futures. After creating these they were invited to show and share their pieces with the group.

Participants shared their visions with generosity and vulnerability. For example, three participants felt comfortable sharing that their desire was to find a husband. Other's shared their desires to overcome an illness along with visions of the future surrounded by nature, as well as depictions of their future homes, and places to which they would travel and/or live.

After the first participant shared their vision, one participant responded with "and so it will be, and even better". She repeated this refrain after the second person shared, and this subsequently became a refrain that was repeated by all participants after each person shared their future vision. This demonstration of mutual support further deepened both the sense of community as well as individual agency.

This simple workshop structure allowed for enough space to connect, reflect, create and share over the 3 hour time frame. The session wrapped up by inviting participants to share their thoughts on the workshop in general. One participant shared that they lived across the street and were often reluctant to walk along Sherbourne Street, but were so happy to meet neighbours with whom they connected with so quickly. Another participant shared that the workshop was therapeutic.

Following the workshop, themes from the letters and art created were synthesized. In order to further prioritize these themes, an additional activity was added to the second workshop where participants could focus in on their top priorities.



Letter writing to our future selves activity



Workshop 2: Creating Pathways to Our Desired Futures

Prioritizing Desires

The second workshop began with an invitation to share how participants were feeling since they met last. People reflected that they enjoyed the time and space to think more deeply about their futures and that they were excited to return in order to continue sharing with others. The themes that emerged from the letters and the discussions in the first workshop were then shared back with participants on large sheets of flip chart paper. These were:

Getting/Staying Healthy

Travelling

Owning/Building a Home

Having nice things

Starting a business

Holding events

Building Community

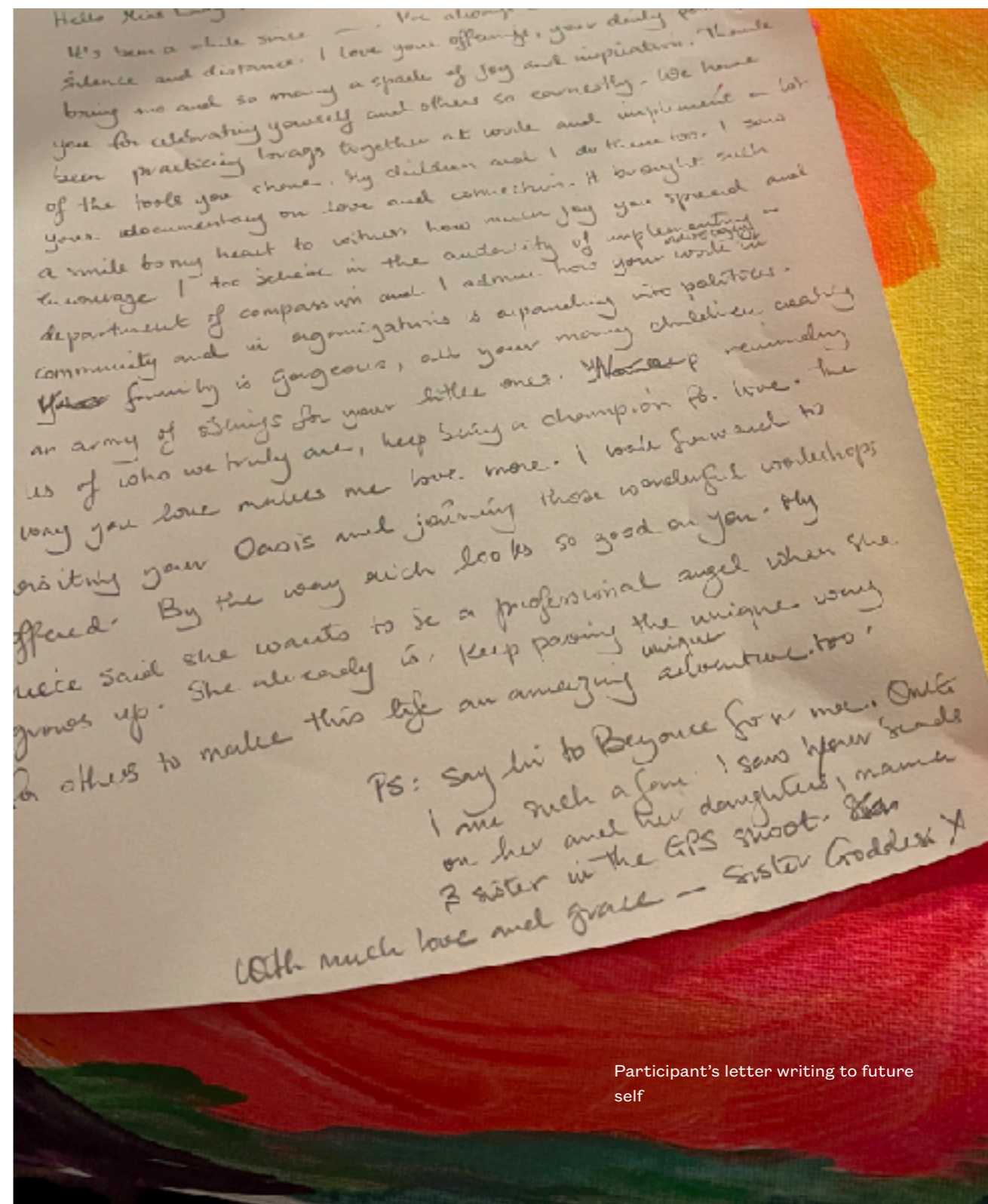
Being in Nature

Finding Love/Spending time with Loved ones

Creating/Growing Family

Accessing Higher Education

Participants were given dot stickers to place on their top 3 themes in an effort to compare and contrast community member priorities. Rich discussion emerged from this activity related to how interconnected and co-dependant the themes were. For example, was it possible to build community, if you weren't first healthy? Conversely, was a strong community first necessary to collectively advocate for better health equity? Was it possible to start a business, or hold events in the absence of health or community? Further, some priorities were recognized to be reinforced and amplified by others. For example, being in nature and having a sense of community were both thought to be important to staying healthy. Finally the discussion concluded that being loved, and in love was necessary for any of the desires to have meaning.



Participant's letter writing to future self



Consensus around priorities was reached with the understanding that focusing on the most prevalent themes could help clarify next steps for individual community members, collectively for the SJTCC and more broadly for CCEDNet and its stakeholders as it works to support community development. Two priorities clearly emerged:

1. Getting/Staying Healthy
2. Finding Love/Spending time with Loved ones

Exploring Other Narratives of the Future

After a break for biryani, fruit and cheesecake, clips from WALL-e, Black Panther and Extrapolations were shown. Each clip ranged from 3 minutes to 10 minutes. The decision to show Black Panther second was made in an effort to break up the dystopian narratives of the first and third clips.

Most participants hadn't seen 2008's WALL-e before and when asked to reflect on whether this future was aligned with the futures they had visioned for themselves, had trouble articulating a connection between the clip and their desires. Upon further discussion about who Buy and Large might represent (Costco, Walmart), and other parallels with present day aspects depicted in the movie (screen addiction, fast fashion/consumerism, deference to technology, loss of connection with nature, etc.) participants reflected that WALL-e wasn't actually a depiction of the future at all, but rather a reflection the present reality of 2023, only 15 years after WALL-e was made. This led to the discussion of the notion of the future being flexible.

Next two short clips from 2011's Black Panther were shown. The hope was that this future might resonate more deeply with participants' views of their own futures due to the prevalence of nature and its more optimistic portrayal of technology as supporting community cohesion. Again though, when asked about whether this was a future that resonated, participants, many of who had previously watched the movie, pointed to the fact that Black Panther perpetuated notions of patriarchy and ableism and that the futures they envisioned would be more inclusive.

Finally a 10 minute clip from 2022's Extrapolations was shown. As described previously, this clip illustrates how a diversity of people are adapting, compromising, rationalizing, and advocating amidst climate breakdown. During the viewing, two participants left the room due to emotions that the clip elicited. Subsequent conversations with these participants revealed that seeing future climate breakdown based on unwillingness or inability to address climate crisis in the present, elicited rage, frustration and sadness. Recognizing a discernible shift in energy, a break from discussion was taken to do some breathing and somatic exercises that aimed to ground participants in their bodies and the present moment.

After this break we sought to wrap up people's thoughts in general about all the clips. Amongst some participants there was a new appreciation that what they and their peers had been valuing didn't make sense. For example, one participant shared that whenever she spoke to friends back in China, they always asked how many condos she now owned. She realized that acquiring condos was an undesirable goal (which she hadn't yet achieved) and instead articulated that her desire was for her children to grow up healthy and safe.

There was still an air of solemnity present amongst participants as the workshop wrapped up, in contrast to the energy of participants after the first workshop. This was perhaps tied to the realization that the futures desired by participants might be more difficult to realize than imagined. Whether this realization is a necessary pre-cursor to climate action is an open question. That is:

Is framing climate action as an opportunity to stop things from getting worse as opposed to making the future better, more or less impactful for engagement?



The time taken to discuss and unpack participant emotions resulting from viewings left little time to cover the subsequent topics of systems theory and St. James Town Community Co-op's efforts towards creating alternate systems. These were presented briefly and the hope that expansive ideation could be conducted to think differently about systems and imagine potential change, was not realized. The workshop ended with SJTCC requesting a follow-up workshop.

Another question that emerged after the workshop was whether the order of, and time allocated to, the topics presented could have had an impact on perceived agency over the future. Specifically:

Could discussing systems theory and how systems change happens, before the presentation of alternative futures have resulted in a different workshop outcomes?

Finally there was a recognition that any of the three clips shown could have formed the basis for an entire workshop as each was rich with relevant themes that could be deeply explored in order to ideate counterpoints and alternatives.

Workshop 3: Who Makes Decisions About Our Futures?

In response to the second workshop, a third workshop that centred individual agency and local action was conceived. A key component of which was a vision of the near future narrated by Alexandria Ocasio Cortez and released in 2019. A Message From the Future is a 7 minute film about how a societal tipping point is reached, and widespread climate action is enacted just in time to begin to reverse the damage done to the Earth's ecosystem. The film also elucidates how, by whom and why decisions were made that knowingly worsened the climate crisis.

In addition, where neither of the previous workshops spoke directly about the climate crisis, nor climate justice, the third workshop sought to ground the discussion in climate crisis science, along with examples of climate impacts and used art to discuss its disproportionate impacts on marginalized communities.

This approach was meant to address the lack of positive possibilities for futures in mainstream narratives and also add the dimension of human rights and justice to the discussion. Finally, the desire was to spend more time discussing the efforts of St. James Town Community Co-op and barriers and enablers to participation in these amongst workshop attendees.

The question this third workshop sought to explore was :

Could a focus on individual and local agency first, as opposed to systems change better support engagement in climate action?

This question was meant to be answered in part through a final exercise where participants would be invited to speak about their willingness to engage in specific SJTCC activities and why or why not. Unfortunately due to time and budget constraints, the third workshop was not conducted.



Clip from A Letter From the Future



Final Survey & Key Informant Interviews

In place of a final workshop, a survey and interviews (see Appendices E & F) with key informants in SJT were conducted. The focus of these was narrowed down to better understanding precursors to engagement. Two interviews were conducted; the first with a family who attended the workshops, and the second with a participant who had recently led projects in St. James Town.

Completion of the survey was tied to receiving funding and all 16 workshop participants responded. While funding wasn't indicated as the first reason people engaged in the workshops (it ranked 2nd overall), previous engagement and followup requests by the evaluators that were not tied to reimbursement were unsuccessful.

The aspect of the workshops that participants appreciated most was the opportunity to make art.

Aspect of Workshop	Ranking
Making Art	1
Getting Paid	2
Enjoyed Facilitators	3
Thinking about the Future	4
Meeting people in my community	5
Learned about the Climate Crisis	6
Dinner	7
SJCC Model	8
Breathwork	9

Beyond making art, the second content specific aspect of the workshops that resonated was the opportunity to think about the future. Taken together, these two findings speak to the desire of participants to have space to transcend their current realities.

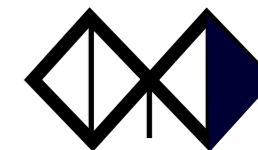
With respect to the facilitation of the workshops, participants were asked which aspect was most true for them.

Facilitation Aspect	Ranking
"I felt INCLUDED in the workshops"	1
"I was COMFORTABLE SHARING my experiences and viewpoint in the workshops"	2
"It was clear that the facilitators were EXPERIENCED in facilitating the workshop"	3
"It was important for me that the facilitators were WOMEN"	4
"It was important to me that the facilitators were PEOPLE OF COLOUR (POC)"	5

These results further contextualize why facilitation ranked third in terms of the aspects enjoyed most about the workshop. That is, the workshops allowed for feelings of inclusion and an opportunity to share.

The first interview with family members, one of whom was 15, was an opportunity to better understand engagement from a youth perspective. The 15 year old shared that she wished there were more young people at the workshop, as her desires for her future were different from most of the other participants. She also shared that her peers were very aware of the climate crisis and feel that activism is important, but also are interested in other issues, such as education and housing affordability. She acknowledged that getting youth involved in climate action would be a challenge as "they don't connect the dots" but thought that if they were paid, could bring friends and could play games/ have fun, they might.

Interestingly the older generation and younger generation differed in their opinions regarding having BIPOC facilitators. This was important for the 15 year old participant, who immigrated from St. Lucia along with her family, as she felt safer speaking about her experiences with a person of colour. On the contrary, her mother felt that because climate change was a universal topic, having BIPOC facilitators was nice to have, but not a requirement.



The second interview was with a health equity researcher who led community consultations on the lack of green space in St. James Town. As part of this project, she engaged residents and community organizations in discussions on what the local community desired with respect to green spaces. Interestingly, her experiences validated both the challenges with representative engagement and also the use of art practices as a way to overcome these. Specifically, she used photography captured by residents as an entry point to deeper conversations about their current lived experiences and desires for the future with respect to green space.

Final Interviews with Transition Kamloops and Eviance

Since first engaging with the Transition Kamloops and Eviance Community Partners, the focus of the DE had been redefined and a number of new questions had emerged. To better understand these new questions from the perspective of these communities, additional interviews were held with the same four participants (two from each community).

The interviews began with an update on the findings to date from the DE and an invitation to share how things were going in general. We then asked specifically about experiences and thoughts related to engagement in an effort to better understand similarities and differences across these communities and St. James Town. After synthesizing these interviews in conjunction with the follow-up interviews in St. James Town, the following themes related to engagement emerged.

Polycrisis

Each of the interviewees acknowledged community awareness of the importance of the climate crisis, along with the fact that their communities were facing numerous concurrent crises. In St. James Town, a 15 year old interview participant indicated that concerns about the climate are not seen as connected to more pressing concerns for youth regarding education and housing affordability. In Kamloops, participants spoke of a new mayor coming to power with the promise to clean up the streets, amongst rising homelessness and the opioid crisis. Eviance community members spoke about new MAID (Medical Assistance in Dying) legislation and the growing mental health epidemic

amongst people living with disabilities as causes that youth in their community are engaged in as a means of furthering disability justice.

Support for Operations vs. New Projects

Both Eviance and Kamloops interview participants, when asked about what their plans were for next year, spoke about the burden on volunteers to support engagement. While simultaneously acknowledging that the process for obtaining STARCAP funding was not onerous, they were clear that supporting participants throughout the program and after the program, required extensive resources. Eviance who has limited paid staff spoke of resistance amongst their community to volunteer, as it is becoming much more common to be paid for their expertise. Transition Kamloops, which relies solely on volunteers, articulated their preference to continue to support the climate action teams already established and that they will not be applying to STARCAP next year as they

“don’t need funding for another program that’s going to burnout volunteers”

Both Eviance and Kamloops echoed the desire for operational funding to support program administration.

Burnout

Throughout our conversations, Transition Kamloops and Eviance mentioned burnout as a concern amongst their community; Kamloops with respect to their volunteers and due to the growing contingent of vocal and organized climate deniers that were making it more challenging to advocate for climate action at town meetings. Eviance spoke about burnout due to the burden of engaging with the MOOC, citing that many of their members live in poverty and may not have internet access let alone a cell phone, making accessing the MOOC even more challenging when coupled with its accessibility limitations.



Diversifying Engagement

Evidence interview participants spoke about the leadership and skills development co-benefits of engaging youth in the reflexive evaluation of the MOOC. In order to build on these, they desired to establish follow-on engagement activities that were more intersectional and were interested in reaching out to other community partners to diversify the fellows they employed in the next round of STARCAP. They also noted that relationship and trust building amongst community partners takes time and effort, both of which are limited.

Transition Kamloops spoke about attempts to diversify their community of all white, predominantly older women by offering free childcare and covering transportation costs, but noted that no one took them up on this. They continue to do outreach via a newsletter that has 1000 subscribers.

Engagement Outcomes

Transition Kamloops' engagement resulted in 9 ongoing climate action projects including a car sharing program, a program supporting climate action voices being heard at public consultations, green burials and the building of co-op housing using passive house standards.

Evidence's engagement resulted in a website with blogs, resources and creative projects created by the fellows, along with social media posts on intersectionality and a webinar that was held to share what was learned through the reflexive evaluation.

St. James Town Community Co-op used their funding to attend a climate conference in Ottawa in order to build networks and capacity for greater advocacy.

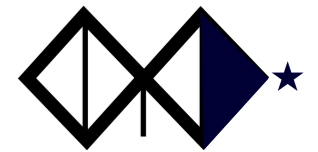


Participant's vision of the future



Workshop 1: Imagining your Future in St. James Town.

Designing the Thing Right



7. Answer/Solution

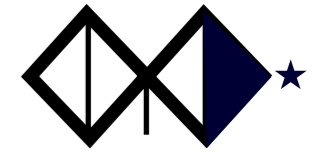
During the **Designing the Thing Right** phase of the double diamond approach, the refined evaluation question:

What are the precursors to climate action engagement?

and the follow-on question:

Does an understanding of people's desires for their futures allow for better engagement in climate action?

spawned many more questions that were explored to various degrees during the Deliver phase in an attempt to narrow in on answers.



These questions can be grouped in to two main categories:

The influence of future desires not being met on climate action engagement

1. Does identification of a gap between desired futures and predominant narratives about possible futures motivate engagement in climate action?
2. Given predominant future narratives and the systemic realities that lead to them, could participants begin to envision necessary systems change as a precursor to their desired futures?
3. Is framing climate action as an opportunity to stop things from getting worse as opposed to making the future better, more or less impactful for engagement?

The understanding of systems change on climate action engagement

1. Does illustrating tangible examples of systems disruption motivate engagement?
2. Could discussing systems theory and how systems change happens, before the presentation of alternative futures have resulted in different workshop outcomes?
3. Could a focus on individual and local agency first, as opposed to systems change better support engagement in climate action?

Answers

Perhaps more than their answers, these questions point to opportunities to explore the nature of engagement further as the climate crisis continues to rapidly evolve. DE recognizes that solutions are emergent, and as such, a

particular answer, while relevant in a particular place and point in time, may quickly become irrelevant, where the question, if asked correctly, could still remain applicable.

That said, the success of the first workshop in contrast to the second, coupled with the post workshop survey findings points toward the benefits of **focusing on individual agency** and **framing climate action as an opportunity** rather than a response to a threat. Perhaps the most clear finding was that allowing space for community members to **envision alternate realities rooted in their own desires** created a therapeutic sense of agency.

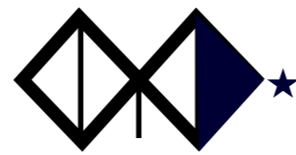
Further, **the creation of a safe space for vulnerable sharing** also meant that despite the diversity (in age, cultural background, time in Canada, mother tongue, level of education, family situation, etc.) of participants in the workshops, people were able to **connect on a shared common desire** - the fulfilment of their future visions. This connection happened despite the divisive nature of diversity described during the ethnography phase, and suggests an approach to address increasing community division seen in other communities such as Kamloops.

Using **art** allowed for an opening amongst participants to connect more deeply with themselves and consequently, each other. It also **allowed participants to transcend both their current realities and common narratives** about what it means to be human. This transcendence could be seen as a precursor to climate action agency and serve as a counter example to current narratives which offer little hope.

Finally, the expectation that engagement can happen without reimbursement, especially in communities that are low income, but also in communities that recognize that their expertise is valuable, or where volunteers are at the brink of burn-out, is unrealistic.

Designing the Thing Right

8. Future Programs



Programs that centre health and social connection

In order to address competing priorities and the desires of participants concurrently, programs that centre the opportunity to increase health and social connection could be designed to support better engagement in climate action. But also, improved health and social cohesion, could be seen as forms of climate action in and of themselves. That is, developing an understanding that being healthy is tied to living on a healthy planet, or that community cohesion is necessary for climate resilience, could result in novel climate adaptations.

Programs that centre youth

Expanding youth engagement is an opportunity to develop skills beyond climate adaptation as evidenced by the experiences of Eviance fellows. In order to address the competing concerns and limited resources of youth, programs that pair climate action with other advocacy efforts could be designed. For example, programs that address MAID, affordability, and/or mental health, with a climate adaptation and resilience lens could allow for novel solutions. Similarly, programs that have a specific focus on skills development for a post-transition labour market could benefit youth in multiple ways.

Programs that embed design and evaluation

Future programs could also benefit from the employment of an embedded and iterative evaluation approach as described in the Double Diamond framework. This will allow for programs to be designed based on specific community needs and for findings to be actioned in real-time to address complexity and dynamic factors.

Programs that allow space for alternative narratives

Ultimately, we need new ways to talk about, think about, and engage in the climate crisis. In order to address the existential crisis of climate breakdown, programs that develop individual agency and visions of alternative possibilities are necessary. Creating safe spaces for sharing, establishing common ground amongst diverse participants and using art as a means of remembering human potential and amplifying local and individual agency, are all aspects that can be incorporated into any future climate action programs.

Appendix A

Project Proposal



St. James Town. Toronto Star Photograph Archive, Courtesy of Toronto Public Library



Developmental Evaluation of STARCAP

An Embedded Community-Centred Approach to Understanding Impact and Sharing Learnings

Prepared by: Anjum Chagpar, Director of Strategy and Storytelling, CEED Canada
March 3, 2023

EXECUTIVE SUMMARY

Background

The Synergia Transition and Resilience Climate Action Program (STARCAP) aims to mobilize local climate action by supporting Community Partners with a Massive Online Open Course (MOOC); Toward Co-operative Commonwealth: Transition in a Perilous Century, and accompanying participatory workshops, frameworks, networking, and other guidance. In 2023, seven Community Partners each received \$20,000 towards their participation in the MOOC, the convening of study groups, and the design of one or more local climate action programs.

Objective

STARCAP seeks to evaluate this program using a Developmental Evaluation¹ approach that aligns with Canadian Community Economic Development Network's (CCEDNET) Theory of Change², and develop a generalized framework for community based evaluation. More specifically, this evaluation seeks to centre the voices of those most disproportionately impacted by the climate crisis, in a way that is decolonized, that is; transparent, reciprocal, iterative, collaborative, and allows for local control and self determination.

Approach

We believe community trust is an essential precursor to this work. And that trust building begins with developing an embodied contextual understanding and appreciation of communities and their members, which is enhanced by demonstrated reciprocity and accountability. In order to allow for this, we are proposing a deep dive into the St. James's Town Community Co-operative Partner, with supplementary ways of knowing being sourced from other STARCAP Community Partners.

Solution

Our solution involves embedding ourselves into the St. James Town Community over the course of 5 project phases:

- 1) **Rapid Ethnography** with a diverse subset of St. James Town MOOC participants
- 2) **Broad Survey** of MOOC participants and STARCAP Community Partners
- 3) **Co-Design with Study Circle** Participants (8-10 people)
- 4) **Co-Design with Climate Action Group** Participants (5-10 people)
- 5) **Collection, Synthesis and Sharing** of Learnings

Budget

The total budget for this work is \$54,000.00³

¹ A Developmental Evaluation Companion, <https://drive.google.com/file/d/1cNya5XtfO5xNUc8QLjDfWj3C8TIYJD4D/view> .

² Theory of Change Framework, https://ccednet-rcdec.ca/wp-content/uploads/2022/01/Theory-of-Change-Framework_online.jpg

³ Subject to further discussion with STARCAP

A NOTE ABOUT ST. JAMES TOWN



St. James Town. Toronto Star Photograph Archive, Courtesy of Toronto Public Library

The St. James Town Community is home to the largest high rise and most densely populated neighbourhood in Canada. While the majority of community members identify as immigrants and are low income, uniquely, they represent one of the most highly educated and culturally diverse urban pockets in the world, with 46% of community members holding a graduate degree⁴ (compared to the Canadian average of 28.5%⁵) and speaking over 140 languages. This means that in addition to being impacted most dramatically by the climate crisis, the St. James Town community also possesses tremendous potential with which to address these impacts.

Understanding that virtual communication, while helpful during restrictions, is not a substitute for bodies beside bodies in the same spaces, we are also choosing to focus our efforts on St. James Town because of its proximity and our belief that in order to do this work in a way that honours the principles of Developmental Evaluation, we need to connect in embodied ways.

Finally given the diversity and complexity of this neighbourhood we anticipate that learnings can be widely extrapolated to other contexts and evaluations.

⁴ https://en.wikipedia.org/wiki/St._James_Town

⁵ <https://www150.statcan.gc.ca/n1/daily-quotidien/171129/cg-a001-eng.htm>

PROJECT OUTLINE

Phase 1: Rapid Ethnography

Unlike traditional ethnography which requires long periods of immersion into the community of study, rapid ethnography seeks to quickly enhance the understanding of a context and culture through the direct and targeted observation of community members habits, rituals, languages, activities and artifacts to learn about daily patterns, goals, and enablers and barriers to these goals.

With STARCAP's support, we will recruit 6 diverse⁶ community members who are willing to be shadowed for a minimum of four hours. During this time we aim to develop a generalized understanding of context by mapping typical journeys, walking the neighbourhood, artifact sharing, and through kitchen table conversations to understand individual and community priorities, dreams, and hardships. This generalized context will be use to co-develop and vet vehicles for reciprocity and transparency, and augmented through semi-structured interviews about engagement in the MOOC.

Prior to shadowing, we will conduct desktop and in-person research to understand how community members have been engaged in the past and to what end. This will reduce duplication burden and honour previous commitments. Following the shadowing, we will conduct thematic analysis in order to synthesis findings and inform subsequent phases.

In addition to a monetary payment participants will be compensated for their time in ways that support reciprocity.

Goals: Deep contextual awareness, trust building

Outcomes: Draft priority evaluation themes, draft transparency and reciprocity requirements, draft engagement approaches

Timeframe: 4 weeks

Phase 2: Survey of Community Partners and MOOC Participants

Building on the learnings from Phase 1, a three part survey will be developed to:

1. Explore evaluation priorities surfaced through Phase 1: The survey will seek to quantify the relevance and prevalence of the evaluation priorities identified in Phase 1 across a broader sample. Example evaluation priorities might include Motivations to engage in the MOOC, Co-benefits of MOOC participation, Limitations of the MOOC, along with other MOOC related or unrelated evaluation themes.
2. Collect data against Environment and Climate Change Canada (ECCC) requirements: We will rely on the support of STARCAP to assist with the data collection across all MOOC participants
3. Validate reciprocity, transparency and engagement approaches

⁶ Examples of diversity include age, cultural/religious background, ability, gender, sexual orientation, socio-economic status

Surveys will be distributed both electronically and on paper (through flyers or mailers). When necessary, phone calls or in person interviews will be used to ensure representative and equitable participation.

Goals: Collect EEEEC required quantitative data, quantify themes identified in Phase 1, validate learnings from Phase 1 with respect to transparency and reciprocity requirements

Outcomes: Refine transparency and reciprocity requirements, Refine priority themes, Refine engagement approaches

Timeframe: 4 weeks

Phase 3: Co-Design with Study Circle

This phase will involve a series of co-design workshops with MOOC study circle participants to further explore evaluation priorities uncovered and vetted in Phases 1 & 2, explore desired outcomes and co-design indicators, data collection and dissemination approaches towards these outcomes. Both general MOOC evaluation priorities and Study Circle priorities will be evaluated in this phase.

Specifically, the first workshop will begin with validating assumptions around the identified evaluation priorities for the MOOC and Study Circles. New and or contradictory information will be integrated into existing knowledge and engagement approaches will be modified accordingly. This workshop will further co-design desired outcomes for evaluation themes, drawing from a variety novel engagement methods; for example afro-futurism, strategic foresight, storytelling and artifact making. Once desired futures have been identified, a second workshop will be held to co-design metrics and knowledge collection methods that track progress towards these futures. This workshop will also begin implementing knowledge collection through diverse methods, including storytelling, photography, text message prompts, etc.

Note: The term co-design workshop used above generally refers to a range of engagement approaches where community members lead and/or collaborate on the design and implementation of the evaluation. These workshops may be collapsed into fewer workshops or take place in smaller or one-on one groups depending on community constraints and preferences.

Goals: Iteratively vet and validate MOOC and Study Circle evaluation priorities, Identify dissemination needs and preferences. Uphold reciprocity and transparency agreements

Outcomes: Co-Designed MOOC evaluation metrics, Co-Designed data collection/engagement approaches, Contextualized Data and Stories

Timeframe: 10 weeks

Phase 4: Co-Design with Climate Action Groups

Building on the learnings from Phase 3, this phase will either employ a similar set of workshops with a focus on evaluation priorities for those working on a climate action program or incorporate learnings and refine the approaches used in Phase 3. That is, workshops may be convened to identify desired futures by way of participating in a climate action project and co-design an evaluation program that collects knowledge on how and whether those futures are being actualized. Or an entirely different set of engagement approaches may be utilized to achieve the goals of uncovering community sourced priorities and community developed evaluation approaches.

Goals: Iteratively apply learnings from Phase 3 to refine or augment approaches to co-designing the evaluation of Climate Action Groups, Identify dissemination needs and preferences. Uphold reciprocity and transparency agreements.

Outcomes: Co-Designed Climate Action Group evaluation metrics, Co-Designed data collection/engagement approaches, Contextualized Data and Stories

Timeframe: 8 weeks

Phase 5: Collection, Synthesis and Sharing of Findings

Drawing on the approaches co-designed in Phases 3 and 4, evaluation data will be captured, analyzed, and synthesized. Dissemination ideas explored during the co-design workshops will be refined in order to share learnings in ways that are meaningful and useful to both Community Partners and Program Stakeholders.

The focus of sharing will be the cross-fertilization of learnings amongst diverse communities. We aim to use storytelling as a way to contextualize solution oriented outcomes and as an alternative to typical climate crisis narratives which centre data and technology. In doing so, we also seek to highlight community members, who they are and how their identity shapes their action, as a way to build power and build community cohesion while also using data to support tangible outcomes.

Learnings from this evaluation will be generalized into a framework that can be referenced in order to standardize approaches to future community based evaluations.

Finally, we plan to vet draft findings with St. James Town community members other Community Partners to refine outputs based on learnings towards impactful final deliverables.

Goals: Uphold reciprocity and transparency agreements.

Outcomes: Contextualized Data and Stories. Generalized evaluation framework and lessons.

Timeframe: 10 weeks

TIMELINE

	April	May	June-August	Sept-October	Nov-Dec
Rapid Ethnography	█				
Survey		█			
Co-Design with Study Groups			█		
Co-Design with Action Programs				█	
Data Collection				█	
Data Analysis/ Sythesis				█	
Deliverable Preparation					█
Deliverable Vetting					█
Final Reporting					█

BUDGET

The following table describes the budget required to complete the 5 phases described in this proposal. Also included below is the budget required for reimbursing community members for their time and as per reciprocity agreements.

Description	Cost
Rapid Ethnography	\$6,000
Survey Development, Dissemination, Collection and Analysis	\$12,000
Co-Design with Study Groups	\$10,000
Co-Design with Climate Action Groups	\$8,000
Data Collection, Evaluation & Synthesis	\$10,000
Final Deliverable Preparation	\$8,000
Total	\$54,000

*Estimate -Receipts will be provided and are subject to a 5% administration fee



Appendix B

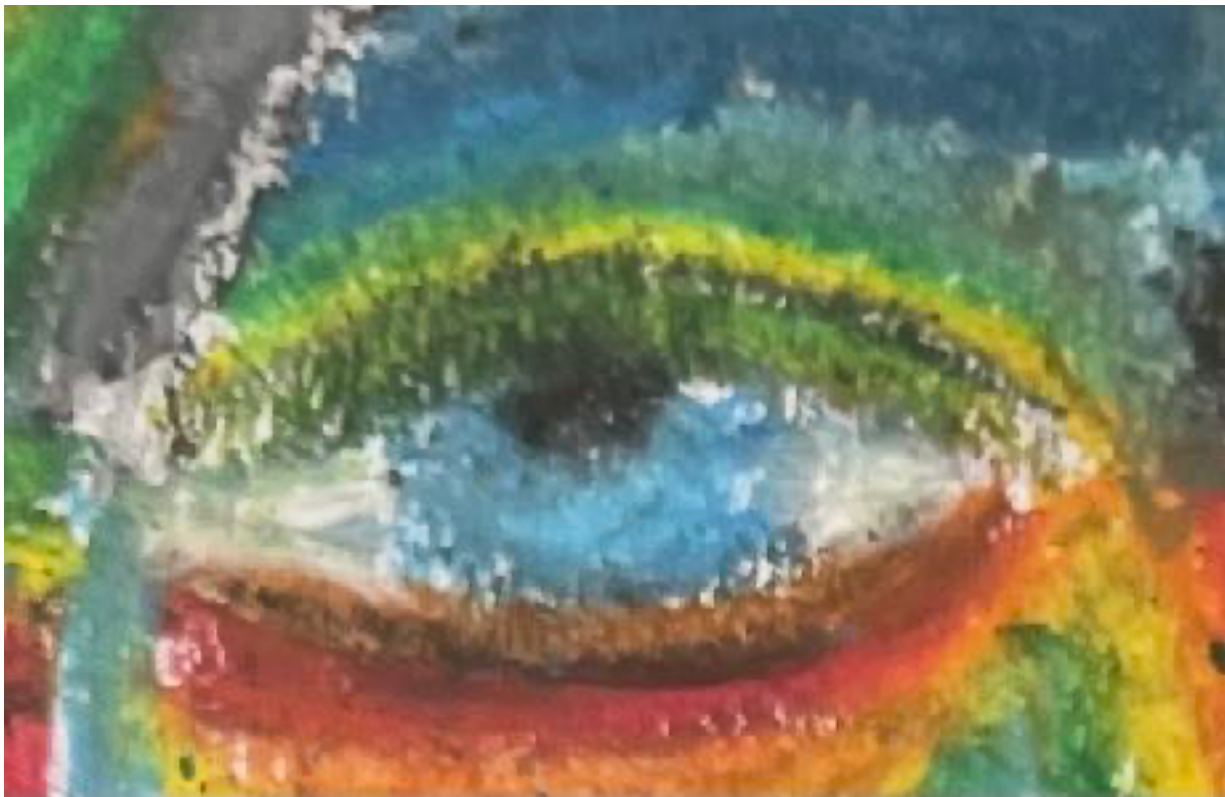
Phase 1: Discover

Phase 1 Report Summarizing Themes
from Ethnographies and Interviews



St. James Town. Informal fruit market, May 2023

Phase 1: Rapid Ethnography



This report outlines findings from the first phase of the Developmental Evaluation of the 2023 Synergia Transition and Resilience Climate Action Program (STARCAP). While our original proposal described a deep dive into the St. James Town community through ethnographic contextual interviews and observations with 6 residents, after one such session, our findings led us to question whether a more valuable approach at this early phase would be to diversify initial interviews across high and low resource, and high and low diversity communities. Our hypothesis was that this would allow for interesting learnings on how STARCAP can best support the diversity of its community partners, while still focusing on those with the greatest needs. Accordingly, this report synthesizes insights of interviews with 2 participants from each of the following three community partners; St. James Town, Eviance and Transition Kamloops

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Approach

This first Rapid Ethnography Phase of the Developmental Evaluation of the STARCAP program's main objective is to orient our evaluation within the broader social context of community partners and participants. By situating our findings within the context of participants' lived experiences, we can develop an understanding of the interplay between individual, community, and systemic factors. This understanding of contextual complexity allows for a deeper analysis of findings and thus leads to more robust recommendations and solutions.

Our approach to this evaluation aimed to centre transparency, reciprocity, and equity. In this first phase we were transparent by sharing our evaluation proposal with interview participants beforehand and then walking them through the phases and objectives of the evaluation as a whole, when we met. We used informed consent processes and let participants know that they could stop at anytime without impacting their compensation.

Each participant was compensated with \$30/hour for their time but we also spoke about how we might be reciprocal in other ways. For our in person ethnography sessions in St. James Town, we brought meals from a local restaurant for each participant. We also offered to support St. James Town Community Co-op's (SJTCC) research goals as these aligned with our own.

Finally, this phase aimed to centre equity by including a diverse sample of community partners in order to begin to answer the question of whether STARCAP supports equitable access and engagement.

Community and Participant Profiles

St. James Town

The St. James Town Community is home to the largest high rise and most densely populated neighbourhood in Canada (44,321 people/sq km)¹. While the majority of community members identify as immigrants and are low income, uniquely, they represent one of the most highly educated and culturally diverse urban pockets in the world, with 46% of community members holding a graduate degree² (compared to the Canadian average of 28.5%³) and speaking over 140 languages.

In St. James Town we conducted two interviews with working single women of colour, neither of whom had university degrees nor Canadian citizenship. The first took place on a bench outside of Participant 1's building on a weekday morning. We then asked Participant 1 to tour us around the neighbourhood. Along the way we stopped at a local restaurant and took away food to eat while watching children play basketball. Participant 1 is currently participating in the urban farming initiative of the St. James Town Community Co-op (SJTCC) but not in STARCAP's Massive Online Open Course (MOOC).

¹ <https://www.toronto.ca/ext/sdfa/Neighbourhood%20Profiles/pdf/2016/pdf1/cpa74.pdf>

² https://en.wikipedia.org/wiki/St._James_Town

³ <https://www150.statcan.gc.ca/n1/daily-quotidien/171129/cg-a001-eng.htm>

The second interview took place over three separate sessions. The first involved meeting at the Wellesley Community Centre and observing Participant 2 lead members of the St. James Town Community Co-op in a climate action workshop on a Sunday afternoon. After the workshop we also explored different areas of the community including a grocery store, a convenience store, the community centre, a local park and The Corner. The second interview with Participant 2 took place in their home on a weekday afternoon. We spoke in their living room over a meal we had brought with us. We also met the other people they lived with. Finally we followed up a third time with Participant 2 via Google Meets.



From top right to bottom left: St. James Town Community Co-op Office; Informal fruit and veggie market; Balconyscape; New condo development supplanting previous park; Resident sitting outside apartment building; Informal market; Mural commemorating community member.

Kamloops, British Columbia

The city of Kamloops is located in a valley near the confluence of the Thompson River's north and south branches. Suburbs stretch for more than a dozen kilometres along the north and south river and hillsides. In 2016 the population density was 301 people/sq km⁴. In 2021, Kamloops had a population of 97,902 people, of which 78% identified as European, and a further 10.5% as Indigenous⁵. Known as Canada's Tournament Capital, Kamloops has experienced several recent extreme weather events including flooding that destroyed bridge access to Vancouver and a heat dome with temperatures over 20 degrees higher than normal, both in 2021, and wildfires that limited outdoor time in 2022.



Clockwise from Top: City of Kamloops (Peter Olsen Photography); Transition Kamloops information table at Kamloops Farmer's Market; Kamloops suburbs (Kent Simmonds / CFJC Today); Members of Transition Kamloops participating in a STARCAP MOOC study group([Kamloops This Week](#)).

⁴ <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=5933042&Geo2=PR&Code2=59&SearchText=Kamloops&SearchType=Begin&SearchPR=01&B1=All&GeoLevel=PR&GeoCode=5933042&TABID=1&type=0>

⁵ Government of Canada, Statistics Canada (26 October 2022). "[Census Profile, 2021 Census of Population](#)". www12.statcan.gc.ca. Retrieved 9 November 2022.

Our interview with two Transition Kamloops (TK) participants (Participants 3 & 4) occurred over Zoom. The two participants were women retirees who were born in Canada and held advanced university degrees. Transition Kamloops was nearing completion of their involvement in STARCAP at the time of the interview. After the interview we requested and reviewed follow-up documentation and materials on participant demographics, engagement processes and climate action design.

Eviance

Formerly known as the Canadian Centre for Disability Studies, Eviance was founded in 1995 to help Canadians with disabilities and their allies advance human rights through intersectional community-based research that is co-created with diverse disability communities. With its head office in Winnipeg, Eviance represents trans-national members.

We met with two women (Participants 5 & 6), employed by Eviance via Zoom (using close captioning to accommodate Participant 5) to review the questions in our semi-structured interview guide. Of note, is Eviance's participation in the STARCAP program differed from St. James Town and Transition Kamloops in that Eviance advocated for 7 youths to participate in a reflexive accessibility review of the program as they felt that asking community members to engage in the program in its current form was unethical.



Eviance community members (Photo Credits: Eviance)

Findings

Given the exploratory nature of this first phase, our ethnographic interviews had two main goals (see Appendix A for semi-structured interview guide). The first was to better understand participant's present day realities, their histories, how they perceive their communities, and any other salient contextual factors and/or personal experiences. The second goal was to obtain a preliminary understanding of participant motivations, group facilitation approaches, program support and MOOC training as it relates to engagement with STARCAP. Combined, these insights will inform the development of survey questions and workshop approaches in Phases 2, 3 & 4 of this evaluation.

A secondary objective of this phase was to better understand how to approach community partners and participants in a way that engenders trust, reciprocity and transparency, and to reflect this understanding in our approach to future phases of this evaluation.

General Themes

Privilege Reinforces Privilege

When asked to describe their community, Transition Kamloops participants' first response was that residents of Kamloops shared a culture of volunteerism. Participant 4, for example, described running into the same community members at different volunteer organizations' meetings. Participant 3 further described how when participants were asked to put together their budgets for the various STARCAP climate action activities they were designing, many of the budgets were insignificant because participants volunteered resources; both time and materials, to these efforts. Underlying this ability to volunteer is the privilege of surplus; a surplus of time and/or materials. For Transition Kamloops, this surplus then created more surplus as it meant that there was leftover budget with which to plan and implement additional climate action activities. Transition Kamloops also approached STARCAP for additional funding to support the offering of meals during their climate action meeting, which they received.

In contrast, Participant 2 in St. James Town, when asked about how she used the funding from STARCAP, indicated that she was holding on to it for advocacy efforts but thinking she would need to give the money back because she was unable to meet the required numbers for engagement in the study and climate action groups.

Adequate Resources Unlock Diversity Benefits

Participant 1 (SJTCC) told us that she didn't feel like there were many like minded people in her community. Despite the density of St. James Town, this is not entirely surprising. Residents here not only differ by ethnicity, they come from diverse classes, political ideologies and religious backgrounds. Further, they are divided by citizenship status, ability, income and level of neighbourhood commitment. Many long term residents were born in Canada and require social and/or disability related assistance, while many newcomers are in St. James Town for a short period of time, until they are able to secure other housing. Layered on top of this diversity is the wide range of technical and English language proficiency of community members. Effectively mobilizing a community with diversity across these

multiple dimensions requires translation into multiple languages, accommodation for various disabilities, and diverse means of information sharing.

Participant 2 (SJTCC) commented that her community is also not immune to racism, classism, or ableism. Participant 2 (SJTCC) further described having to ask community members to leave co-op meetings due to their disrespect towards other members of different races and classes. Participant 2 (SJTCC) also spoke about other community organizations competing for the same grants, and holding events on the same day instead of cooperating with each other.

In many cases the instinct to reinforce these systems of superiority is borne out of necessity due to present day and historical experiences of resource scarcity and competition. Participant 1 (SJTCC) for example, described how community members had to line up for hours during the pandemic to access donated food, not knowing if when they reached the front of the line, any would be left.

What we learned in St. James Town illustrates that without the necessary resources to address and accommodate extreme diversity, meaningful engagement is not possible. In fact, a lack of resources could further contribute to community division, making engagement across diverse sub-communities (of culture, class, immigration status, etc.) undesirable.

In contrast, having resources in the form of salaried administrators allowed Eviance to successfully advocate for its community to leverage its diversity through an accessibility evaluation of STARCAP. Their reflexive approach aims to highlight a range of perspectives of the youth fellows who were chosen to represent the diversity of the community. This further lays the groundwork for additional diversity to be activated by ensuring that the full spectrum of Eviance community members will be supported in engaging in STARCAP in later years.

Immersive Experiences with Nature Require Explicit Will

A common theme amongst participants in both St. James Town and Transition Kamloops was their explicit desire to commune with nature. Participant 4 (TK), for example, moved from Toronto to Kamloops expressly to be closer to nature, and commented that they now have immediate access to wild green spaces. In St. James Town, Participant 1 (SJTCC) told us that she moved from Kingston, Jamaica to the west coast of Jamaica to become a farmer, and still visits Jamaica yearly to tend to her forest farm there. Both Participants 1 & 2 (SJTCC) told us that they dreamed of living rurally outside of the city some day.



While the people we spoke to shared a love of nature, Participant 1 (SJTCC) told us that when she volunteered to give tours of nearby green spaces to community members, none of them were aware of how to access the Rosedale Valley Ravine, a massive green corridor just north of St. James Town, despite it only being a 10 minute walk away.

Glen Road Pedestrian Bridge to Rosedale Valley Ravine with St. James Town in the background (Photo credit: City of Toronto)

Trauma Compounds Trauma

Experiences of trauma; defined as powerlessness in the face of harm, have become more prevalent in recent years, in part due to the pandemic and climate crisis. For example, Participant 3 (TK) described having to spend much of last summer indoors due to wildfires and poor air quality and being anxious about this happening every summer from now on. And yet, for certain communities, these new traumatic experiences are compounding generational trauma that predates recent events. For example, Participant 2 (SJTCC) talked about how hearing sirens and people yelling throughout the night interferes not only with her sleep and thus her physical and mental health, but also her sense of security and agency as someone who experienced racism throughout her childhood, domestic abuse during adulthood and now lives with a disability.

These types of triggers are ubiquitous in St. James Town. While we were walking by the condo construction taking place in a former St. James Town park, a passerby overheard our conversation with Participant 1 about the constant noise and lack of green space and commented that “everything good (that was here) is gone”. Further, as we were sharing a meal with Participant 1 we watched as three police cars pulled up alongside the basketball courts and 5 white male police officers wearing vests and gun holsters, approached two black children who were playing ball. They proceeded to ask for the ball from the children, shot a few baskets, high fived the kids and left. A few minutes later, the children left as well.



Police officer approaching child for a high five after a few minutes of play while three additional officers can be seen watching from beyond the high fence along with a fourth officer behind the player in the foreground.



While community cohesion and access to nature are valuable assets to counter trauma, in St. James Town, spaces where community previously gathered are disappearing, while remaining recreational spaces are no longer safe, accessible or able to provide necessary reprieve.

Access to Rosedale Valley Ravine from St. James Town is unavailable for two years until 2024.

STARCAP Engagement Themes

Privilege, diversity, trauma, and connection to nature were overlapping themes impacting the lives of people in the communities we met with. These themes also apply to the specific barriers and enablers for participating in STARCAP. For example, privilege increases participation, supports ongoing engagement and affords comfort with the MOOC structure and content; trauma does the opposite. Additional themes related to engagement in the program are described below.

Motivators and Barriers to Participation

Perception of Agency

Related to the themes of privilege and trauma is how much agency individuals and communities possess. Our interviews with Transition Kamloops demonstrated high levels of both individual and community agency, as seen through the ethos of individual volunteerism; as well as in the actual climate actions that community members collaboratively designed. Similarly, Eviance was able to successfully advocate for the use of CCEDNet funding to evaluate the program from an accessibility perspective, understanding also that their contribution to future program design would support ethical and meaningful engagement beyond their community.

In contrast, Participant 2 (SJTCC) told us about St. James Town community members wanting to be beneficiaries of the co-op's work on climate action, more so than participating as members. Beyond

being unable to commit to volunteering due to time poverty, throughout the pandemic many community members became habituated to receiving benefits such as food, without the requirement of participating in growing, sourcing or preparing it.

In St. James Town, and similarly with Eviance, the inability or unwillingness to engage in STARCAP, is related to the understanding that systemic changes are required before community members can meaningfully participate in local climate action. Participant 2 (SJTCC) repeatedly spoke of the need for Universal Basic Income (UBI) as a means of freeing people up from activities of immediate survival and allowing them to focus on creating a better future. Further, Participant 2 (SJTCC) told us that the only reason the co-op is able to function is because her social assistance allows her to continue her community development and advocacy work in the absence of a salary. In Kamloops where most community members are beneficiaries of systems that works for them, they were able to focus their efforts on local climate action.

Funding

When asked about her motivations for engagement in STARCAP, Participant 2 (SJTCC) indicated that the opportunity to receive funding to support advocacy efforts was key. SJTCC is already actively involved in various aspects of climate mitigation; including indoor farming, greenhouse building and bulk food buying. While these activities source various forms of philanthropic and government funding, SJTCC's desire to engage in advocacy directed at system's change remains unfunded.

When asked the same question regarding motivation to participate in STARCAP, Participants 3 & 4 (TK) indicated that having climate action funded was the main motivator.

Eviance in contrast, used their funding to employ seven youths to conduct a reflexive accessibility audit, with the aim of readying the program for broader community participation in the following year.

Immediacy of climate crisis

As previously noted, Kamloops has experienced several extreme weather events in the last 3 years. Residents of St. James Town who predominantly live without air conditioning, have also experienced extreme heat during the summer months. Participant 1 for example, told us she strategically chose a ground floor unit when deciding where to live in St. James Town, to avoid the heat of higher floors and take advantage of any tree canopy cooling effect. Still the climate crisis is not as pressing to this community, due to more immediate priorities such as food access. For Eviance, recognition of the immediacy of the climate crisis is compounded by the experiences of exclusion that their community experiences more broadly. As a result, both Transition Kamloops and Eviance have higher levels of STARCAP engagement than St. James Town.

Approaches to Engagement

Initial Outreach

In Kamloops, outreach to raise awareness of STARCAP occurred through several formal channels including tv ads, radio ads, social media and email campaigns. Uniquely Transition Kamloops was also able to secure time on a local television program to speak about STARCAP. All of this outreach required several volunteer hours to organize and manage. Transition Kamloops also had participants register directly with their organization vs. CCEDNet, which enabled them to follow up with participants at relevant times with customized content.

In St. James Town, outreach primarily happened through tabling and word of mouth. Informal networks, emails and sharing of social media were also used to create awareness about the program.

Eviance posted paid positions for youth fellows to engage in the program. Their recruitment efforts involved an interview and selection process based on their goals of providing a reflexive evaluation of the program for disabled participants.

Leadership

An important theme that surfaced across community partners was the importance of leadership to influence participation. In Kamloops, Transition Kamloops was supported by two additional organizations; Kamloops Food Policy Council and the Kamloops Naturalist Club. Together these organizations were able to leverage their leadership to motivate their members to participate.

In St. James Town, Participant 2 is a well-known and charismatic activist, which influenced participants outside the community to join the program but was not enough to overcome the barriers discussed above to increase engagement of local residents.

Continued Engagement

Transition Kamloops described ongoing engagement requiring a large amount of effort and follow up. Participant 3, while acknowledging the privilege that allowed her to do this, also noted that this level of effort was unsustainable.

In St. James Town, participation in the study group peaked with 6 participants at the first meeting and then again at 4, during the food module of the MOOC, as this is the main focus of the community co-op. It has since dwindled with some meetings being cancelled or only having two participants.

Eviance youth fellows meet weekly to review learnings and share reflections on the MOOC and the broader STARCAP program, as this is a requirement of receiving their stipend.

Structure of Study Groups and Climate Action

In St. James Town all study group sessions happen virtually via Zoom at a time and frequency agreed upon by participants at the first meeting (initially every Friday at 1 pm, then every other Thursday at 5). The sessions while scheduled for 1.5 hours, often extended to two or more, as topics adjacent to and beyond those of the MOOC module were explored. While the first session used a formal facilitator who assumed a level of proficiency with the materials, members discussed how to better support participation among participants with less time and topic familiarity. This led to informal discussions centred around content that stood out for participants in each module. To date one climate action workshop has been held in person at the Wellesley Community Centre, with an additional two planned. These aim to motivate participation in existing climate action efforts of the co-op.

Transition Kamloops held 13 study groups, 7 in person and 6 virtually, with an average of 15 people attending each. Facilitation was provided by experienced facilitators in the community who prepared formal facilitation guides for each module. These 1.5 hour sessions included icebreaker activities, smaller breakout conversation cafes and larger group discussions. Part of the study group time was also reserved to engage participants in the planning for “Action Fest”; a full day dedicated to climate action design based on the learnings from the MOOC.

Action Fest took place on April 29 from 10-3 pm with formal facilitation aimed at generating and refining ideas for climate action. 65 people attended and 12 climate action initiatives were developed, with a deadline of May 31 to complete the formal project plans. Transition Kamloops continues to support initiative leaders with the goal of climate action activities beginning in June.

Eviance youth fellows meet weekly online, and also participate in study groups and have plans to engage in climate action as part of their evaluation.

Experiences with MOOC

Without exception, all participants we spoke with who were exposed to the MOOC found the content dense and the time required to engage with it onerous. This is not to say that it wasn't considered valuable and Participants 2, 3 and 4, commented that learnings from other international communities was inspirational and motivating. That said, Eviance's perspective that requiring participants to overcome barriers to engagement in the MOOC is unethical is an important Human Rights frame that applies broadly to a diversity of participants.

Phase 1 Implications

New Questions

Given what we learned about community privilege, trauma, agency, and diversity, generally, as well as how they relate to engagement in STARCAP, could we further explore how these factors contribute to or hamper CCEDNet's and their community partners' evaluation goals? If pursued, this exploration could also have generalized applicability to CCEDNet's other programs and future evaluations.

Relatedly, the ethnographic approach to this phase taken in St. James Town yielded a much richer and nuanced understanding of individual and community context than the Zoom interviews we conducted. As such, should we be focusing more on these types of immersive ethnographic narratives as an outcome of this developmental evaluation? If the findings from this evaluation will be used in part by CCEDNet to make decisions on how to proceed with STARCAP, would these types of narratives engender a greater understanding than quantitative data which is often incomplete and thus difficult to action?

Finally, as our approaches to reciprocity, transparency and equity were well received, we intend to continue to question how we can implement and augment these moving forward. For example, upon learning of Participant 6's (Eviance) location in Toronto, we're planning to meet again over a meal to discuss potential collaborative opportunities further.

Phase 2 Survey Implications

Our initial proposal described the use of a broad survey of community partners and other STARCAP participants to assess aspects of program engagement as well as to dig deeper into some of the themes uncovered in Phase 1 as they relate to community partner and participant evaluation priorities. We're now questioning whether the use of a survey is the best approach to further explore these themes, or whether we should use the workshops planned for Phases 3 and 4 for this. Our thinking is that any survey data that we surface on the general themes described in this report, would be difficult to fully contextualize in the absence of followup conversations, rendering the data incomplete. The survey could instead be used to collect the data requirements of Environment and Climate Change Canada (ECCC) as well as describe aspects of engagement.

Other Potential Pivots

Our interviews with Eviance participants highlighted an opportunity to collaborate on the development of a generalized evaluation and reporting framework. Eviance's lenses of intersectionality and reflexivity closely align with our own and utilizing a common approach to evaluation and reporting could serve to reinforce each of our evaluation findings, creating the opportunity for more impact.

Appendix A

Semi-Structured Interview Guide

1. **Introductions**

Share about our backgrounds
Describe Developmental Evaluation approach and goals

(Send these questions in advance)

2. Understanding **individual context**

We'd like to learn more about you and...

how you spend your days
with whom
what do you do at home vs. outside the home
what's most important in your day, month, year
what's most challenging in day/month/year
what's most exciting in day/month/year
what are your dreams
what are your fears

(If there's an opening to collect demographic information, we can ask..)

Age?
Education Level?
Ethnicity?
Canadian citizenship?
Marital status?
Income Level?
Ability?

3. Understanding the **broader context**

"More broadly we'd like to understand,
How long you've lived here
What has life looked like for you here
Tell us more about your family history
And any other political & social experiences

4. Understand specific **motivations and barriers to STARCAP**

Why did you enroll? - what's important to you (identify outcome metrics)
How does this help your dreams/address your fears?
How is it going?
How are you finding the MOOC content, the interface, the supports?

5. MOOC **study group**

What was the recruitment process like for the MOOC Study group

Who did you recruit, How much outreach was required? How much did they know about change/action?

What was attendance like

When did you meet, How often? How was that decided?

How many registered vs. attended regularly?

How was the study group organized and run?

Leadership, content, agendas?

What were your key takeaways from the study group?

Do you have documents to share?

What did your evaluation involve?

6. **Climate action group**

Was this different from your study group?

What was the recruitment process like for the Climate action group

Who did you recruit, how much outreach was required? How much did they know about climate change/action?

What was attendance like

When did you meet, how often? How was that decided?

How many registered vs. attended regularly?

How was the climate action group organized and run?

Leadership, content, agendas?

What were your key takeaways from the climate action group?

Do you have documents to share?

How did you decide what climate action to work on?

Describe the climate action

What did you hope to achieve, what were able to achieve, how would things be different the next time?

7. **STARCAP Support**

Did you feel adequately supported by STARCAP

What kind of support was useful?

Was there other support that would have been helpful that wasn't offered?

8. For **immersive** interviews

Can you show us around your neighbourhood?

Where do you spend the most time, the least, with whom?

Places you're proud of/enjoy?

Things you're unhappy about?

9. Wrap up

Anything else you think we should know?

Can we continue to engage you in future phases?

Payment and sign off for receipt

Thank you so much

Appendix B

Interview Transcripts

INTERVIEWEE: **Participant 1**
GROUP: St. James Town Community Coop
DATE: MAY 12, 2023, 10:30 am - 12:30 pm

1. INTRODUCTIONS

Tell us about yourself

Participant 1 lives in St. James Town since 2017. She is “of African Ancestry via Jamaica.” She has been in Toronto on and off since 2008. She first lived in Scarborough and then came downtown. She is a farmer, she is for the environment and she is Rastafarian. Being Rastafarian, makes her more connected to the land; “We are a land people. We try to incorporate how we live in accordance with how we approach life. It’s a holistic living. My children are Rastafarian too. I teach them farming, I teach them the connection of nature and how to live.”

Participant 1 is the farm manager for the coop and is also a board member. She has been with the coop since Covid; “Actually Covid that created the switch for me. I have always wanted to create that connection to who I was.”

Before the coop, she worked at the TTC but did not like it because of the office politics and the unnecessary competition.

Before working at the TTC, Participant 1 ran a small janitorial business. This small business allowed her to sustain her and her family in Canada and ‘to still be a mom to my children’; she is very hands-on in terms of their education, she home schooled her children during the day and cleaned at night..

She has three children, a 20 year old at University, an 18 year old about to go to University and and a 13 year old in High School

She was farming in Jamaica before she came to Canada and the coop brought her back to farming. In Jamaica, she did a mixture of Forestry Farming and agriculture. She grew mangoes, fever grass, plantain, bananas and sugar cane. Her farm is on the western side of Jamaica which is hilly. There is a lot of sea rock because they’re close to the coast

She did a mixture because when the sun shifts on this part of the island, it’s intense. It can be quite humid and because of the climate chaos being experienced in Jamaica, they are getting less rain. In the past, there was a lot of rain on the coast, but for the last 10 years they haven’t really gotten a lot of rain; “We would normally be getting a whole month of showers. In May, we’re not getting that any more. We’re actually feeling the effects of this climate chaos.”

Participant 1 used to go back to Jamaica and her farm about once a year; “Once it gets cold, I disappear, but Covid stopped that. Normally I try to do the minimum of two months in Jamaica. The kids come too, but they come back earlier; a couple of weeks ahead of me to start schooling again.”

Why did you move from Scarborough?

Participant 1 moved from Scarborough where they first lived because of connection and convenience. She felt disconnected in the way communities are set up in Scarborough..

It also wasn't convenient in terms of getting around if you didn't have a vehicle; “it was tedious to get around. I don't like to wait at bus stops, so I'd be walking for long distances.”

Everything is spread out and it is harder to connect with people.

Is it easier to connect with people in St. Jamestown?

I'm still socially introverted because I don't like to be around people who are not like-minded. But it's a lot better because there's a lot more to do and places are easier to get to. I don't take the subway when I'm downtown. I do a lot of walking. I like the convenience.

If you were to describe St. Jamestown to your family in Jamaica, or someone who has never been here, what would you say?

Normally I tell people it's a unique community; diversity in terms of ethnicity, languages and behaviour.

Tell us more about the behaviour

“Each day can be a bit different. Like even today, it can be quite calm but within the day there can be chaos, chaos can happen. It has its good and its bad days. You can be in the community and not know what's happening. Since I've been here, I've never experienced what other people have experienced. I've never experienced violence or anything out of the way. To me in my mind, it's a safe community. I go to the park on Wellesley Avenue in the Summer at 12 am or 1 am with my children and I have no fear of living in the community in that sense and at that time. The seclusion of the park is what takes me there. There is a little play area even though my children are not little. There's also a water park.”

When you're farming for the coop, is that full time? Does it occupy most of your days?

How do you spend your days?

“My days are spent in between meetings, the farm, creating partnerships and also doing events. It's not just focused on farming. With the weather getting better, we try to do a lot of outdoor events. I'm a part of the event team. We do concerts, outreach programs, and informational sessions.”

How was the tabling event yesterday?

“The tabling event yesterday went well. 10 people signed up, so we are going to have an outreach table in the community on a weekly basis because we need to rebuild up our membership. Most of our membership came through an emergency food program during Covid. It's a challenge to maintain the membership. Because of the charity, it's hard for people to be doing for themselves. It's our biggest

challenge; they don't want to come to listen to how they can help themselves. They just want to be able to get a food box."

[Contrast of how Volunteerism is a privilege - people don't have the time to volunteer.]

The goal for the coop is to have 50 active members.

Right now they don't have a lot of active members.

People come to events but don't attach themselves to the organization.

Outreach is done through social media, IG, facebook, Eventbrite, monthly newsletter (wide mailing list in and out of the community), postering.

What is the stick factor?

Survival and language are barriers for people to come to programs and stay connected to them. There are so many different languages in the community that people don't acclimatize towards. Many adults don't speak English. Their children are their translators, but the children are in school during the day and it's too late for them to come out to events and programs in the evenings.

How are you reaching out in terms of languages?

Having a major challenge. When we were running the food program, we had people who helped with the translation, but we've now lost those people. It's hard getting people to come to volunteer to help us with that. We do try and send out our messages in different languages.

When you said survival, could you talk about that?

Survival in terms of economics. This community has a lot of turnover. Some people will stay here, but other people live here for a couple of years and use this as a gateway to where they want to go. People in housing get sent out to other communities. People are more focused on things that matter to their immediate survival, like getting a job, getting access to food and what their children are doing at school. Getting them to come to participate in events or to build up the co-op is hard.

What messages do you use when you're tabling (before you gave out food boxes, but what do you use now)?

Trying to get them to understand that they need to advocate for themselves. It's not a sustainable situation to be constantly trying to provide a food box. If we can create a system where we can do for ourselves, then it will be a benefit to the community

What's important for you? If you had the perfect world for you and your children, what would that look like?

To not be in Toronto, not the suburbs either. I'd like to be way out because that's basically how I live in Jamaica.

I lived most of my life in the hustle and bustle of the capital city of Kingston in the east and then moved to a more quiet farm life in the west. It took me a while to adjust. I went through a transitioning process to live in isolation. It wasn't easy but I got to a point where it became a part of me and what I look forward to. The isolation doesn't bother me. I like the idea of being alone with myself. It gives me a sense of myself. It shows me what I can endure and it teaches me a lot about myself.

Do you see your children being a part of this life?

No, don't see my kids being part of that life. I wouldn't tie them to it but I know how important it is for them to get away and live on the land without the technology and the hustle and bustle of a busy city. It regenerates them. I've always been asked the question if they don't feel bothered. They get tired of being here. It gives them the time to reconnect. They like the idea of being away from the convenience, just going back to the grassroots. It gives them a different lens, of how life is like there and how it is here and that they can disconnect from it.

I see community around me and I want to be farming.

My daughter wants to be a Pediatric doctor but she doesn't want to do it in Toronto. She wants to do it at a community based level.

Where would you like to see the St. Jamestown Food Program going?

I would like to see it go on a 365-day cycle. We need a greenhouse. We have some land. Private developers don't give tenants the land around their apartments. This landlord at 77 Howard (privately-owned) has four apartment buildings and we have no community garden.

We have approached the property managers, with no luck.

Participant 2's house is part of Circle Trust (individual homes owned by TCHC are not part of Circle Trust). The Plan is to build a greenhouse behind Participant 2's house.. She is in negotiations with them.

Participant 1 said that most of our farming they have done in the past has been with farms one or two hours away which has not been sustainable. They are now trying to connect more with farmers closer by such as the farmers at Downsview Farm and Black Creek Farm. Having a place to grow in the St. James Town community is the ultimate goal.

"We also do mini apartment micro farms; indoor farming that carries 3 different types; soil, aquaponics and hydroponics. We're in the process collecting data to show funders in order to replicate it in other apartments to provide micro greens. It's not extensive. Not complicated. Just need a two-foot area and a tenant who wants to do it."

What do you know about STARCAP?

Heard about it through Participant 2. I don't have a full understanding of it. I heard it's like a research project, collecting data to present to organizations.

Would you have participated?

Yes. Participant 1 said she would have signed up for the MOOC but Participant 2 didn't ask her to participate. She said she would have signed up for it if she knew how it worked with her timing. She has to visit apartments and carry soil etc. Participant 2 probably thought it would be too much for her. The MOOC is however flexible in terms of timing. It would have been of interest to her.

Tell us about the Community and your sense of the Community

There are not necessarily like-minded people in the community because we have people who come from different parts of the world who come with their own hiccups and they come with their own points of view and they come for different reasons.

The environment is not the first thing on their mind. There are also differences depending on where people come from; "East Africans are not farmers, they are animal rearers. When we do a food program, there are certain foods they return to us because they don't know how to use it. In comparison to people from West Africa or Central Africa. Some people come to be able to go to school. Some come to be able to work to send back money for their families. So it's hard to find like-minded people who actually want to focus on climate action or farming. They just want to be able to have stop gaps."

Kamloops is facing forest fires. They are deeply impacted by the climate crisis right now. Whereas in St. James Town, it's not so bad for us right now?

It may not be bad for us, but it has its own quirks. When it gets extremely hot, this community is badly affected because the way the buildings are constructed, it's not conducive to air flow. The air flow is limited. The landlords follow Tenant Law which requires them to only provide services based on the year the building was built. If we're living in 2023, it's not the standard of 2023. Nothing has been changed, nothing has been retrofitted since 1965 when the buildings were built.

I strategically chose to live on the 1st floor. I don't like the idea of being in an elevator that becomes disabled or have to be coming down a flight of stairs.

What do people do on upper floors?

It's a tedious process because you have a lot of elderly people living in this building. It can be quite strenuous for them. It's only individual AC units. That alone drives hydro bills up. You can see there aren't a lot of AC units. A law came in that you can't have window units any more because of the accident that happened in Scarborough where an AC fell on a child.

[This is an example of where a solution creates more problems]

And then the community has no access to splash pads. None in the community.

A playground in the new condo across the road. Limited playground, only one swing. Very busy in the evenings. Developer paid, City built.

Cooling Space in the community?

There is no cooling station except going to the community centre and that has a limit on how many people it can accommodate. The community centre and the library get crowded.

Are there any common rooms in the building?

No. No areas to do recreation.

You mentioned this is the only nice area (77 Howard greenspace). What other nice areas are in the community?

The City just built a new area between 325 and 375 with the basketball court.

It's going to get extremely busy in the Summer.

We're very close to Evergreen, but most people in this community have never been. They have never come out of the community.

Why?

No time, they don't have anyone to take them. They may go if they knew it was there and someone took them. They are seniors, their children are working, they're just left in the apartment.

Would people go to parks downtown?

Can't speak for a lot of people

A lot of people's mindset is to never leave the community.

There is a makeshift market and that's the furthest that they go. That's where they do their hanging out and their social activities. They never go further.

We take supplies from make shift market (Sayed) when we have events.

There is the issue of safety.

Behaviour of police towards youth, fear factor, how enclosed and entrenched the community members have become. Don't come out of community because of that.

Condos right across the road from 77 Howard. Is there any mixing between communities?

No, no mixing at all.

The condo owners are ignorant to where they are situated.

Their address is Rosedale, not St. James Town.. They don't know where they're located. They don't think they're a part of St. Jamestown. Mr. Smitherman lives in the condo. His children go to Winchester Middle School.

Do you think people are politically engaged?

Priorities not being climate action

No, may be for a handful. People are new immigrants. People can't vote. Their voices are not part of the decision making.

So how do you do advocacy?

Most people are new immigrants. That's why they get ignored. This is not a NIA.

All the power is in Rosedale.

Who are the politicians and do they support you?

Chris Moise is the new Councillor. He had a town hall recently
He was never responsive as a school board trustee. He has never introduced himself to the community.

Marcie Eins is the MPP. - She hasn't done much for the community. This is where she started.
We get neglected a lot.

Do you see solidarity with other groups such as Transition Kamloops?

Partnerships can be created as long as you're working towards a common goal but have to think about homeownership. Problems are different. Buildings lose water, if there's fire

650 Parliament fire - people out of building for two years.

Problems are different now, but they may not be in the future

I've always been fascinated with why we don't have forest fires in Jamaica, even though we've had droughts for years

230 different soil components in Jamaica

Have lots of hills and valleys, watersheds, mountains

Dec - March - 4 months of dry period in Jamaica. The grass was brown, very dry but no fires.

INTERVIEWEE:

Participant 2

GROUP:

St. James Town Community Coop

DATE #1:

April 26, 2023 - St. James Town- Wellesley Community Centre

DATE #2:

MAY 12, 2023 - St. James Town - Participant 2's home

DATE #3

MAY 16, 2023 - **Google Meet**

INTERVIEW

1. INTRODUCTIONS

Tell us about yourself

Participant 2 first came to St. Jamestown to see her stepfather in 1972.

She was born in Oxford, England in 1960. Her mum was 18 years old when she had her. Her mother was white and her dad black and and her mum's story is that they were promptly sent from England to her aunties in Canada because she was a mixed child. Her family's story however was that Participant 2 would be safer in Canada because it is a more multicultural country.

Participant 2's mum grew up in Uganda, Africa where her grandfather was the Minister of Natural Resources in the then colonial British government in Uganda. Uganda was a protectorate not a colony (different), He was heavily involved in independence. He was involved in Zimbabwe's independence and Uganda's which went horribly bad. He was the last prime Minister of the Seychelles and helped transition them to independence. Participant 2 spent most of her life being horrified that she was the granddaughter of a colonialist as a half Jamaican person.

When Participant 2 went to Uganda she found out that her grandfather was very kindly remembered because he started farming coops. Her grandmother had been holding socials and teas with Indian and African and British women to discuss how women could have power after independence (this was a thing in Uganda). When Participant 2 finally travelled to Uganda through Kairos, it was a real eye opener. Participant 2's mother was raised by Swahili nannies. Her first language was Swahili and her understanding of the world was very African. Her mum's mum had polio for a while and so she was parented by Africans. Her grandfather was travelling all over the place. She felt like a total anomaly; she was left-handed, had red hair, all things not accepted... part of aristocratic British culture. Her mum who passed away in 2018 was a super rebel. She was very, very adamant about the environment and raised Participant 2 to be an independent thinker and to be resilient to racism because Participant 2 was being raised in a very white environment. Her step father who was white was a professor, Dean of English at Victoria College. Participant 2 lived in the Middle class to Upper class white environment.

They moved to Scarborough, then downtown and lived next to Yorkville. She spent years growing up in coastal Connecticut. The racism was just awful. Her father was at University at Yale and her mum bought her steel toe boots and a metal lunch box so she could defend herself because she had to defend herself on a daily basis. She spent much of her childhood being focused on the environment and

very isolated as an only child. Very little interest in other humans because other humans were not nice to her.

“I was very much living in my head. They built this castle for me (a cardboard structure that was in the corner of a room). My grandmother would sew beautiful things and send them over. I was kind of spoilt but got lots of love and education.” But Participant 2’s mum wouldn’t tell her step father her identity and Participant 2 herself did not know what her identity was until she was 12. When she was younger, her hair was curlier she looked more black and her nose wasn’t long and pointy. (21:20)

2. UNDERSTANDING INDIVIDUAL CONTEXT

How do you spend your days?

Tend to wake up before my 1st mtg

Spend a lot of time on Zoom

Every day or two, I look at sources I trust to see what’s going on

Family house stuff later in the day

Depending on what’s going on, will do writing in the evening

If I can, read books before I go to sleep

I’m working on a book

Who do you spend your day with?

Doing more in-person meetings coz we now have an office

Meet with team members (one full-time and 7 part-time). They are paid in some way

I don’t get paid because I’m the President

If I took a salary there wouldn’t be enough for other people

My housing and basic needs are covered, it’s not as necessary for me to take a salary

I have been diagnosed with PTSD.

What do you do at home vs. outside the home

Like to get out of the city. Often work but find ways to get into the forest, Mostly outside the city.. Places to sleep. Have access to a Retreat centre outside the City that we want to use more. Need to have a formalized relationship.

What’s most important in your day, month, year

Helping my team do that they have to do.

I like to meet with the team; listening to people’s ideas, plans.

Like meeting with folks who are like-minded - like you and Imara!!

Like to have high level conversations - systems stuff. What we’re seeing and doing. As a long term advocate, it’s good when people get it.

Being able to advocate for change is important

I have a house mate. Her name is xxxx, but I call her xxx (the lady who opened the door for us on Friday with the pink head scarf). Participant 2 likes having her. Nice having her. Participant 2’s foot was fractured a little while ago and she came to help Participant 2. Participant 2 really appreciates having her around. She came to do these counseling xxx calls herself a ‘Professional angel’; cleans and helps put

anxieties into a container. SJFC have hired her as a Wellness animator and social media assistant. People finding a niche. When the team feels it and embraces her.

What's most important in your day

Our principle is mutual benefit. When people come and realize they have agency and that their gifts are appreciated.

I've been a President for many years- have had the freedom to go on a trip to Africa. It came in an unexpected way.

Being balanced and organized.

What's most important in your month

Love it when we have events and they work out - all energy of people showing up and inspired.

What's most important at the end of this year

Work in cycles. Spring

Summer do all the things

Fall for harvest

Winter for strategic planning, getting into all the things. Setting up for the next year.

What are your Fears?

Potential things that didn't work out or got caiboshed.

Whatever worked out is exciting

Get some big inspiration

I'm supposed to be writing a book

Used to do party jams. Love it. I love to go dancing.

'Festival in the first', dance, sit around a fire and get high on mushrooms... that's what I'd love to do! A real getaway.

My work has shrunk to nothing but work

My mum was a wild hippie, I scorned it until I got older and I got an opportunity to be free

I didn't use to think I had fear.

Seeing a lot of people harmed esp around here

I fear incredible power through AI and cyber corporate power. - growing like a cancer.

Fear of going to the tipping point

Water in my house is not good - we have old lead pipes.

Greed could destroy us before we're able to evolve

Try to make sure there's remnants of humanity to hold on to wisdom to do a better job when

Full on fascist control . can we find oasis - can we find human beingness

When we were young there was a lot of momentum

Fear the rise of racism and prejudice and hate

What is your Dream?

1. Build up Oasis
2. Build a wellness retreat centre, similar to Findhorn in Scotland where Participant 2 visited; an intentional ecological community.
3. Another dream is to have the ability to grow and live in Jamaica in a sustainable village in Jamaica that Participant 2's a part of down there (does not want to disclose the name. It's the west end of the Island and she has been offered a permanent space there.

3. UNDERSTANDING BROADER CONTEXT

More broadly we'd like to understand, how long you've lived here...

Life in this country
family history
political & social experiences

Didn't ask this question specifically because Participant 2 answered many of these questions in the in-person interview on May 2nd.

4. Understand specific motivations and barriers to the MOOC

Why did you enroll?

Micahel Lewis, an old friend and a founder of CCEDNet encouraged Participant 2 to apply for the community version of the program CCEDNet was doing.

She knew Christine Clark who was part of their board and now worked at CCEDNet.

Participant 2 was drawn to the opportunity to communicate across borders. Building solidarity with other groups.

The program would help support their advocacy and help push for serious policy change

She saw opportunity in the MOOC and wanted people in her community to benefit from the MOOC.

What were challenges of the program?

Was worried about the timing because engagement is weather dependent. They don't normally get engagement till it gets warm.

Their community has been heavily impacted by the last couple of years and don't have the bandwidth to take on more.

Sobering system of depth of struggle. People, both older and younger in the community, are going through so much. Participant 2 herself has been dealing with a lot of trauma and then dealing with it in her community and through all the programs they run.

It is not easy managing day to day.

I have a tendency to get people see what I see - sometimes it works and sometimes it doesn't

How are you finding the content, the interface, the supports?

Content good, fascinating

Big gaps

Whole in - nothing on massive movement.

Canada's basic income - people have been effective in moving it forward but we (the people who helped move it forward) were invisible

No human rights in the course.

However, they responded quite well to Participant 2's request to host a session on Human Rights.

People picked up on the idea and it led to some action.

MOOC itself is a marvellous thing. Had much less engagement than hoped. Feeling effects of chaos. The Model is lovely. I hope people don't get too discouraged by the context and circumstances. We just need to be patient.

I want to make the content accessible to the community.

We haven't been meeting the requirements. Shouldn't have been hard to recruit people. May be if I put more time and effort into outreach; calling people etc.

People leading it had issues. Turmoil in people's lives, the time of year it was offered made the course for us much less effective.

5. MOOC study group

What was the recruitment process like for the MOOC Study group

Everyone I work with is part-time

We did outreach through email and social media posts

Quite a few people responded in the beginning but then didn't show up, one got ill, another one's marriage started to fall apart

As we weren't doing programming at the time, it's hard to reach people

Probably should have done more outreach

Study group started out good - small but mighty group but petered out.

Juggling grants, development phase of the coop.

People we hired not in

A couple of the people involved are interested in the advocacy part

Not worried about the weakness of the study group

Did want people to get deeper insights. Don't like that people are trotting along because I asked them to. Insufficient

Advocacy would be an opportunity of working with groups in Quebec (other partnerships).

Wanted to have other partners work nationally on food policy reform

YES to get community involved. But knowing they get involved in high level things, but our case example could be amplified to teach out over the year, informing by and informing others - advocacy - putting pressure on most relevant part of the civil service - that national strategy

6. Climate action group - was this different from your study group?

Is there a plan or goal about how you're going to create the Climate Action Group?

Knowing that the MOOC itself didn't seem to have a process to pull it together - I'm uncertain

This is feeding on the ground Climate action project. We will use MOOC resources to inspire people.

We now have a lot of material to work with.

Systemic advocacy level - I'm lost - hope MOOC people can help with systemic advocacy.

I really want to pursue the possibility to get support for MOOC resources to do effective community education.

We need the CCEDNET organizers to work with 7 community groups to come up with a Climate Action Strategy on a national level. That's what we need. Otherwise it will have been a wasted opportunity.

There's a lot of smart people who are a part of this MOOC and there is potential with coordination.

I don't have enough bandwidth as I would need.

I don't see other people pushing in the opportunity

I had hoped to share an open letter with the other groups. Part of my strategy around the MOOC was to get people engaged around our OASIS model. Unfortunately, our web hosting package moved to the states and it disabled our website. The things we wanted to share became technically impossible. The amount of time and energy needed to try to rescue the information from the website was intense.

"Putting out fires and damage control is real."

There is no accountability in tech systems.

Live.to - emails at live dot to. Couldn't live Stuck in loops. Everything on line and no person to speak with. "This is precarious and stupid."

7. STARCAP Support

Did you feel adequately supported by STARCAP

Don't fault them.

Hard to avail oneself of supports

They can't come and fix people's lives

Great meeting

Great philosophy

They're great. If we weren't struggling the way we were.

They can only do so much - magical

Recognition of linking different partners

If everyone goes in their corner. Otherwise why do it

Fear - problematic - people don't take things seriously and they will happen

You put up a beautiful website but military can take it down

Put stuff in a local physical stuff you can reach - if unders ocean, it can be hijacked etc

Digital currency.

2003 Black out - did we not learn? We need to have more robust systems?

Rogers black out

People move on.

Send form

Etran

Digital divide is a serious problem

If you begin to use the tools. Having a constant robust problem

8. Solidarity with Groups

See response in Qs. 4

INTERVIEWEE: Participants 3 & 4
GROUP: Transition Kamloops
DATE: Thursday May 11, 2023, 1-2 pm

Link to Anjum's document:

<https://docs.google.com/document/d/1YbmfUxzzWiROKTYAdk5HAfMC3nQpvmJsfe3wATLmkG4/edit>

1. Introductions

Participant 3

Stopped doing paid work years ago. She has been living in Kamloops since 2000

In 2008 she created Kamloops 350

People concerned about the need to do something about Climate Change

In 2011 Kamloops 350 turned into Transition Kamloops (TK). The Transition movement started in England. It came out of the Permaculture movement.

TK was a better fit into what they wanted to do. They wanted to focus broadly on building community resilience, They are 100% volunteer driven and extremely low budget. They meet monthly
Repair cafe - do their own thing but connected

Participant 3 didn't have a background in the subject. She went back to do her Master in Sweden in 2015 for 2 years. She is grateful for people like Participant 4 who have worked alongside her.

How many people make up TK and how the MOOC helped?

800 people on list - not all active - core groups is 8-10 people

Have 50 people volunteer regularly - numbers doubled due to the MOOC. This program allowed to advertise more broadly than we've ever done before.

The program helped them get paid media

TV spots - on community news

An Interview

300 people signed up for the MOOC program - More than 5 times the numbers they had before.

All signed up for the newsletter. Now have 150 new people due to the STARCAP program.

Participant 4

Moved from Toronto to Kamloops

Has a PHD from U of T.

Recently semi retired from teaching at the University level

Teach Biology, Ecology. Interested in Env science

Long time naturalist - take people out and look at nature

President of Kamloops Naturalist Club

President of BC Naturalist "Keep nature and keep it growing"

Member of Transition has helped to advertise their program
Was a member In Kamloops 350 and TK

About Transition Kamloops and its partners

3 participating orgs in STARCAP
Naturalist club
Transition Kamloops
Kamloops food policy club

Dong social justice and helping people know more about nature
Work very closely together - collaboration has helped thrust of all 3 orgs.

When this first came into our inbox - it looks like so much work. But threw it out to other like-minded groups. Both have some paid staff. The other two said if TK manages program we will help.
That's what happen

Organizing study circles - done by all 3 orgs

\$30000 project - exceeded deliverables but have \$10000 left coz we decided to do it all the work as volunteers.
Media and comm paid
Policy council didn't charge coz we were all volunteers
Money is getting funnelled into action projects - unique among all the partners. Its kind of a privilege.
Me and Participant 4 can spend lots of hours of this - a privilege for us - not scaleable for the program.
We were able to spend - abled us to attract more people than evern.

Anjum

Systems Design program at U of Waterloo / Masters at U of t
Worked 25 years at UHN
Still committed to health
The health system is unhealthy Dig deeper into the causes of poor health. This brought me to this work around climate justice. Same tools used in Helath (human factors, cognition, bias, design thinking , using diff tools for stories)
We interested in how different groups are working / understanding the broader context

Participant 3 talked about the partner meetings and learning of SJ struggling - 'not being able to put food on the table'. Sharp contrast at the partner table.

Resources in Kamloops

Very few resources being put towards CC and food. But getting better. Some monty being put into the sector. It depends on volunteers. If we didn't have volunteers, it wouldn't be happening

Who are the volunteers?

Semi-retired and retired

Through outreach - the group has been different

STARCAP group has been more diverse.

High school teacher used the MOOC (gr 12) - 40 - 50 HS students. Did their own thing at the school.

Didn't come to action fest or in the study groups

20 - 30s is where we made progress. Young professionals. Interested in sustainable issue. Some people of colour. Some indigenous people

Its long been recognized the Lack of diversity within our volunteers.

Move outside of our bubble

Thomson University - large percentage of international students. Use food bank. Its not students who are volunteering. Not people who are struggling to make rent.

There may be some but they are just in the gap and waiting for the next thing.

Our volunteers are not economically diversified

2. High level walk through of proposal

Developmental Approach

Evaluation of programs that are constantly in flux/changing.

Iterative and inclusive and bring forward voices not to usually heard

1st Phase

Initially wanted to work just in SJT (educated but low income - opportunities but challenges)

When we design for the lowest common denominator, we design for everyone

We wanted another data point - as far away from SJ as possible (High density, low resource)

Where is Transition Kamloops on this spectrum?

Ultimately what we want to provide feedback on is: Can these programs be successful wherever they are? How can we be equitable in these programs?

How you would describe your Community

Participant 4 - 2 things

1. Access to nature - skiing, biking, walking - not what I've accessed elsewhere
2. A very strong volunteer ethic at the grassroots - since 1993 when the City had the xx games. We volunteer for everything. We are known as the Tournament capital of Canada. We can only do that because large volunteer population. Has spilled into other non-volunteer things

Participant 3

Evident in the money the city spends on sports - a lot of people love their sport and other things suffer because of sports.

The sports crowd and Chamber of Commerce run our city. We have progressive groups who never have a seat on the City.

Chamber of Commerce and Developers run the city

Makes people like Participant 4 and I work harder for the things we do

Our new council is very developmentally-oriented

Impact of Climate Crisis in Community

Council approved Community Climate plan - 47.2%

Town of Lytton went up in a forest fire (just down the road from them)

Air quality is okay. But there are summers where we can't go outside

Experience flooding (2021). The rain came suddenly and forests deforested by fire. Highway to Vancouver closed for months.

Supermarkets shelves bare

In our messaging - 15 sec ad. CC is here and you can do something about it. Sign up here.

But i - didn't advertise for the MOOC, Talked about the local action.

Participant 3 will share ads

Community action and doing something locally -

Effective because we got people (engaged)- we've got people we've never gotten.

Systems Change

We sold the MOOC using the frame - we can learn what other communities have done and what we can do

3 - Pronged approach

Learn

Talk at study groups

Figure out Projects we can do

Right from the beginning This is not about having a few meetings. This is about local climate action.

STARCAP Support

1. Did you feel adequately supported by STARCAP

What kind of support was useful?

Was there other support that would have been helpful that wasn't offered?

Once I figured about that this was all that was required. Took me a while to realize there weren't a whole lot of expectations. "There has to be more requirements and obligations" If that's the biggest hurdle and we can do whatever we want then we could do it.

These were baseline requirements and that was easy for us.

#s were the only requirements and because there wasn't more, it gave us the courage to go ahead and do more.

If the hurdles had been numerous, we might have not done it
Chirsine Clark was primary liaison - she was clear when she was available.
Applied for additional funding for the action fest. Wanted to do a day-long event for lunch. Christine accepted that as a legitimate
Validation that what we were doing was worthwhile

Learn on what to expect and no surprises

I feel supported and valued
We were asked to share what worked for us.
Very positive.

MOOC itself was challenging and irritating.

We chose 4 modules to do:

- Land Stewardshjop
- Food Security
- Social justice
- Democratizing finance

Some people did self study

1st one - many people found overwhelming - scattered compared to others - not a good first entry point for a lot of people. But the next 3 were great that restored peoples faith.

Hight attrition rate.

Online entry hard to get into the MOOC. Ours compounded coz we got people to register with us first and then the MOOC. Thank goodness.

Wrote a email every day to the participants for the first month.

No hand holding if they had just gone through the MOOC.

They didn't seem to know we were having communication with our people

Their messaging didn't reflect the reality

It would have nice to have connection with the MOOC

Study Circles were great

How did they work?

At the 1st one

We didn't want MOOC participation to be a barrier. "Pls come to the study circle even if you hadn't read"

Our goal wasn't that they read, we wanted to build relationships.

We did a little bit of explaining.

Explained one or two concepts - basic introduction

We had good facilitiatlon - efficiency, ice breakers, introduction, conversation cafes

Encourages everyone to have their say
At the end had more open discussions

Structured to be 1.5 hr long. Flew by
3-4 session per module -

How many people attended study circle
Smallest - 6
Largest - 20
Average - 15

Solidarity- Cross Community Partnership

Do we wanted to stay local or is there value in solidarity
What do you want to see in the deliverables
What was the most valuable thing to learn about other community partners?

We all had different objectives. Would have loved to see what other groups' objectives.
I would like to know how to make it better locally. If other groups had the same objectives, then we would want to collaborate, but not if they didn't have the same objectives

Thought there wasn't enough communication. In hindsight once a month was enough and we were busy setting up our study circles and other work

If somebody prepared a facilitated study guide. We had people who are good at facilitation, but if we didn't - a resource on Facilitation Guide would have been helpful

INTERVIEWEE: Participants 5 & 6
GROUP: Eviance
DATE: Thursday May 18, 2023, 10-11 am

Eviance Interview Guide - May 18, 2023
Susan Hardie
Olivia Boonstra, senior research manager

Introductions

Participant 5 is the Executive Director of Eviance,
Hates equity deserving term
Has been engaged in Human rights and reflexive work
Focusing on Mental health - emotional distress and solutions
As well as Health systems change for over 30 years - with a focus on intersectionality
We also have done Developmental Evaluations

Participant 6 is the Senior Research Manager.
Leads research groups

Engagement with STARCAP

Participant 3: The program itself is not accessible - so in order to engage we need to do pre-work- we don't want to burden participants with accessibility challenges
We're contributing a reflexive piece on our engagement - we've already submitted 1 report on how accessibility can be enhanced
Ethically we couldn't share the training with broad community bc it was inaccessible
Next year we hope to engage in a robust way
CCEDNet taking this on in the third year - we would like to be the lead for accessibility
7 Youth fellows are working with a specific focus - are there additional funds for additional evaluation?
Provide back the reporting on accessibility

Participant 3: Was the pdf of your proposal accessible that you sent out?

Anjum: Great point! We didn't check

Participant 3: There's a cost there

There's a Lack of inclusion of people with diverse disability in climate action
We want to share knowledge of how to build inclusion with community partners
Ensure whatever gets developed is appropriate
We're paying fellows - investing in youth to be engaged in the process - they are providing deliverables on accessibility, to make this more forefronted

It's more than an accessibility evaluation of the MOOC - its about the entire program - how its delivered, how its developed , what would more ethical engagement in the program require?

Plain language, how you structure meetings, transportation to meeting , what is the best way to engage?
Different ways to engage different populations,

Excluding sites/partners is a loss of opportunity to learn from diverse lived experiences - totally learning together - relationship building

To ask participants who have barriers to participate is unethical
The framework and lens of ethics could be aligned to make recommendations.

Opportunities for collaboration with other Community partners?

Community meetings where everyone comes together - is a good starting point for us

For us its nice to hear what other partners are doing

For resource sharing its hard to share best practices and ways of engaging people but this doesn't apply

We would say to other community partners if you have issues with accessibility let us know
We will be adding our own curriculum - climate change and disability - using resources from other partners, such as open source disability activists, different presenters and community members, researchers, partners working in disability and climate change. We are also involved internationally with the UN.

Youth ages - 21-29 are **participating in the MOOC**

Feedback so far: Its not incredibly useful

Youth meet weekly - every 3 week we do a reflection on the module, also papers or presentations -
December is the end of the youth fellowship - then they'll be coming back in Ottawa in person
A core value of the organization is reflexivity (along with the lens of intersectionality) - use these to evaluate the MOOC

Funded fellowship to select youth through posting - connected to our youth program. We had additional \$\$\$ for - youth with disabilities interested in climate change

We apply the Human rights model of disability - knowledge that's useful across disability movement.
We had 1 -2 webinars and community dialogues with community - what are you most interested in?
Geographic communities, but also invisible and visible disabilities, different social locations, where they are in their life course (working, schooling,) co-facilitation leading to cohesion and bonding

Due to limited resources strategic engagement is important - we need to understand exactly what is being asked of us-

- youth components of the project - a couple of meetings - report at the end of june

Plan for accessibility of final report

Appendix C

Phase 2: Define STARCAP MOOC Survey Questions and Results



Synergia MOOC Towards Cooperative Commonwealth 2023: Retrospective Evaluation

Introduction

We would like to glean guidance from your experience to inform future program changes.


If you can find time to reflect on what really worked for you, what did not, and any suggestions you might have for shifting priorities, we will be very grateful to receive your thoughts.

Note, you can go [back into the MOOC](#) to remind yourself of details.

* 1. **Consent:** Please indicate how we may use your answers. (Select all that apply.) 

- I consent to the use of my answers (in an anonymous format) for course evaluation and promotion.
- I consent to the use of my name and affiliation to accompany my testimonial for the purposes of promoting the MOOC and Synergia.

* 2. If you consent to this survey, please enter the **email address** you used to register for the MOOC. 

3. **If you were a STARCAP participant**, please select your community partner. Otherwise, continue on to the next page. 

Synergia MOOC Towards Cooperative Commonwealth: Retrospective Evaluation

Introduction

We would like to glean guidance from your experience to inform future program changes.

If you can find time to reflect on what really worked for you, what did not, and any suggestions you might have for shifting priorities, we will be very grateful to receive your thoughts.

Note, you can go [back into the MOOC](#) to remind yourself of details.

Consent

* 1. **Consent:** Please indicate how we may use your answers. (Select all that apply.)

- I consent to the use of my answers (in an anonymous format) for course evaluation, research and promotion.
- I consent to the use of my name and affiliation to accompany my testimonial for the purposes of promoting the MOOC and Synergia.

Name and Affiliation

* 2. Please enter your name.

3. Were you involved as a STARCAP participant (through CCEDNET)?

- Yes
- No

If you were a Starcap participant, please indicate the name of your community partner

Centre for Local Prosperity (CLP) / The Deanery Project

Eviance / Canadian Centre for Disability Studies

St. James Town Community Co-operative

Milton Parc Citizen's Committee (MPCC) / SEIZE / Sierra Club Quebec / Montreal Climate Coalition

Social Economy Through Social Inclusion (SETSI)

Transition Kamloops

Topics Engaged

4. Which modules did you engage with? (Check all that apply.)

- Module 1: Framing the journey
- Module 2: Land and resources
- Module 3: Food systems
- Module 4: Energy democracy
- Module 5: Precarious livelihoods
- Module 6: Democratizing social care
- Module 7: Democratizing money
- Module 8; Synthesis

Other

Motivation for Taking the MOOC

5. Describe your main motivations for taking the MOOC?

Please select all that reflect your motivations.

Desire to broaden my knowledge and deepen my analysis of growing inequality

Desire to broaden my knowledge and deepen my analysis of climate change and ecological issues

Desire to broaden my knowledge and deepen my analysis of models and strategies used by other transition practitioners

Desire to connect with like-minded others online

Desire to connect with and contribute to strengthening social movements

Personal development to better serve my family, friends and/or community

Professional development to better serve my organization or network

Professional development to advance or change my career

Strengthen my practical capacity to contribute to meaningful social change

General interest and curiosity

Other (specify below)

Equity & Engagement

6. Did you experience any of the following challenges in engaging with the MOOC?

Time constraints

Inadequate child care

Lack of transportation

Difficulty accessing technology

Difficulty accessing Internet

Poor MOOC usability (ease of use)

Difficulty accessing content

Content was hard to grasp/too academic

Other (please explain)

7. What, if anything, made it easier for you to engage in the MOOC?

Module commentaries and summaries

Participating in a small group

Community partner support

MIRO workshops

Attending webinars

Taking it with a friend

Support from module facilitators

Encouragement from Mooc-leads

Other (please explain)

8. At Synergia we put an emphasis on learning from each other, across sectors and contexts, whereby peers share experiences/knowledge/resources and stories and dialogue with others to develop collective competence for change making.

How well or how much do you feel that this horizontal learning or peer to peer (P2P) learning is being realized?

Scale - poor, somewhat, average, good, excellent

9. Do you consider yourself to be from a marginalized community? (e.g. low income, racialized, immigrant, etc..). Y/N

10. Did the content resonate for your context (e.g. was it relevant to your situation, did you see yourself in the stories being told)?
Yes/No/Please explain:

What steps might Synergia take to do better at inclusion of marginalized voices?

Impacts and Testimonials

11. We are keen to learn how participants are using this material in their work, community context, self development and capacity building, networking and more.

I've experienced a shift in my perspective and understanding of the root causes and impact of the environmental and social challenges that I am attempting to navigate.

As a result of my learning, my personal priorities, focus and levels of engagement in new concrete changemaking practices, have been impacted.

My online interactions with others (in my home country and around the world) through this MOOC have influenced my "real life" interactions (face to face) with others.

I feel that my competence to take action on climate change has increased as a result of taking the MOOC.

None of the above

Comment Box: Please take a moment to describe and share some details of your experience.

Advice for Future Participants?

12. If you had a chance to advise next year's participants on how to get the most out of a very busy MOOC, how to manage their time, and avoid being overwhelmed or discouraged, what would you suggest?

Focus on content you're most interested in vs. everything

Take advantage of co-learning opportunities with study circles

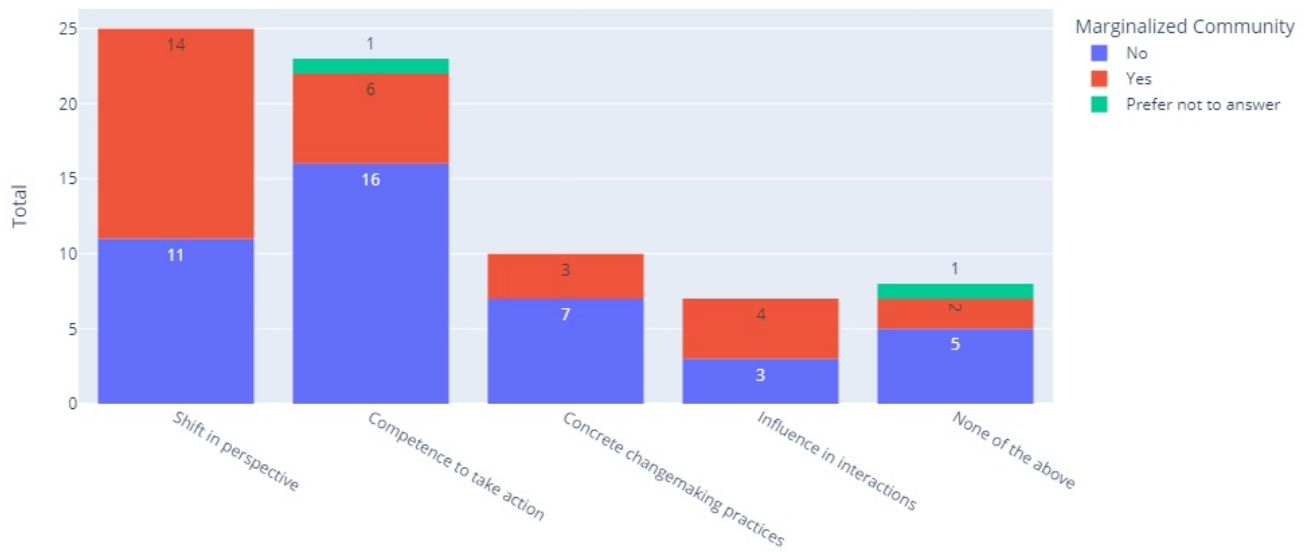
Develop and post your own thoughts on a forum discussion question before reading a few (not all) of the participants posts

Then add your top suggestion here:

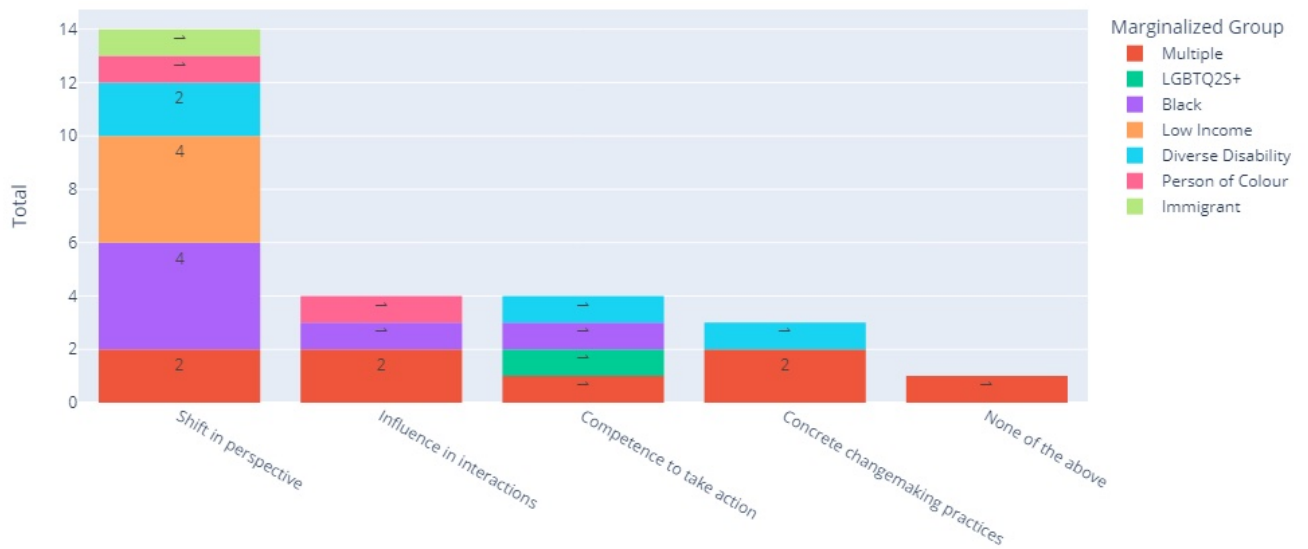
Are You Willing to Join a Synergia Futures Discussion Circle?

13. If you are interested in participating in a circle of discussion with other alumni to explore the future of Synergia and possible new directions in educational topics and delivery, please enter your email contact information here.

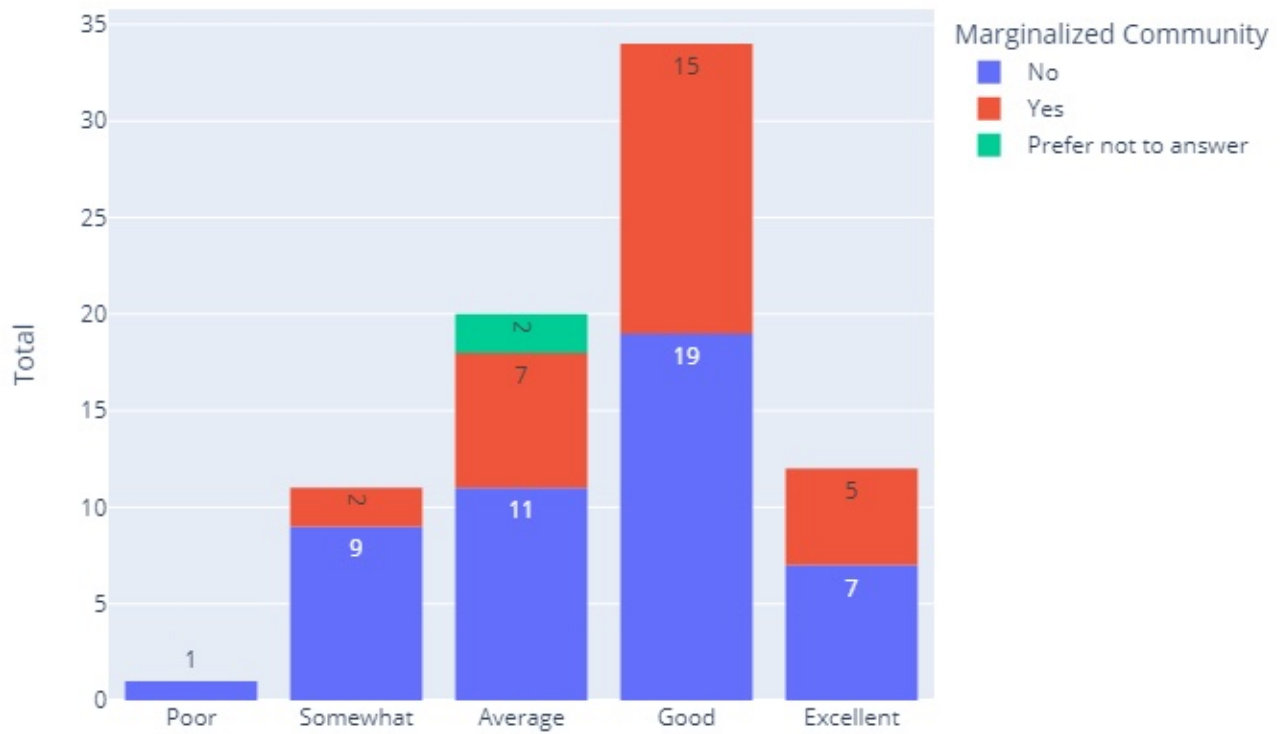
Thank You!



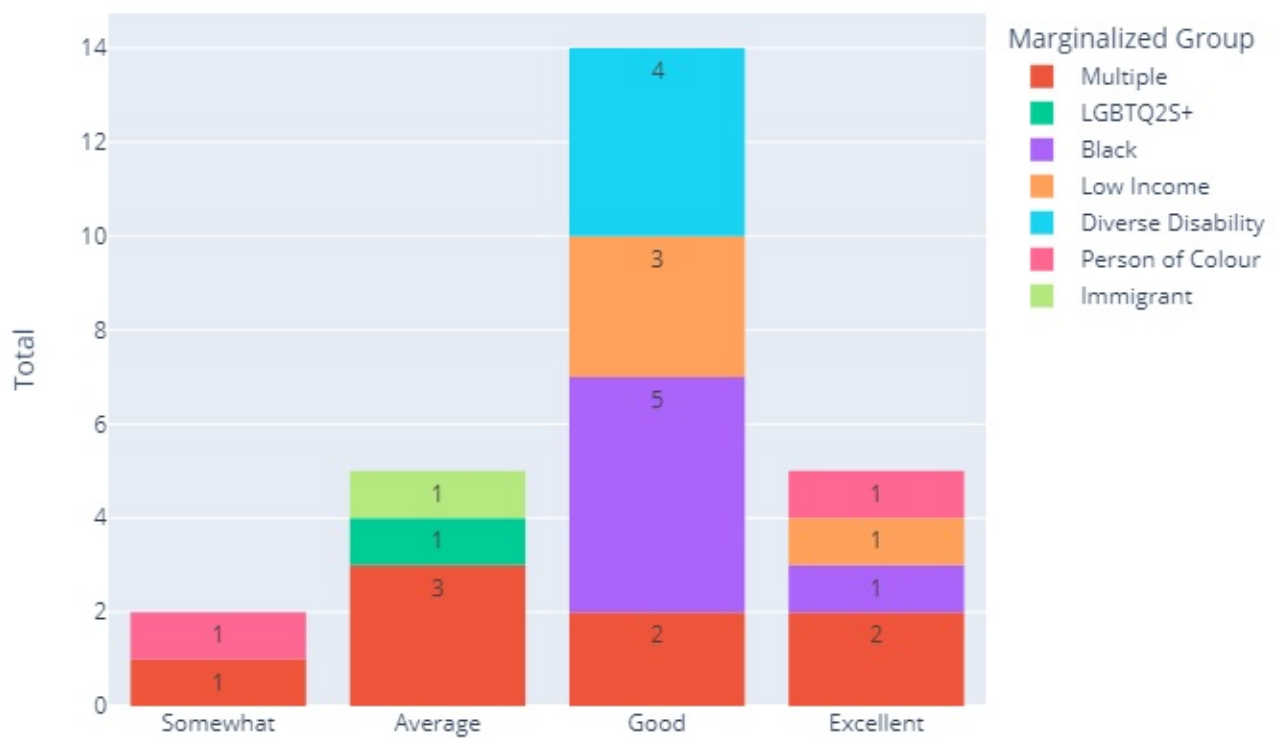
Which of the following statements (if any) best describes the impact you feel the MOOC has had on you?



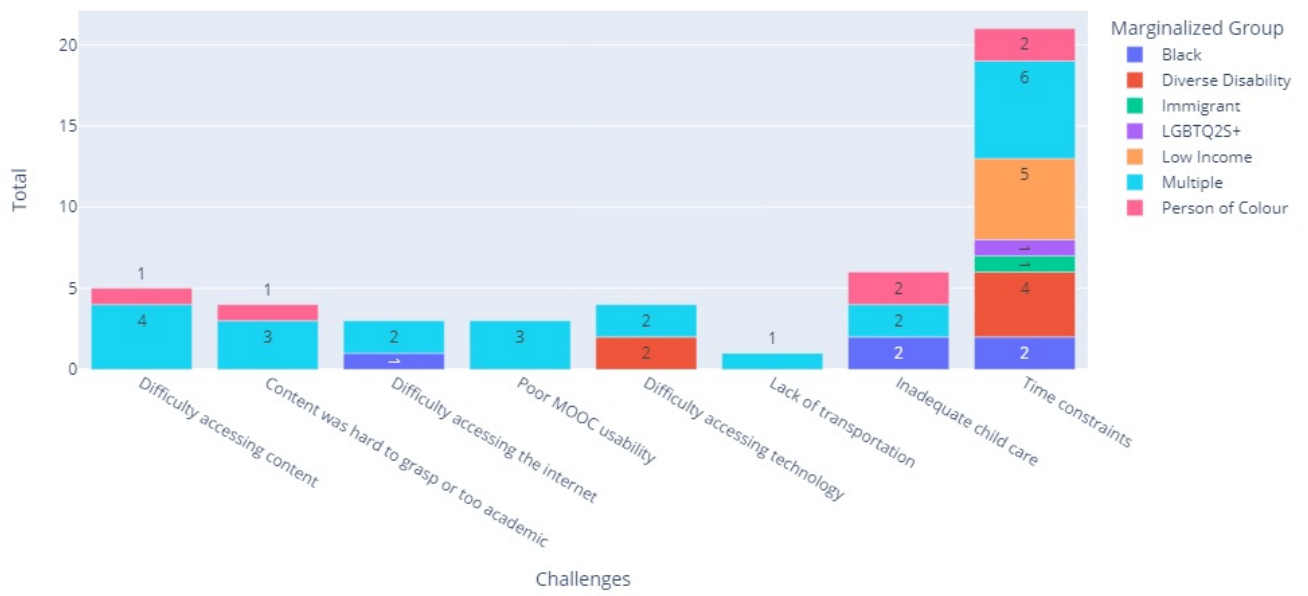
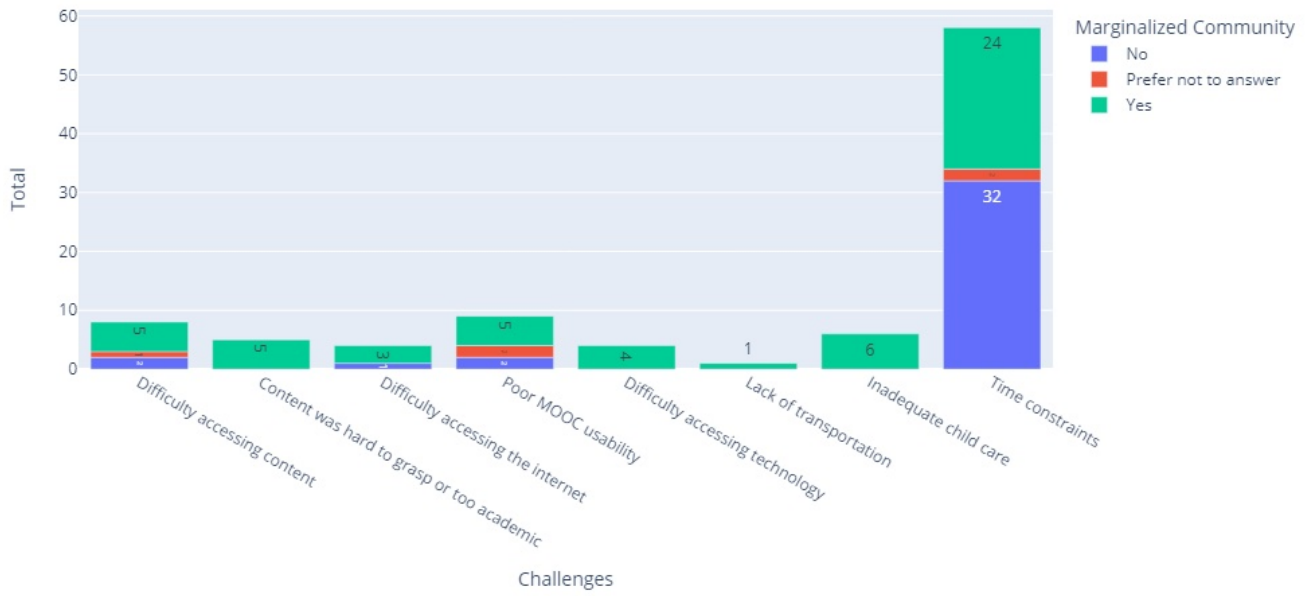
Which of the following statements (if any) best describes the impact you feel the MOOC has had on you?

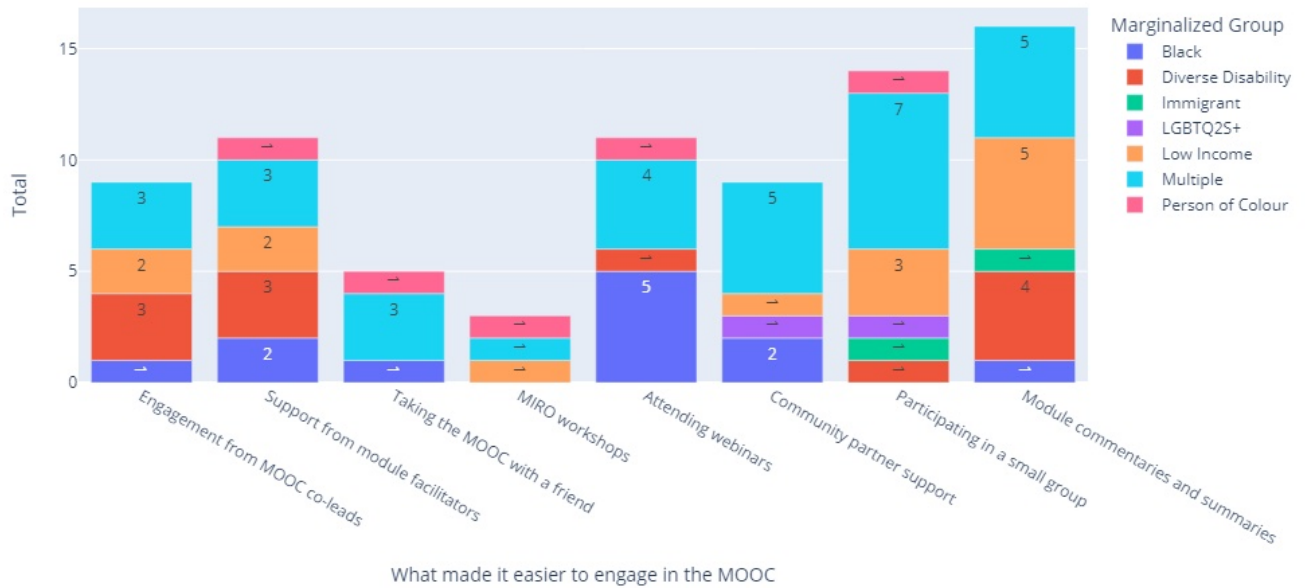
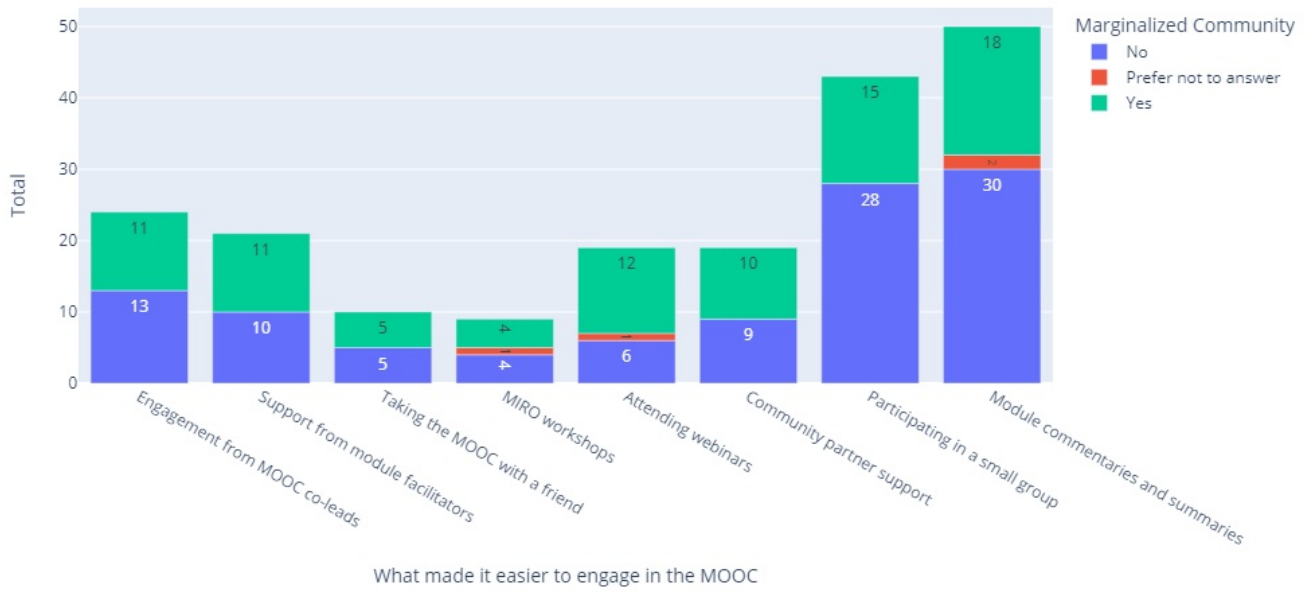


How well do you feel the peer-to-peer (P2P) or horizontal learning is being realized?



How well do you feel the peer-to-peer (P2P) or horizontal learning is being realized?





☰ Question All	☰ Group All	Answer
What steps might Synergia take to be more inclusive of marginalized voices?	Indigenous	discuss RESOURCES both Human and Financial as well as execution of a surgical plan to address the issue
What steps might Synergia take to be more inclusive of marginalized voices?	Indigenous	Include more B3 organizations in the work and social initiatives.
What steps might Synergia take to be more inclusive of marginalized voices?	Black	Connecting with more organizations that represent marginalized voices so that the message can get deeper into the community such as the Black Entrepreneurship Ecosystem to engage with Black Business Owners
What steps might Synergia take to be more inclusive of marginalized voices?	Black	Continue to work with groups like SETSI
What steps might Synergia take to be more inclusive of marginalized voices?	Black	The session was great, I think they need to have more sessions. There is so much more to unpack
What steps might Synergia take to be more inclusive of marginalized voices?	Black	Include more B3 organizations in the work and social initiatives.
What steps might Synergia take to be more inclusive of marginalized voices?	Person of Colour	Good question, hard to answer here.
What steps might Synergia take to be more inclusive of marginalized voices?	Person of Colour	more BIPOC leadership
What steps might Synergia take to be more inclusive of marginalized voices?	Person of Colour	more stories and cases from Asia
What steps might Synergia take to be more inclusive of marginalized voices?	LGBTQ2S+	Engage more partner participants to present and/or run workshops to further diversify perspectives on various climate issues.
What steps might Synergia take to be more inclusive of marginalized voices?	LGBTQ2S+	More people from marginalized groups helping to shape curriculum and acting as module guides, more intersectional analysis of systems, resources that consider the different impacts on vulnerable populations, resources created by and for marginalized groups
What steps might Synergia take to be more inclusive of marginalized voices?	LGBTQ2S+	Including Indigenous voices from Canada
What steps might Synergia take to be more inclusive of marginalized voices?	Diverse Disability	Engage more partner participants to present and/or run workshops to further diversify perspectives on various climate issues.
What steps might Synergia take to be more inclusive of marginalized voices?	Diverse Disability	Good question, hard to answer here.
What steps might Synergia take to be more inclusive of marginalized voices?	Diverse Disability	More people from marginalized groups helping to shape curriculum and acting as module guides, more intersectional analysis of systems, resources that consider the different impacts on vulnerable populations, resources created by and for marginalized groups
What steps might Synergia take to be more inclusive of marginalized voices?	Diverse Disability	I frequently need things reiterated.
What steps might Synergia take to be more inclusive of marginalized voices?	Diverse Disability	Including Indigenous voices from Canada
What steps might Synergia take to be more inclusive of marginalized voices?	Diverse Disability	Not sure if this is necessary

What steps might Synergia take to be more inclusive of marginalized voices?	Diverse Disability	My main problems, in order of severity (in terms of staying on course and making progress in any course of learning and action) are: ADD, depression, and manic episodes (which tended to be years or many months apart, and mainly positive for visionary inspiration and motivation during most of my life... but came closer together and were more counterproductive in the last 10 years. Synergia's MOOC seems to me to be doing a very good job of introducing many approaches to CED, thus giving people intros to more ways they can get involved in making a better life for themselves and others. The only thing that comes to mind as to how you could become more inclusive would be get involved as soon as it is feasible in either or both: assisting co-creation of, and/or making extensive use of, the local-global P2P GNU/Linux mega-network for the whole spectrum of activist orgs & individuals - catalyzing of which is the main focus of my own activism. This isn't the place for it, but I'll soon send an update on the current state of that project.
What steps might Synergia take to be more inclusive of marginalized voices?	Diverse Disability	I was very pleased with the level of inclusiveness of this course...it was accessible and shared diverse views... as well, it welcomed and honoured the diverse views of those taking the MOOC!
What steps might Synergia take to be more inclusive of marginalized voices?	Low Income	discuss RESOURCES both Human and Financial as well as execution of a surgical plan to address the issue
What steps might Synergia take to be more inclusive of marginalized voices?	Low Income	I guess a lot of ecological / environmental things still attract a predominantly white middle class quite educated audience. Getting into audiences who perhaps have less time, less education might need a slightly different, perhaps shorter course? MOOCs are notorious for losing 80-90% of those who start them in any case.
What steps might Synergia take to be more inclusive of marginalized voices?	Low Income	Good question, hard to answer here.
What steps might Synergia take to be more inclusive of marginalized voices?	Low Income	The sake that this is a "free" course is exceptional and is the principle reason I've been able to engage in this space.
What steps might Synergia take to be more inclusive of marginalized voices?	Low Income	Including Indigenous voices from Canada
What steps might Synergia take to be more inclusive of marginalized voices?	Low Income	I think you are doing a great job.
What steps might Synergia take to be more inclusive of marginalized voices?	Low Income	Do not put all issues of low income into one solution; ie. homelessness and refugee housing needs different supports than those making a low income in cities. It depends on where an individual lives (subsidized housing/ affordable housing), family supports, education level, and job opportunities (city vs rural). Look at solutions through government, non-profits, and social enterprise.
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Indigenous	as mentioned before facing major health issues i did not have adequate time to delve deeper However I will do it in the immediate future
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Indigenous	I didn't understand the climate change conversation before and now I understand the significance and importance of our community to pay attention and be aware of the existing and potential challenges.
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Black	Being able to take the learning and share it within my community is the biggest impact
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Black	Learning about how we all contribute and what can be done to change our ways was amazing
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Black	New relationships and feeling like Im a part of the solution.

Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Black	I appreciated that the facilitators were very knowledgeable and passionate
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Black	Is very important
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Black	I didn't understand the climate change conversation before and now I understand the significance and importance of our community to pay attention and be aware of the existing and potential challenges.
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Person of Colour	when I held in-person meetings or gatherings, I give more attention to "how we do this without so much waste (especially food and energy) or how we organize the waste during/after the gatherings" That's the simple thing I do.
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	LGBTQ2S+	I really appreciated the agricultural perspective on food justice, especially with my background in food security. It provided a new perspective on an issue I have typically looked at from a more social/emergency food perspective. I really enjoyed the energy module, I thought it was the most cohesive module and also learned many things about a topic I had very little knowledge on. Where I live there are frequent conversations on clean energy and its impacts, so I appreciated learning about this issue and both the pros and cons of various policy solutions (e.g., EV's, solar power, energy democracy, etc.).
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	LGBTQ2S+	The MOOC provided the time and space to have reflective conversations about systems I encounter constantly and examples of how people have tried to change or move away from these systems.
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	LGBTQ2S+	I really enjoyed the way the course was structured. Many of the topics I had not previously been aware of.
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Diverse Disability	I really appreciated the agricultural perspective on food justice, especially with my background in food security. It provided a new perspective on an issue I have typically looked at from a more social/emergency food perspective. I really enjoyed the energy module, I thought it was the most cohesive module and also learned many things about a topic I had very little knowledge on. Where I live there are frequent conversations on clean energy and its impacts, so I appreciated learning about this issue and both the pros and cons of various policy solutions (e.g., EV's, solar power, energy democracy, etc.).

<p>Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.</p>	<p>Diverse Disability</p>	<p>I only participated in the 1st 2 modules, and via the Forums I saw significant potential for making contacts for P2P learning, sharing, planning and doing. I wish I could work at a faster and more sustainably focused pace, so I could have tried to weave my main work into a jointly beneficial role within the MOOC. I think that if/when the local-global P2P mega-network (with a node in every city where it is safe & feasible for local activists to create one) comes into being, it will be very useful in extending the reach of the Synergia MOOC, and in co-creating of complementary MOOCs. I've wondered, and still do, if it may be feasible to include work on co-creating this P2P mega-network as a module in your next MOOC? If so, it would be in collaboration with the two distinct groups I'm reaching out to: 1. activist orgs whose prime focus is co-creation of the actual GNU/Linux distro (OS & thousands of small and large programs that run on it) that will include software to help activists in any given city to co-create their own node 2. Key leaders (founders, Exec Dirs, and IT pros/programmers) who work with (on staff, or as dedicated volunteers) the whole spectrum of activist orgs (CSO/NGOs, Co-ops, Unions, CUs, social enterprises) who are collectively working on the whole spectrum of concerns/issues that must be intelligently & compassionately be woven together to co-create a viable alternative to the rapidly, aggressively, and belligerently expanding neoliberal powers-that-be. PS I've reached out to what I see as the 2 key orgs in the 1st group - the Free Software Foundation (FSF.org) and Debian (specifically those involved in Debian Blends) https://blends.debian.org/blends/ Its clear to me that for the software I'm advocating for it going to have to be a joint effort of both groups above.</p>
<p>Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.</p>	<p>Diverse Disability</p>	<p>Thanks to the real sense of community the MOOC provided me, I no longer feel as though I am not just a voice in the wilderness when it comes to speaking out in support of those whose voice has been muffled, ignored and or marginalized. This course has given me the confidence to converse with others regarding finding solutions for complex issues. Despite the heavy topics covered, I concluded the MOOC feeling incredibly hopeful that positive change making is not just necessary but still possible. I feel as though I can see new avenues towards making real and sustainable change in my neck of the woods thanks to looking at things from a systems theory lens.</p>
<p>Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.</p>	<p>Diverse Disability</p>	<p>The MOOC provided the time and space to have reflective conversations about systems I encounter constantly and examples of how people have tried to change or move away from these systems.</p>
<p>Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.</p>	<p>Diverse Disability</p>	<p>The program was phenomenally well thought out and laid out. The only thing stopping me from benefitting more is the amount of time I have dedicated to using the resources. I am concerned it might be hard for me to go back and rediscover where all this knowledge is contained.</p>
<p>Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.</p>	<p>Diverse Disability</p>	<p>I really enjoyed the way the course was structured. Many of the topics I had not previously been aware of.</p>
<p>Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.</p>	<p>Diverse Disability</p>	<p>Widening my horizon, overwhelming and thus somehow paralyzing</p>
<p>Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.</p>	<p>Low Income</p>	<p>as mentioned before facing major health issues i did not have adequate time to delve deeper However I will do it in the immediate future</p>

Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Low Income	I feel I knew a fair bit on climate change, and alternatives. The really good thing with the module was looking at groups who were trying to make change. We could then follow up some of these some more. The discussion became really necessary to critically engage with what some of these groups were seeking to do, and if the directions being taken might offer part of a real change. But there was a good mix of improving things for people in the now, and really more examples of this would have been good - workers coops that weren't just members looking out for themselves, etc. Some of the examples were really quite inspiring. May be there was still a bit more room for some Socialism in there too.
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Low Income	I've experienced a paradigm shift from thinking within the box of European inherited "rules" to Indigenous "rules" based on the truth that we are one with all life on earth, and the earth is the core of all life.
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Low Income	I see hope in the future.
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Low Income	I feel that I've been exposed to tangible alternative models & tools that have the power to enact systemic changes towards a regenerative economy. From agriculture, energy, healthcare, to finance; the threads of how these sectors can be interwoven has become much clearer. I can better see the whole picture, which gives me the ability to tangibly act on a select area and find my role.
Please take a moment to describe and share some details of your experience in terms of the MOOC's impact on you.	Low Income	I really enjoyed the way the course was structured. Many of the topics I had not previously been aware of.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Indigenous	Absolutely I also hosted Mr Zev Friedman in my region and we had a ver y meaningful and insightful meeting
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Indigenous	Yea by sharing the experience with others and letting them know of the opportunity to engage and learn.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Immigrant	Yes, online in my area of expertise.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Black	Yes as I learn more would be happy to engage in online forums.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Black	Yes
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Black	Yes, by participating in the study group sessions.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Black	Yes, they gave us an option to ask questions and provided an email address if we would like to follow up
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Black	Good

Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Black	Yea by sharing the experience with others and letting them know of the opportunity to engage and learn.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Person of Colour	Yes through facilitating our study groups.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Person of Colour	not really - i didn't have time to contribute to forums given how much was required just to go through the content and the small group format wasn't really structured to share that way (although it could have been)
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	LGBTQ2S+	Working with a small group through Eviance helped to focus the discussions of the MOOC on a specific area of interest (in this case the intersection of disability justice and climate justice). Small group discussions allowed us to address the different topics through a common lens and share knowledge with other through out unique personal experiences.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	LGBTQ2S+	In person, yes absolutely. Our in person and self organized zoom small group study circles and discussions were wonderful. Felt uninspired to add my voice to online MOOC forums and zoom sessions due to the sheer size of them/number of course participants
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	LGBTQ2S+	We were able to have weekly meetings which really helped with peer to peer learning and allowed for a lot of room for reflection and resource sharing.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	LGBTQ2S+	I can contribute by bringing a positive and upbeat attitude and promoting community driven programs.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Diverse Disability	Working with a small group through Eviance helped to focus the discussions of the MOOC on a specific area of interest (in this case the intersection of disability justice and climate justice). Small group discussions allowed us to address the different topics through a common lens and share knowledge with other through out unique personal experiences.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Diverse Disability	Yes through facilitating our study groups.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Diverse Disability	We were able to have weekly meetings which really helped with peer to peer learning and allowed for a lot of room for reflection and resource sharing.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Diverse Disability	I am always open to and enjoy discussion. It helps to broaden my understanding and allows me to share what I have a grasp of with others.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Diverse Disability	I can contribute by bringing a positive and upbeat attitude and promoting community driven programs.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Diverse Disability	Not really, bc I did not make it happen.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Diverse Disability	Yes, online in my area of expertise.

Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Diverse Disability	Through the forums primarily.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Diverse Disability	The avenues for peer discussion were so great.... early on they were flooded with discussions and it definitely was a little overwhelming and intimidating whereas later on the dialogue content was reduced and more manageable. Co leads and module moderators all were welcoming and generous in their comments and facilitation all the way through to mod 8! Amazing!
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Low Income	Absolutely I also hosted Mr Zev Friedman in my region and we had a very meaningful and insightful meeting
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Low Income	In our face to face group we had discussions, what I would say is that we did not have enough time - more discussions, more meetings would have been good - as there was too much to discuss.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Low Income	Yes through facilitating our study groups.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Low Income	The small group discussions definitely led to more vulnerable and "real" story and experience sharing. In this context it feels that there was more gained on a peer-to-peer level than on the forums.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Low Income	I can contribute by bringing a positive and upbeat attitude and promoting community driven programs.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Low Income	I appreciated our small group very much, group 10. Our leader was competent, non-judgemental, and encouraging people to speak up.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Low Income	Yes through discussions. Discussions were lengthy and had fascinating information.
Did you feel you could contribute as a peer to the learning of others in the MOOC? If so, please explain how.	Low Income	I was not able to participate in the group discussions not only due to time constraints but by having little to offer in terms of professional knowledge. The level of knowledge I encountered was tremendous and the energy was palpable. At times, it all made me feel like there is very real possibility for change.
Did the content resonate with your context? Please explain.	Indigenous	Yes We both have a regenerative village building Zev has done it already I am in the process of making it happen His experience was extremely valuable
Did the content resonate with your context? Please explain.	Indigenous	Yes I never realized how much I could relate and needed to know about such issues. I'm glad I had the opportunity to attend and engage.
Did the content resonate with your context? Please explain.	Immigrant	Not exactly
Did the content resonate with your context? Please explain.	Black	Yes it was relevant and has encouraged to deepen my learning.
Did the content resonate with your context? Please explain.	Black	Yes
Did the content resonate with your context? Please explain.	Black	Yes, I work in this field
Did the content resonate with your context? Please explain.	Black	Yes

Did the content resonate with your context? Please explain.	Black	Yes I never realized how much I could relate and needed to know about such issues. I'm glad I had the opportunity to attend and engage.
Did the content resonate with your context? Please explain.	Person of Colour	No, not relevant to my immediate living conditions.
Did the content resonate with your context? Please explain.	Person of Colour	i think it was inspirational but would need to adapted
Did the content resonate with your context? Please explain.	Person of Colour	Yes, absolutely. The contents describe what is happening in my surrounding, and blown away. I'm thinking about CLT (Community Land Trust) which I don't know if we have here or how to get them here. There are a lot of things I can learn (even though it's my second time joining the course) and looking for long-term engagement with the synergia institute
Did the content resonate with your context? Please explain.	LGBTQ2S+	I did see some relevance in content, especially in the food, land, and energy Modules. I had some difficulty with the placement and content of the welfare and finance Modules as they felt a bit underdeveloped and did not provide a lot of relevant context in my case. Specifically the welfare module was a missed opportunity to touch on disability and how it intersects with climate justice.
Did the content resonate with your context? Please explain.	LGBTQ2S+	Yes, especially the food module - I work in Kamloops's Food Hub, and viewing climate action and justice through marginalized lenses, as most of our food hub clients fit into minority groups
Did the content resonate with your context? Please explain.	LGBTQ2S+	In our reflections we did often feel like disability had been left out of many conversations and that a disability lens could have really added to a lot of the content. For example the module on precarious livelihoods would have been a great opportunity to talk about cross-disability movements and the ableism embedded in many of these systems.
Did the content resonate with your context? Please explain.	LGBTQ2S+	Yes it did because it brought first hand experiences and knowledge to theories and methodologies.
Did the content resonate with your context? Please explain.	Diverse Disability	I did see some relevance in content, especially in the food, land, and energy Modules. I had some difficulty with the placement and content of the welfare and finance Modules as they felt a bit underdeveloped and did not provide a lot of relevant context in my case. Specifically the welfare module was a missed opportunity to touch on disability and how it intersects with climate justice.
Did the content resonate with your context? Please explain.	Diverse Disability	No, not relevant to my immediate living conditions.
Did the content resonate with your context? Please explain.	Diverse Disability	In our reflections we did often feel like disability had been left out of many conversations and that a disability lens could have really added to a lot of the content. For example the module on precarious livelihoods would have been a great opportunity to talk about cross-disability movements and the ableism embedded in many of these systems.
Did the content resonate with your context? Please explain.	Diverse Disability	Absolutely! I am often frustrated I, and my community, do not do enough to initiate positive change. Seeing what other people and places have done is truly inspiring.
Did the content resonate with your context? Please explain.	Diverse Disability	Yes it did because it brought first hand experiences and knowledge to theories and methodologies.
Did the content resonate with your context? Please explain.	Diverse Disability	Yes and no. Learnt a lot out of my bubble!
Did the content resonate with your context? Please explain.	Diverse Disability	Not exactly
Did the content resonate with your context? Please explain.	Diverse Disability	Somehow through the MOOC - via another participant - I learned of a local food coop (Fireweed), which I'll join. It seems likely to be the main way in which I'll become involved in CED. So far CED has been something relatively new to me (a few years), but I hadn't found a way to actually get involved in practising it.

Did the content resonate with your context? Please explain.	Diverse Disability	Absolutely resonant content...the course was so aligned with my areas of interest over the past thirty years (and intensely over the past ten plus) that I could scarcely believe I had found the MOOC. Thanks for providing such meaningful deepening of knowledge and broadening of context...grateful! It truly felt like the deep dive I needed to feel able to have relevant conversations regarding Just Transition...
Did the content resonate with your context? Please explain.	Low Income	Yes We both have a regenerative village building Zev has done it already I am in the process of making it happen His experience was extremely valuable
Did the content resonate with your context? Please explain.	Low Income	A bit I guess, sometimes - if you mean on the forums then sometimes.
Did the content resonate with your context? Please explain.	Low Income	No, not relevant to my immediate living conditions.
Did the content resonate with your context? Please explain.	Low Income	I think the content did a great job of covering what can be done individually and on the community level - the focal point definitely felt that the lens was on grassroots community level initiatives, paired with company / organization structuring tools. I'm glad this is where the lens was focused, as this is where I feel real systemic change begins. And it empowers us to engage in that way.
Did the content resonate with your context? Please explain.	Low Income	Yes it did because it brought first hand experiences and knowledge to theories and methodologies.
Did the content resonate with your context? Please explain.	Low Income	So relevant it's scary to think about what will happen here in Surrey, BC. People are not ready for the kinds of disruptions coming our way.
Did the content resonate with your context? Please explain.	Low Income	Yes such as climate, and insecurity with aging.

Appendix D

Phase 3: Develop

Future Visioning Workshops 1, 2 & 3
slide decks

**Interested in ART?
Interested in the FUTURE?
Live in St. James Town?**

Join us for a series of two workshops that explore our individual and collective desires for our futures during the climate crisis.

Refreshments and art supplies will be provided along with a stipend to reimburse you for your time and expenses.

Please call or txt
416-414-4928 to register.

August 24, 2023
& August 31, 2023
3-8:30 pm

St. James Town
Community Co-op Office
354 Bleecker St, 1st Floor

<https://stjamestowncoop.org/>
www.goodfutures.ca
<https://ccednet-rcdec.ca/>

Good futures collective, with the support of the Canadian Community Economic Development Network and the St. James Town Community Co-op would like to learn about St. James Town community members' dreams for their futures, and how we can work collectively to realize these during the climate crisis.

If you're older than 14, live within the borders of St. James Town (between Bloor and Wellesley and between Jarvis and Parliament and have availability to attend on both August 24 and August 31, please text 416-414-4928 to register.

Workshop 1: Visioning our desired futures. Through discussions and art making; poetry, drawing, painting, storytelling, we will share our visions for our own, our family's and our communities desired futures.

Workshop 2: Creating the path to our desired future. Through a discussion of climate action happening locally and globally along with examples of possible futures drawn from Hollywood and afro-futurism, we will discuss barriers and enablers to our desired futures.



Canadian
CED Network
Réseau canadien
de DEC

An abstract painting of a face, rendered with thick, layered brushstrokes in a vibrant palette of purple, orange, yellow, and blue. The eyes are dark and expressive, and the overall texture is rich and textured.

Imaging Your Future in St. James Town

Workshop 1: Envisioning our Desired Futures

good futures collective
August 21 2023

This Evening

1. Introducing the project/Agreements

10 min

2. Getting to know each other

20 min

3. Visioning our Future Selves

20 min

4. Break/Snacks

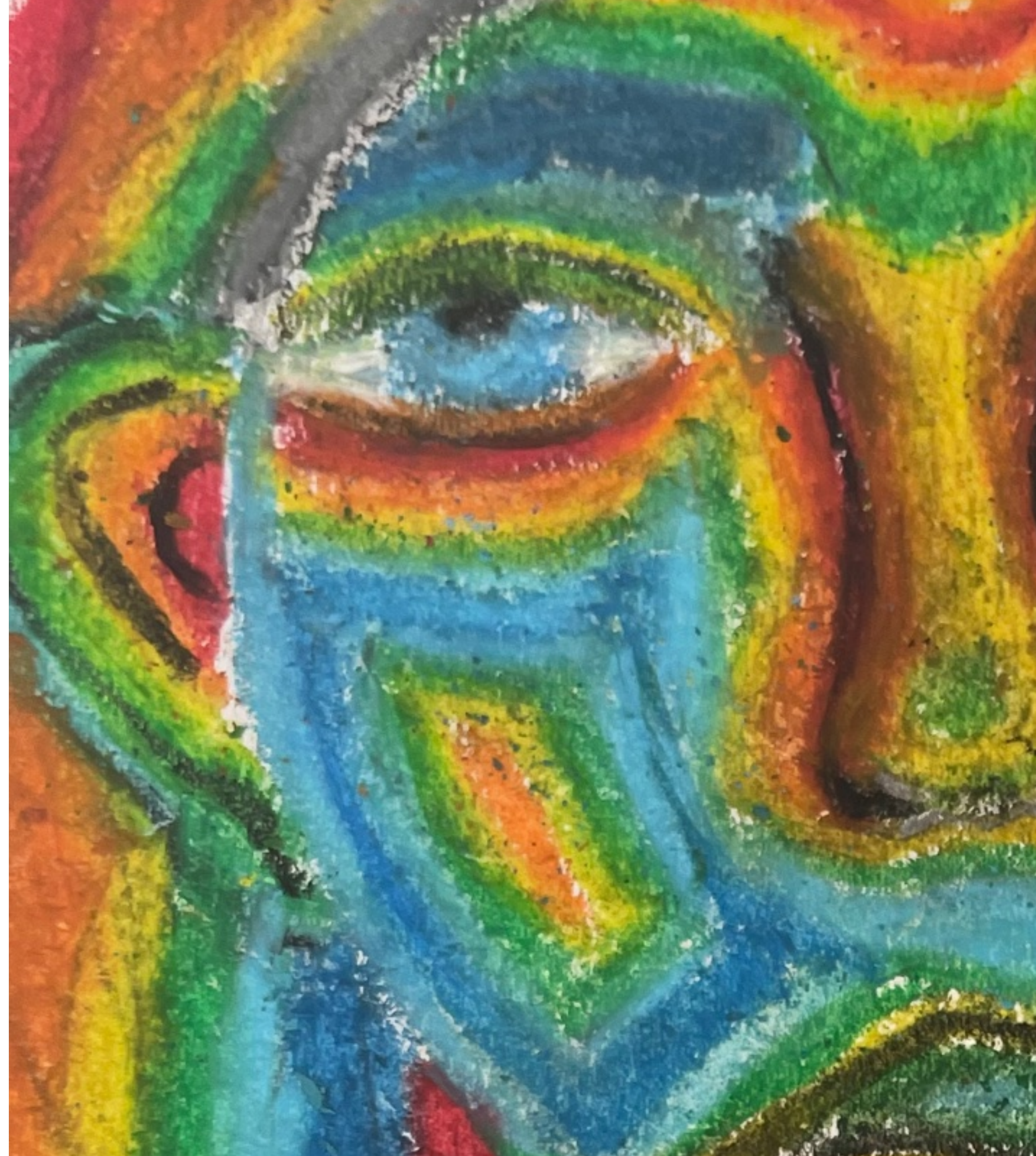
10 min

5. Visioning our Futures

45 min

6. Next Steps/Discussion

30 min



1. Project Background

- Collaboration amongst:
 - Canadian Community Economic Development Network
 - St. James Town Community Co-op
 - good futures collective
- Exploration of community-based Climate Action
 - How can we mobilize climate action in ways that advance community resilience, capacity and climate justice?
 - What are the priorities of community members as they relate to their desired futures?
 - How can we best support community members in achieving these futures?

1. Agreements

- Participation in both sessions is required for compensation
 - If you can't make the second session please speak to us offline
- Please sign the participant information sheet being circulated and indicate if you're able to accept e-transfers
- Please share respectfully
- Take time for yourself
- Let us know if you don't want to be recorded

2. Getting to Know Each Other

Introduce yourself to the person next to you by, filling in the blanks to the following:

I came to St. James Town
_____ ago.

I came here on my own/with my
_____ because _____.

When I first arrived I was really hoping
_____.



3. Visioning our Future Selves

Take some time to think about who you want to be in the future

- Questions to explore:
 - What do they wear?
 - How do they walk?
 - What words do they use?
 - What stories do they tell?
 - How do they feel in their body?
 - What lessons do they embody?



3. Visioning our Future Selves

Describe your future self

- Introduce them
- Write a poem about them
- Write a letter to them
- Draw a sketch of them or an aspect of them
- Tell a story about them



4. Break

Help yourself to snacks



5. Visioning our Futures

Telling new stories



- All stories are true
- Some of them even happen

5. Visioning our Futures

The Psychology of Visioning

- If we spend time with our visions of our futures, if we write about our futures, create images of our futures and revisit these over and over, they have a way of becoming our reality



5. Visioning our Futures

You are what your deepest desire is.

As is your desire, so is your intention.

As is your intention, so is your will.

As is your will, so is your deed.

As is your deed, so is your destiny.

Upanishads



5. Visioning our Futures

What does the world look like for my future self?

- Be as bold and as expansive as you like
- Don't constrain yourself by the current reality
 - What are you doing?
 - Where are you?
 - Who are you with?
 - What's around you?
- Use any and or all of the media available to you here
 - Collage
 - Drawing/Sketching
 - Painting

6. Sharing our Visions

Discussion



6. Sharing our Visions

Next Steps



An abstract painting of a face, rendered with thick, layered brushstrokes in a vibrant palette of purple, blue, orange, yellow, and green. The eyes are dark and expressive, and the overall texture is rich and textured.

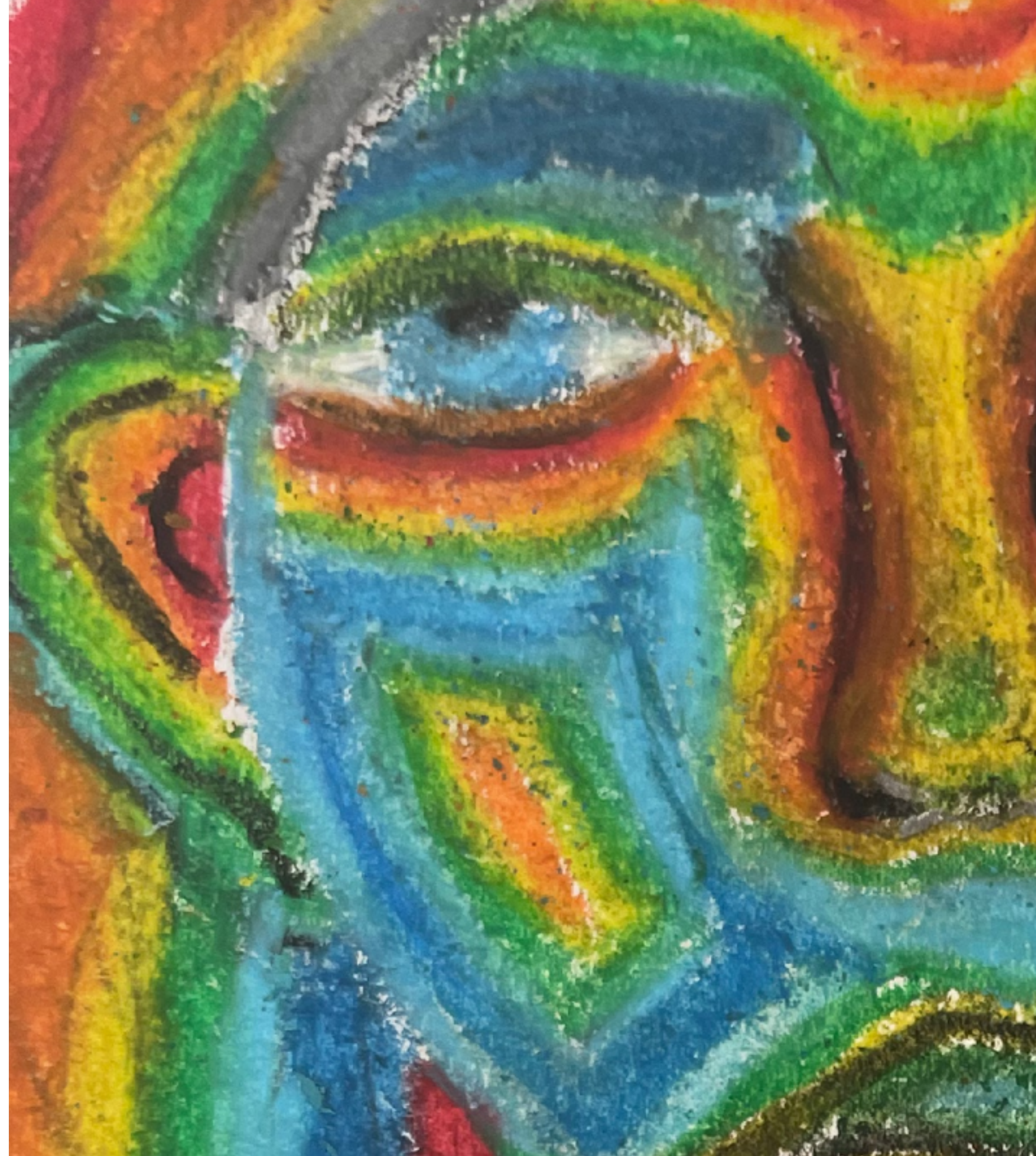
Imaging Your Future in St. James Town

Workshop 2: Creating Paths to our Desired Futures

good futures collective
August 31 2023

This Evening

- 1. Check-in/Reflections from last time**
20 min
- 2. Themes from our Futures**
30 min
- 3. Break/Snacks**
10 min
- 4. Exploring Alternative Futures**
45 min
- 5. Thinking Systemically/Obstacles and Enablers**
30 min
- 6. Final Reflections**
30 min



1. Check-in

- How was your week?
- Reflections to share on your future vision/ letter to self?
- Anything else you'd like to share

2. Themes from our Futures

Getting/Staying Healthy

Travelling

Owning/Building a Home

Having nice things

Starting a business

Holding events

Building Community

Being in Nature

Finding Love/Spending time with Loved ones

Creating/Growing Family

Accessing Higher Education



2. Themes from our Futures

Synthesis and Analysis

- What 3 themes are your top priorities?
- What priorities do we have in common?
- What stands out for you based on what our collective priorities are?



3. Break

Help yourself to snacks



4. Exploring Alternative Futures

Wall-e

- WALL-e was released in 2008
- What stood out for you as you watched these clips?
- How likely do you feel this future is?



4. Exploring Alternative Futures

Black Panther

- Black Panther was released in 2018
- What stood out for you as you watched these clips?
- How likely do you feel this future is?



4. Exploring Alternative Futures

Extrapolations

- Extrapolations was released in 2023
- What stood out for you as you watched these clips?
- How likely do you feel this future is?



4. Exploring Alternative Futures

Do these visions of Alternative Futures align with yours?

- How do these alternatives make you feel?
- Do our future selves co-exist in these futures?
- Do you accept these futures as fact?
 - What aspects?



4. Visioning our Futures

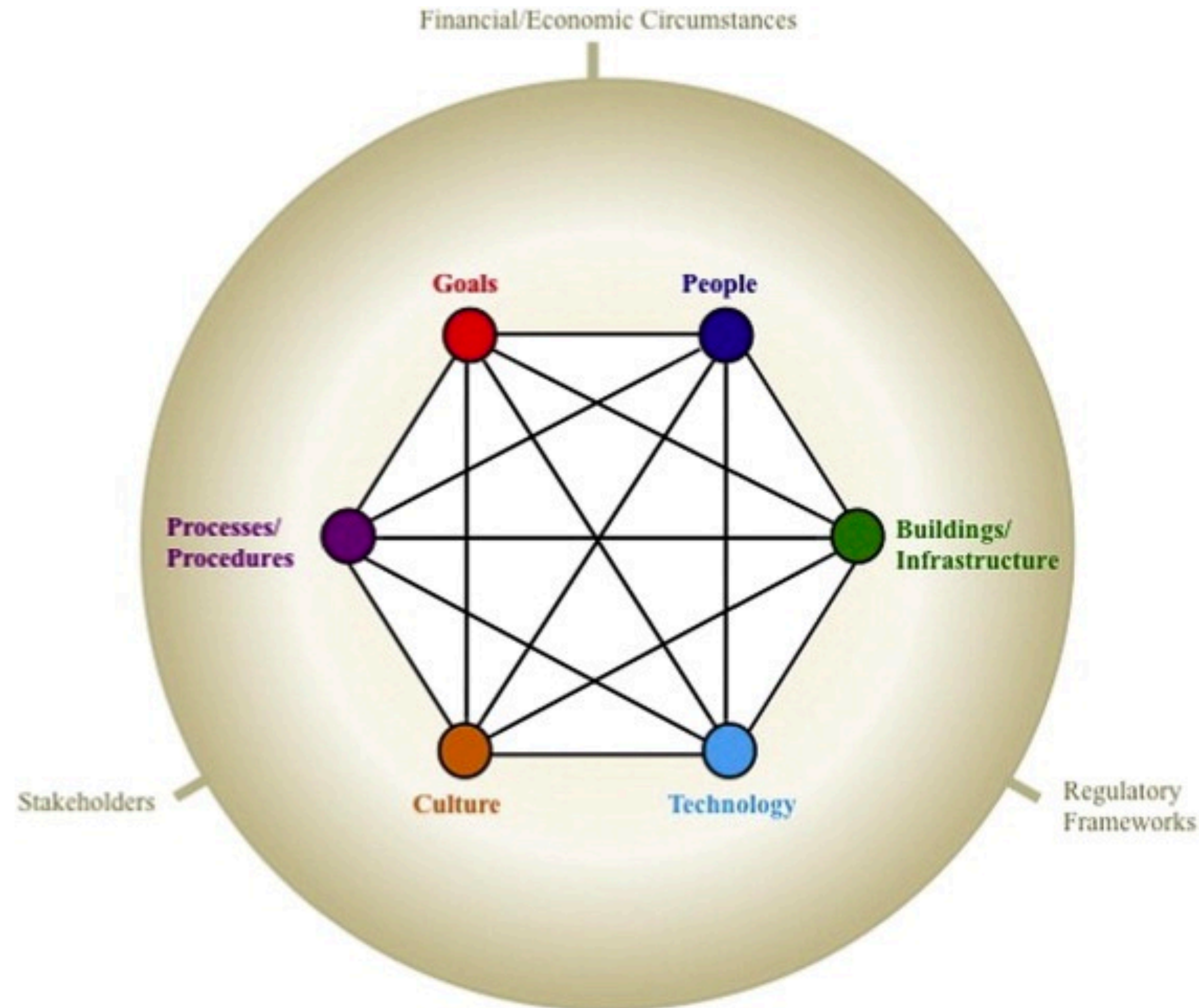
Telling new stories



- All stories are true
- Some of them even happen

5. Thinking Systemically

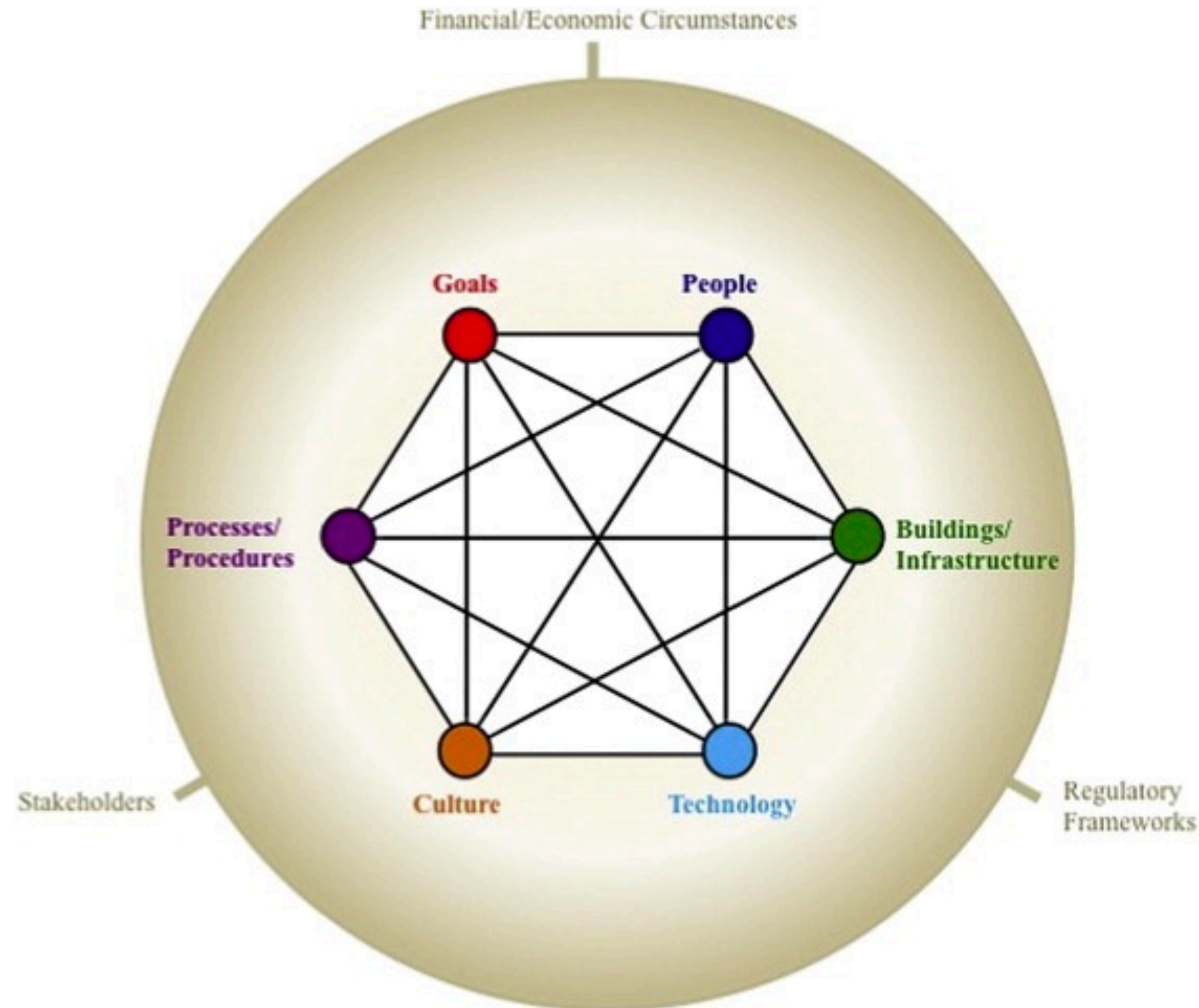
Systems Frameworks



- Systems Frameworks are helpful when thinking about complex change
- Several aspects of a system interact to create our reality
- Change requires an understanding of the interplay between these factors

5. Thinking Systemically

Barriers/Enablers to our Futures

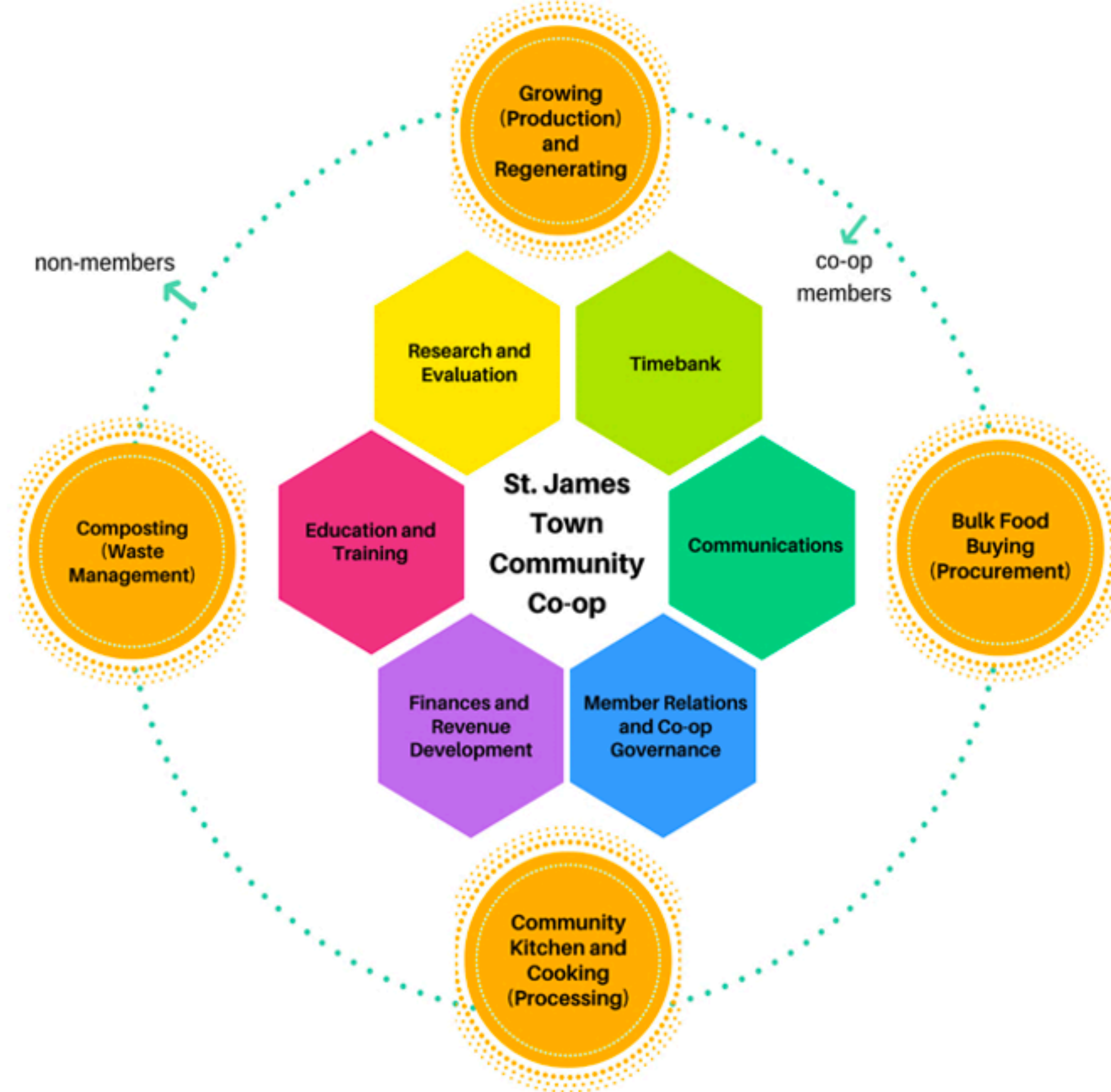


- Political Barriers/Enablers?
- Cultural Barriers/Enablers?
- Infrastructure Barriers/Enablers?
- Technology Barriers/Enablers?
- Financial Barriers/Enablers?

5. Thinking Systemically

What's possible?

- Community based solutions
- Advocacy



6. Final Reflections

Discussion



6. Final Reflections

Next Steps





Impinging your Future in St. James Town

Workshop 3: Decisions and Decision Makers

good futures collective
October 26 2023

Tonight

1. What do we mean by Climate Crisis? What is Climate Justice?

30 min

2. Who makes decisions about our futures?

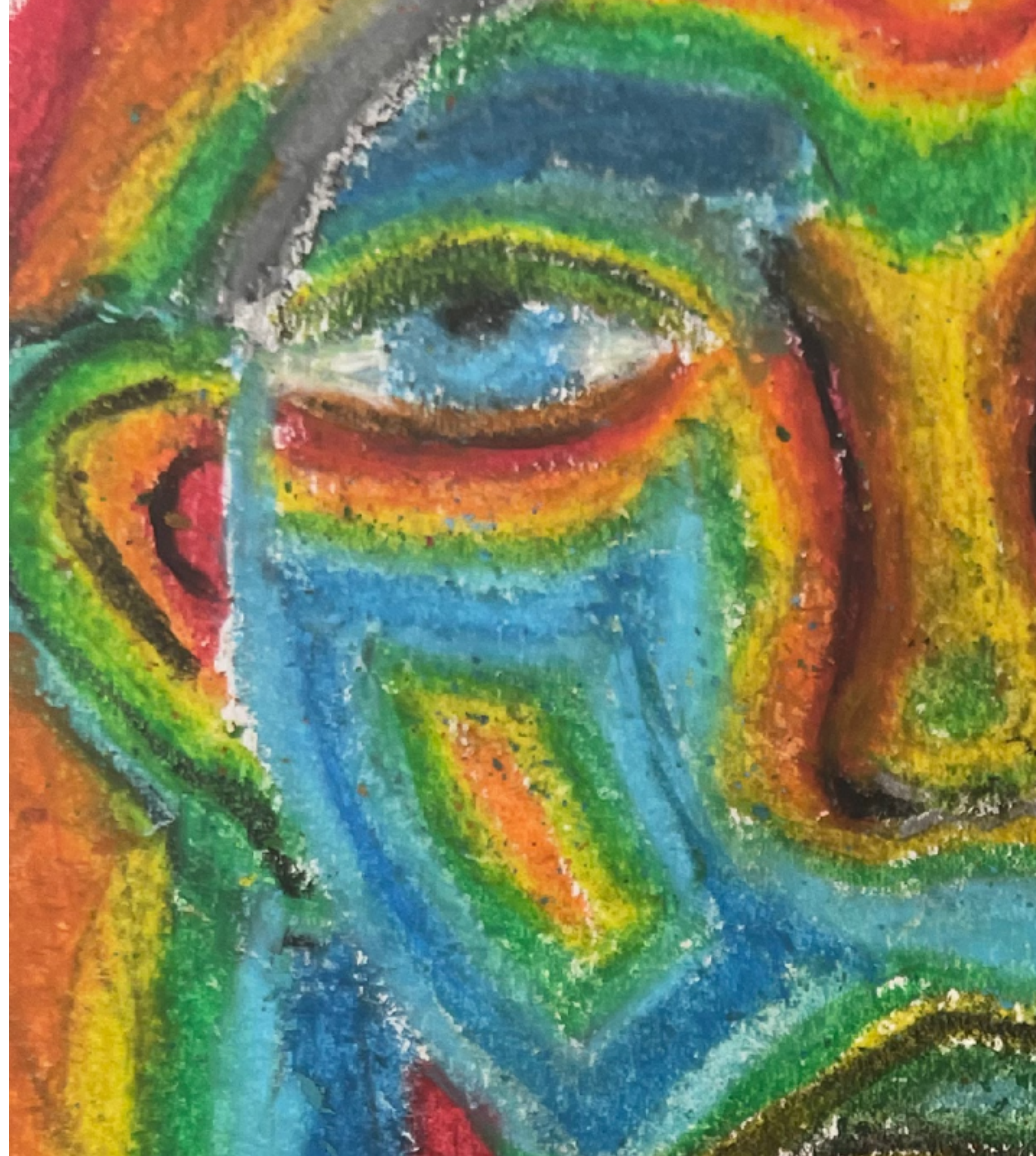
45 min

3. SJTCC's decisions/ Our decisions

30 min

4. Final Reflections

15 min



0. Check in

- How was your week?
- Reflections to share from our last workshop?
- Anything else you'd like to share

0. Agreements (reminder)

- Please share (respectfully)
- Take time for yourself
- Let us know if you don't want to be recorded

1. Climate Crisis



Climate Crisis

Ontario Provincial Climate Change Impact Assessment

Rising atmospheric concentrations of greenhouse gases are altering the earth's climate, driving increases in global average temperatures and variability and extremes of weather such as:

- extreme heat
- drought
- changes to intensity and frequency of precipitation
- floods
- wildfires

1.0 Climate Risks

Ontario Provincial Climate Change Impact Assessment

Climate crisis is transforming ecosystem structure and function, damaging infrastructure, disrupting business operations, and imposing harm to human health and wellbeing across sectors and more generally by impacting:

- Food security
- Water security
- Energy security
- Human health, safety, and well-being
- Community function

1.0 Climate Risks

Ontario Provincial Climate Change Impact Assessment

Sectoral Risks:

- Agriculture: declining productivity, crop failure, and livestock fatalities
- Natural Environment: extinction of species, destruction of habitats and ecosystems
- Infrastructure (hospitals, transit systems, highways, etc.): Risks may be amplified by existing interdependencies between infrastructure types, triggering cascading impacts across systems
- Business and economy: the largest increases in risk are for businesses dependent on natural resource systems and where historical infrastructure deficits exist.
- People and communities: climate crisis will continue to amplify existing disparities and inequities

Wildfires Engulf Argentina's Córdoba Province

October 2023



Melting Glacier Lake Causes Extensive Flooding in India

October 2023





**Deadly Flooding Wipes Out Entire Neighborhoods in Libya
September 2023**

Cyclone Mocha Devastates Myanmar

May 2023



South Sudan Sees Its Fourth Year of Consecutive Flooding



Cyclone Freddy Ravages Malawi, Mozambique, Madagascar, and Zimbabwe, February & March 2023



In the moments of wisdom ..., I remember that despair is my vanity talking. It is an indulgence in the illusion that what is here and now is inevitable, that the future is written, that we can see how it will unfold. Despair is not about reality, or the world, or even ultimately the people we care about. It is about us. It is the act of allowing our very real sadness and fear to limit our sense of what is possible, about finding safety and comfort in that darkness, about avoiding heartbreak. Despair is the easy way out.

-Yotam Marom



Some of the things that have most astounded me that have come to pass in our recent history have been the ways we have galvanized and changed the culture and conversation around sexual harassment, harm, assault, and violence through the #MeToo movement—and understanding that that change was made possible because of a lot of people at a relatively small scale being willing to tell their stories, tell their truths, and begin to make interventions for themselves by stepping out into the light. Concurrently, we've seen a major shift in the culture and the conversation around abolition and prison systems and the preciousness of Black life through the work of Black Lives Matter and the Movement for Black Lives. And with both movements there have been massive learning edges. Yet, if I think about ten years ago, that didn't feel possible, it didn't feel like that could happen that quickly

-adrienne maree brown



In our efforts to protect what is being lost, how do we make sure we're appreciating what is fighting to remain? After a frustrating new law is passed, do we take a moment to bring bread to our neighbors? Do we watch the sunset after a brutal storm? Have we acted as if there were possibilities other than destruction? Have we taken steps to show that our liberation is tied to that of others?

—Thelma Young Lutunatabua

Climate Justice



Climate Justice

Communities of colour are impacted disproportionately by the climate crisis

- Those that contribute the least to greenhouse gas emissions are impacted most
- These communities simultaneously lack the resources to adapt to climate crisis
- BIPOC voices are largely absent from conversations that affect their lives

JACKIE BRADSHAW

EARTH AND ITS MOST VULNERABLE ARE
SCREAMING



- I'm worried for my child's future. I'm terrified for all the vulnerable on Earth who won't have the means to protect themselves when natural disasters made by a screaming planet in pain tries to shake them off its back. Change is hard but living in a world where every breath hurts and natural disasters are a common occurrence will be harder. It's time to stop taking and start giving back.
- Jackie Bradshaw

BRIDGET WHITE

NO-ONE SHOULD BEAR THE BURDEN OF
DISPLACEMENT



- Millions of people are already displaced. Many more will become climate refugees. I'm an immigrant with the privilege of choosing to move continents who received support settling in a new country and my move has still been a challenge. I cannot imagine being forced from home by the climate crisis. Countries like Canada must act immediately. Those most vulnerable to the impacts of climate change contribute the least to emissions.
- Bridget White

PARTS PER

LORI WATERS

YOU ARE HERE



Area of Multiyear Ice in Arctic Week 31 of Melt Season

National Snow and Ice Data Centre

Area (million km²)

4.5
4.0
3.5
3.0
2.5



- While collecting climate data aboard an Arctic icebreaker and as a scientific artist in Ivavik, I saw diminishing sea ice and lack of snowpack for drinking water. In B.C., I experienced devastating wildfires and lived through a heat dome that killed hundreds of people and billions of sea creatures. Humans, especially in wealthy nations like Canada, have caused and are exacerbating climate change. Let's reduce our emissions now, via all possible means. No issue is more important.
- Lori Waters

DANA EDMONDS

WE MUST HEAL THE DAMAGE THAT CONTINUES TO BE DONE IN THE NAME OF
CAPITALISM



- We all need to take responsibility for ourselves and our actions when it comes to climate justice. We need more transparency, education and truth, not quick sound bites and little consideration to the importance of society as a whole to take action and make sustainable changes. Psychological distance with regards to overconsumption and its effects on mental health issues could be the key to understanding the disconnect.
- Dana Edmonds

KENDRA SCHELLENBERG

IT ALL COMES DOWN TO THE CHOICES WE MAKE
NOW



- Moving toward eco-conscious, sustainable production is a way of saving Earth and ourselves. The climate crisis is a direct result of our disconnect from nature. I garden because it's good for the planet, and good for me. If everyone made that connection: that the ground we walk on, the crops we harvest, the water we drink, etc. are all extensions of our bodies, we would all make better decisions when it comes to our climate choices.
- Kendra Schellenberg

KIRIN BHATTI

THE BODY OF OUR EARTH LIVES IN THE EARTH OF MY BODY



- For years now I've been witnessing the breakdown in my body and the bodies of my loved ones and clients that mirrors the breakdown in nature's ecosystems — unprecedented rage, grief, anxiety, fear, fires, floods, mudslides, melting. Profound healing happens when we deepen our connection to our bodies and Earth. We are Earth, made of Earth, suffering as Earth is, capable of profound transformation. If we did, what kind of climate would emerge? What life would sprout?
- Kirin Bhatti

Break

Help yourself to snacks



2. Decisions about our Future



2. How did we get here?



2. Exploring Alternative Futures

A Message From the Future

- A message from the future was released in 2019
- What stood out for you as you watched these clips?
- How likely do you feel this future is?



2. Exploring Alternative Futures

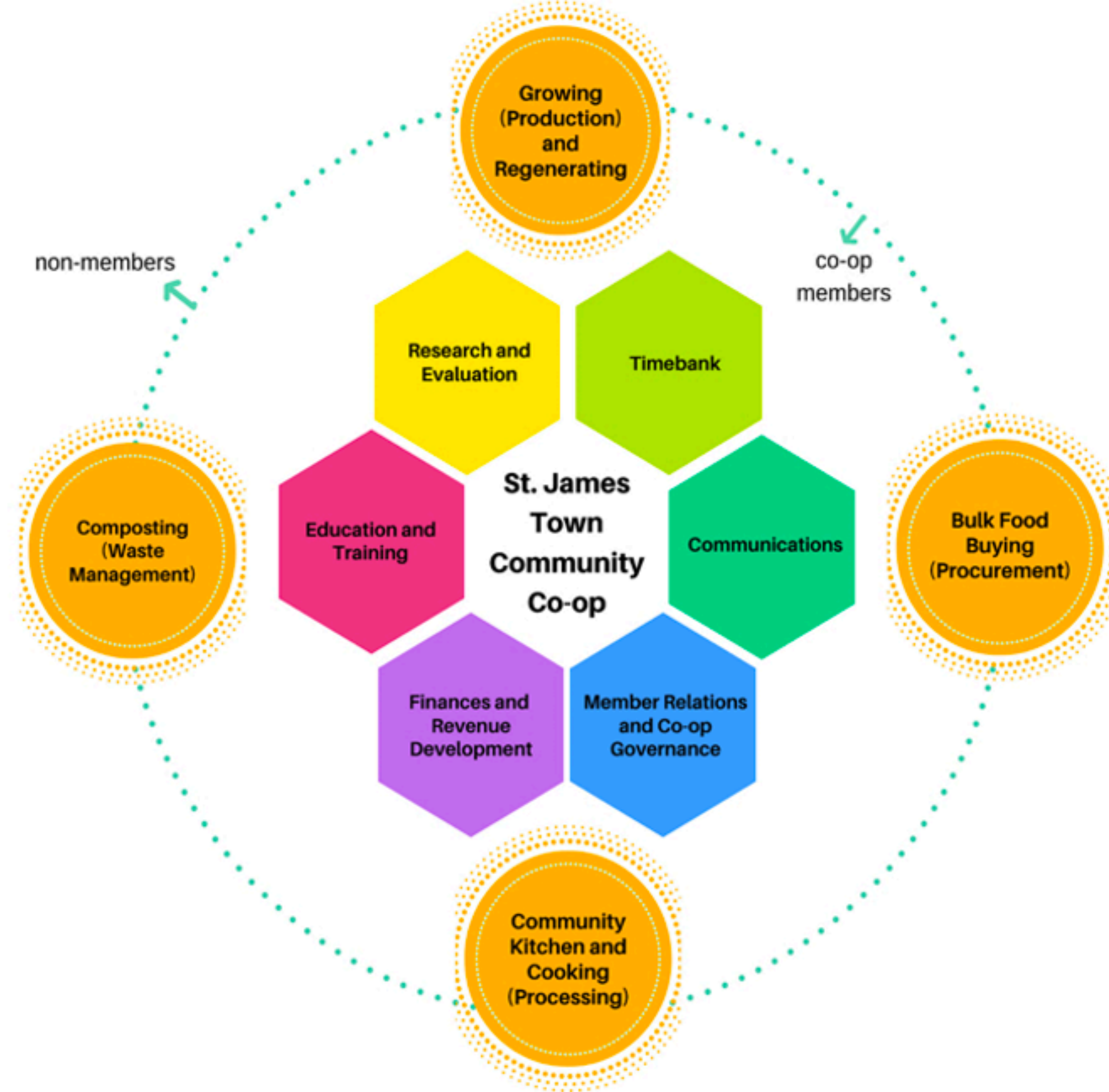
Who makes the decisions about what our future should look like?

- Who should make the decisions?
- How would this change our future?



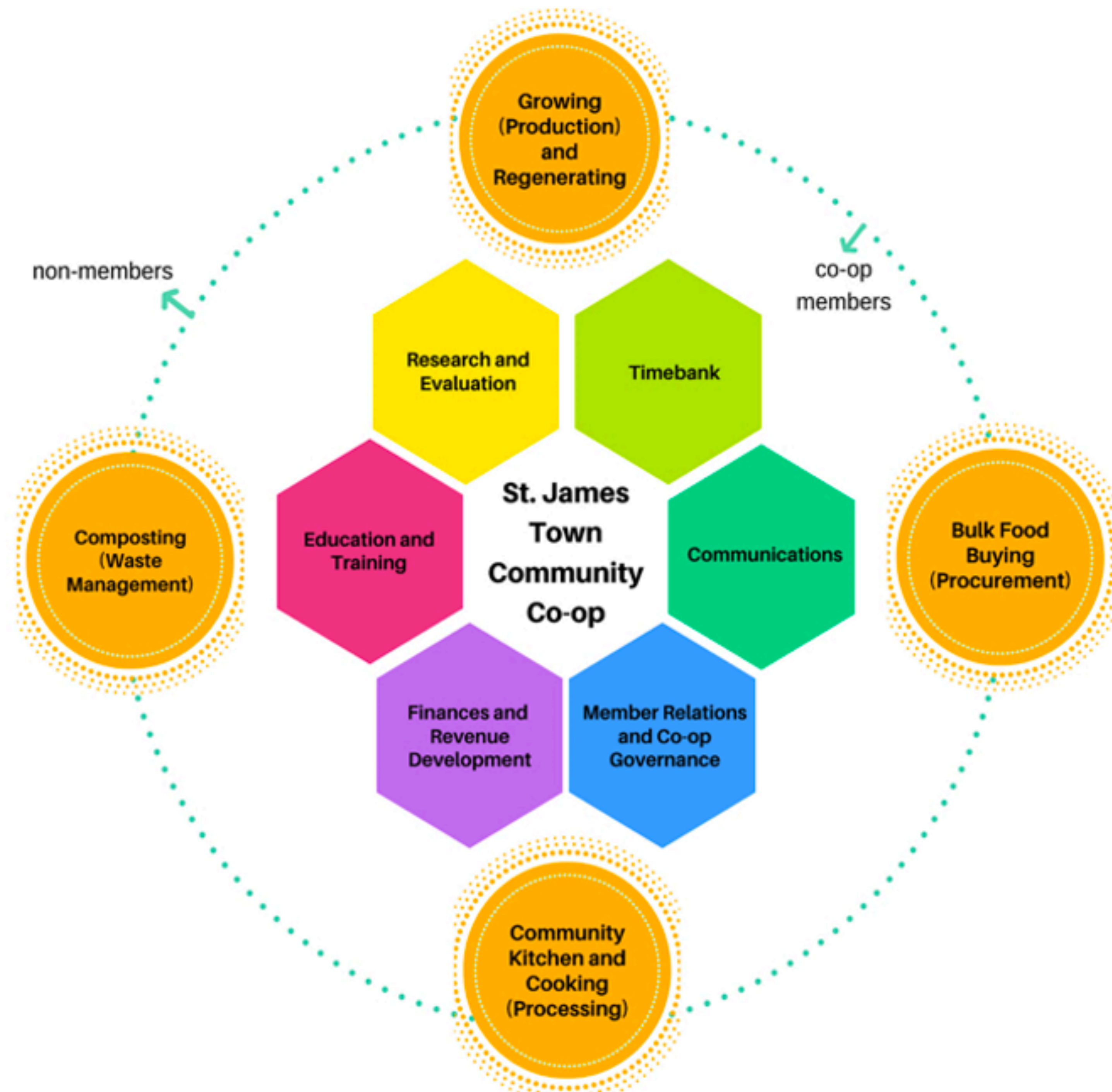
3. What is possible when we make our own decisions?

- Growing our own food
- Bulk food buying
- Community Kitchen
- Composting



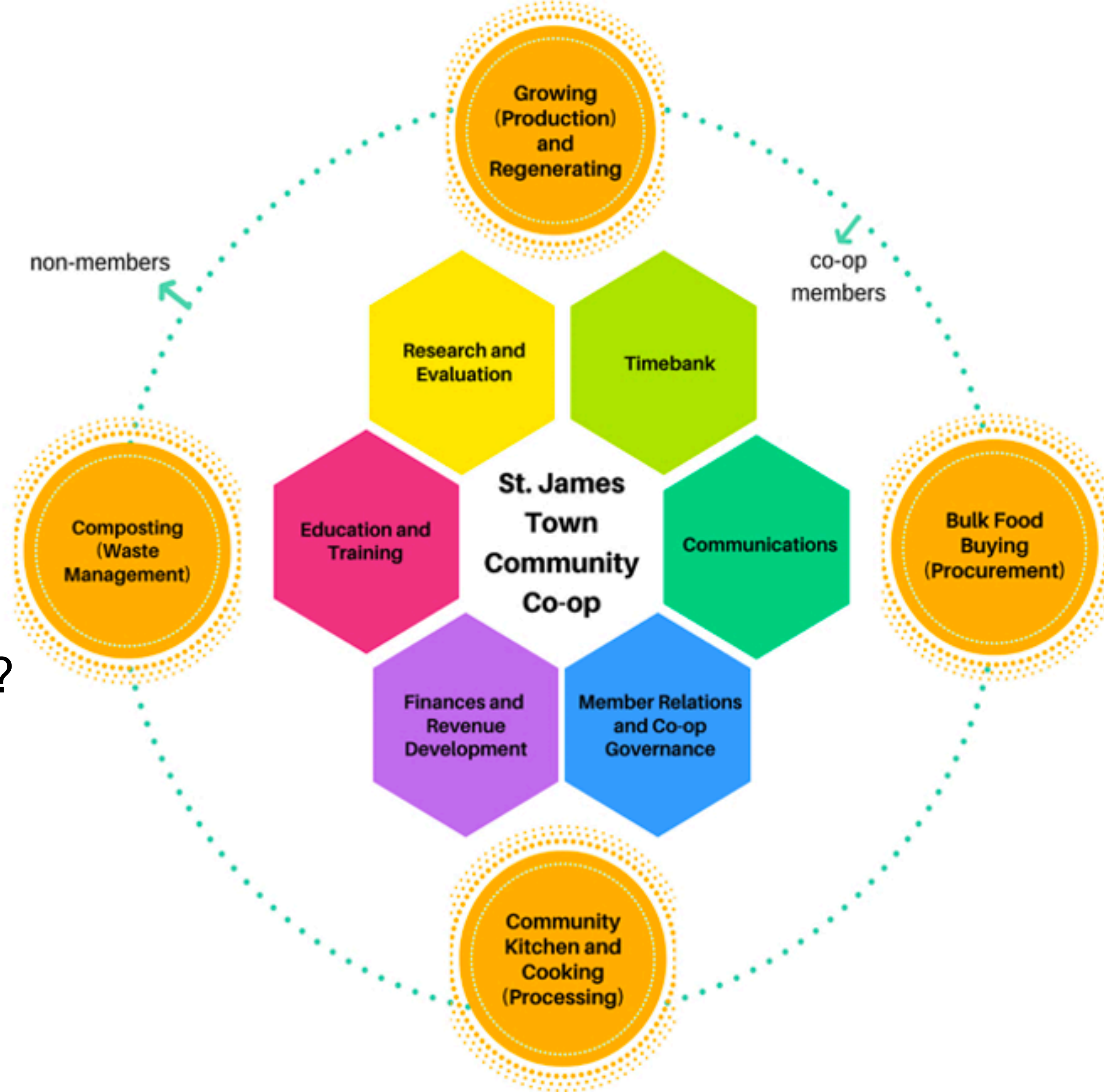
3. How we make this happen

- Education & Training
- Communications
- Timebank
- Research & Evaluation
- Finances
- Members



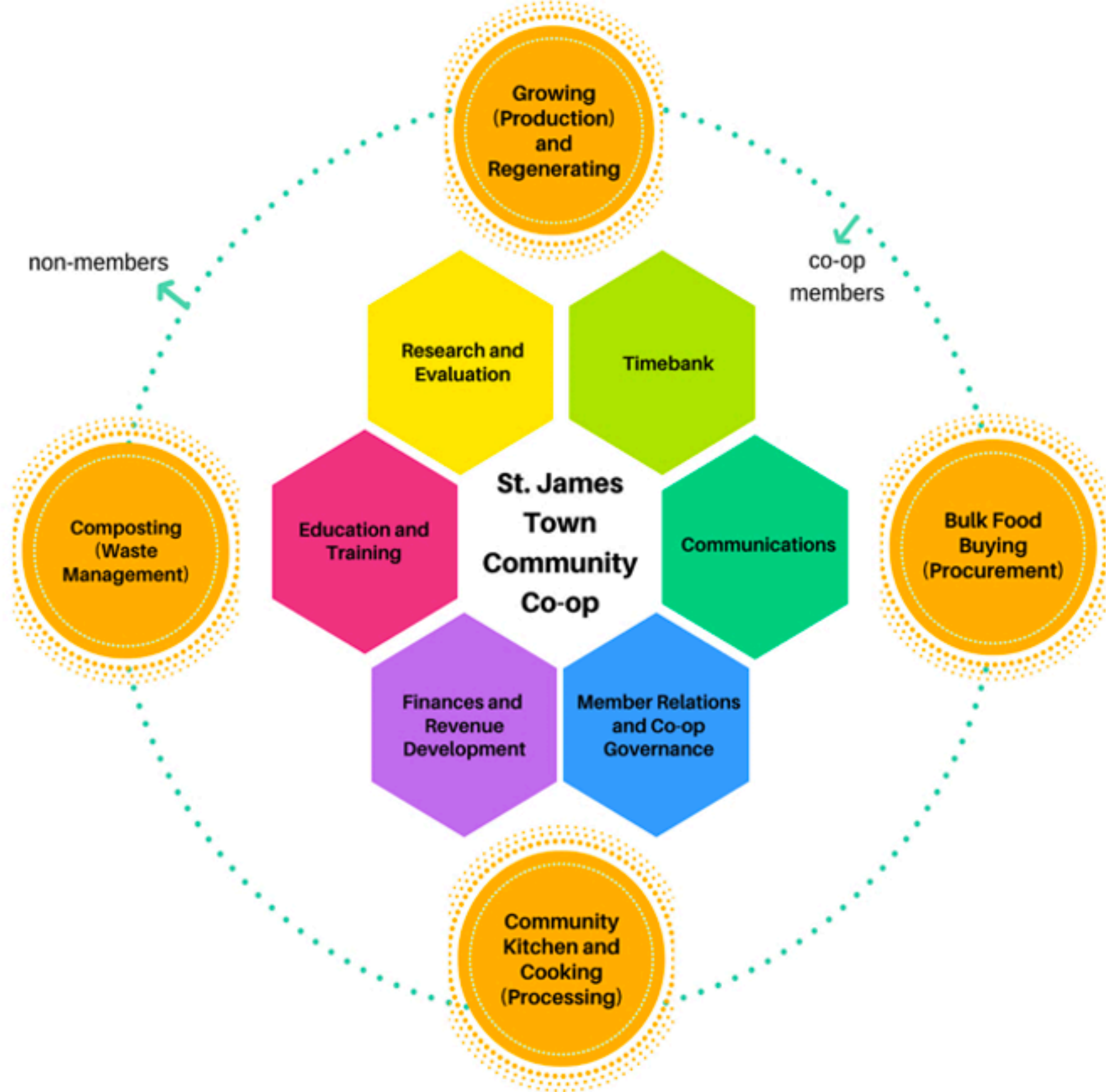
3. What resonates?

- What benefits do you see?
- What challenges do you see?
- What will make this work easier?
- What makes this work harder?
-



3. Community Kitchen

- Community based solutions
- Advocacy



4. Final Reflections

Discussion



4. Final Reflections

Next Steps



Thank you
www.goodfutures.ca

Appendix E

Phase 3: Deliver Future Visioning Workshops Post Survey Questionnaire and Results



Development Evaluation on STARCAP POST WORKSHOPS PARTICIPANTS' SURVEY

WORKSHOP DATES: Thursday August 24, 2023
Thursday August 31, 2023

WORKSHOP LOCATION: ST. JAMESTOWN FOOD COOP'S OFFICE

NUMBER OF PARTICIPANTS: 16

NUMBER OF SURVEY RESPONSES: 15

PART 1

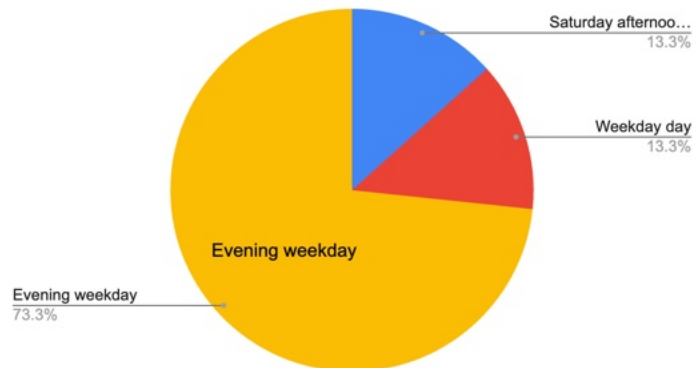
On a scale of 1 (Didn't like it) to 10 (Liked it a lot), please rate HOW YOU LIKED the FIRST SJFC WORKSHOP ("Exploring our individual and collective desires during the climate crisis") on Thursday August 24th? **9**

On a scale of 1 (Didn't like it) to 10 (Liked it a lot), please rate HOW YOU LIKED the SECOND SJFC WORKSHOP ("Exploring our individual and collective desires during the climate crisis") on Thursday August 31st? **8**

What did you think of the timing of the workshops on a Thursday evening?

	#	%
I would have preferred a Saturday morning	0	0%
I would have preferred a Saturday afternoon	2	13%
I would have preferred a weekday during the day	2	13%
An evening weekday worked just fine for me	11	74%

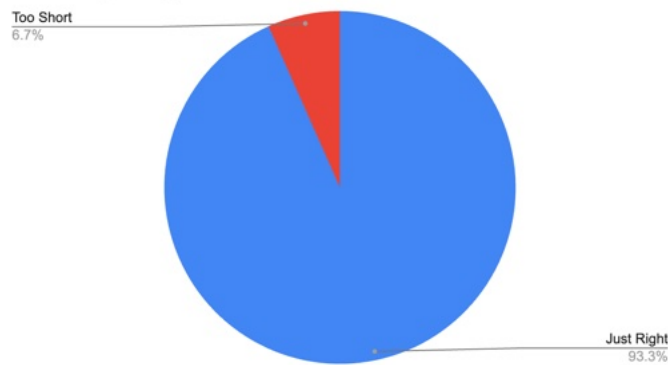
Workshop Timing



What did you think of the length of the workshops (6 - 8:30 pm)?

	#	%
Too long	0	0%
Too short	1	7%
Just right	14	93%

Workshop Length



What did you think of the content of the Workshop #1 (writing a letter to yourself in the future, vision board/painting) ?

	#	%
I didn't like it and didn't understand it	0	0%
I didn't like it but understood it	0	0%
I liked it but didn't really understand it	1	7%
I liked it and understood it	14	93%

What did you think of the content of the Workshop #2 (watching Wally, Black Panther and Extrapolation)?

	#	%
I didn't like it and didn't understand it	0	0%

I didn't like it but understood it	1	7%
I liked it but didn't really understand it	0	0%
I liked it and understood it	14	93%

What did you LIKE BEST about the workshops?

(Please RANK the statements below from 1-9, where 1 is what you liked best & 9 is what you liked least)

Workshop Activities	Ranking	Points
I got to MAKE ART	1	45
I GOT PAID for my time	2	52
I enjoyed the FACILITATORS/facilitation	3	62
I got to THINK ABOUT what I want in the FUTURE	4	72
I got to MEET OTHER PEOPLE in my community	5	73
I increased my KNOWLEDGE about the CLIMATE CRISIS	6	80
I enjoyed the DINNER at the workshops	7	89
I got to focus on my body through BREATHWORK and MOVEMENT	8	100
I learned how the SJFC MODEL can help us SOLVE ISSUES as a community	9	102

What was missing from the workshops that you would have liked to see?

10 people responded to this question and there were 11 suggestions for what was missing

Workshop Content	Technical Issues	Space Based Issues
Art in the second workshop	I wish the projectors would have functioned better so we could see the videos properly.	Functioning washroom on site

Movie		A bigger space would be nice.
Other mediums of art (origami, sewing)		Time and space, it was a bit cramped for the activities and number of people participating
More magazines/media to browse through for the project.		
Music		
I would like to learn more about climate change		
Perhaps a 2nd installment/follow up workshop to discuss the climate crisis in a more focused manner and investigate what we may be able to do, given our current means to address it		

The fact that people are thinking about other art-based activities to add to the workshop suggests that people liked the art activities and would like to see a variety of art activities added to the workshop.

We didn't explicitly talk about Climate Change in either of the workshops, but for some participants, some of the activities and perhaps the movies in the second workshop that demonstrated the impacts of Climate change, piqued their interest and they would like to learn more.

FACILITATION

Please RATE the following statements on a Scale of 1 to 5 (1 is where you Agree with the statement and 5 is where you Disagree with the statement)

	Scale: 1 (Agree) - 5 (Disagree)	Ranking
It was important to me that the facilitators were WOMEN	2.64	4

It was important to me that the facilitators were PEOPLE OF COLOUR (POC)	2.86	5
It was clear that the FACILITATORS were EXPERIENCED in facilitating the workshop	1.64	3
I felt INCLUDED in the workshops	1.50	1
I was COMFORTABLE SHARING my experiences and viewpoint in the workshops	1.57	2

This was a question that CCEDNet wanted asked to see if women facilitators and people of colour made a difference in how a workshop was received. It seems to have made some difference, but when interviewing Key Informant 2 who put down ‘1’ (agreed) for both the question of how important it was for women and people of colour to be facilitating a workshop, she retracted her answer and said that having women when talking about women’s issues and people of colour when talking about Racism and Equity issues would be important than having a person of colour leading a workshop on Climate Change. She felt it was more important to have the facilitator be knowledgeable about Climate Change and be able to deliver the subject matter.

Key Informant 3 was a teenager in High School who was a person of colour. Her opinion was very different from her mother’s. She was adamant that both having a woman and a person of colour lead a workshop were important to her..

Overall however, people felt the most important things in the workshop were to feel included and to be able to share their experience freely which these workshops did.

Do you have any RECOMMENDATIONS for future workshops?

11 people responded to this question

Workshop Content Recommendations

- I think maybe more music is good for me
- Perhaps not have a movie/clip watching segment, as that takes time away from dialogue, and it relied on technology which turned out to be an issue. I enjoyed the therapeutic art making component a lot, and thinking about it as well as listening to others and share.

Other Workshop Recommendations

- More workshops like this please
- More time, this would have been a great full day or 2 half day event
- A digital version of the workshop.

Venue Recommendations

- Better lighting, the lamps were blinding

- Easier access to water
- Bigger venue
- Better technology

Audience Recommendations

- I would've liked if there was more people my age there
- Perhaps outreach needs to begin much sooner so that you can reach youth in the neighborhood/people who are currently outside of the fold/as of yet unaware of co op activities. These people need a workshop like this the most!

Did you LIKE the food?

Workshop #1 - Jamaican patties (beef & vegetable, veggies & fruit

Workshop #2 - Biriani (chicken and vegetable)

Yes - 14

No - 1

Did you appreciate the use of REUSABLE DISHES in the 2nd workshop?

Yes - 15

No - 0

Do you have any RECOMMENDATIONS FOR FOOD for future workshops or feedback on the food served?

Chinese food

Less spicy food...

Though I loved it, think most found the food in workshop2 too spicy. Maybe an assortment of small snacks instead so that people can assemble their own plates according to their individual tastes.

I think maybe more fruit is good for me

Easier access to water

Easier access to water

Would it have been possible to partner with sjcc to have homemade vegetarian organic food for all? And can ask participants to bring reusable containers to eat out of and pack leftovers if any. I enjoyed the food and fruits and veggies. And dessert as well, thank you.

Just wanted to address the 2nd question though this is a slot for the 1st: since it was on a weekday evening and I had a deadline the next day, it was AMAZING to be fed on time! Really appreciated the food! Would have been a little irritable if it wasn't there!

BEING PAID

Would you have PARTICIPATED in the workshops WITHOUT GETTING PAID?

	#	%
Yes	10	67%
No	5	33%

Would you have PARTICIPATED in the workshops WITHOUT FOOD?

	#	%
Yes	12	80%
No	3	20%

If you answered NO to the above question on being paid, how much would you NEED TO GET PAID PER HOUR in order to attend the workshops?

To attend the workshop the 5 people would want;

1. Minimum wage (\$16.55 in Ontario)
2. \$30 per hour
3. \$30 per hour
4. \$20 per hour
5. \$15.50 per hour

What MADE IT EASY for you to participate in the workshops?

Please RANK in order of importance (1 being the most important and 10 being the least important)

[Being paid]

	Scale: 1 (most important) - 5 (least important)	Ranking
Being Paid	2.33	1
Doing Art	2.73	2
Talking about the Future	3.27	3
Getting Dinner	3.33	4

Meeting People	3.33	4
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Barriers

Did you experience any barriers ATTENDING and PARTICIPATING in the workshops?

Yes - 3
No - 12

If yes, please tell us what the barriers were;

- Time
- Language - 2
- Culture
- Personal - 1
- Transportation

Please EXPLAIN any of your answers to the barriers:

- Language - My English is not good enough to understand other people' talking
- Language - I think maybe language is barrier to me

Would you have wanted the workshops to be ONLINE?

Please explain your answer:

Yes - 0
Maybe - 5
No - 10

PART 2 - THE ST. JAMESTOWN FOOD CO-OPERATIVE (SJFC)

Did you know about the work of the St. Jamestown Food Coop (SJFC) before the workshops?

Yes - 10
No - 5
Not sure - 0

How did you HEAR about the workshops?

	#	%
<i>I work for the coop</i>	2	13%

I received a message from the SJFC about it	4	27%
<i>A family member / friend connected to SJFC told me about it</i>	6	40%
I heard about it from the facilitators (Anjum & Minaz)	3	20%
I saw a flyer in the community	0	0%
Someone not connected to SJFC told me about it	0	0%

**These statements(in italics) not in the survey, but participants added to their responses allowing for these deductions.*

Would you be interested in joining the SJFC?

	#s	%
Yes	9	60%
Maybe	3	20%
No	3	20%

If Yes, how would you like to participate

	#s	%
I don't have the time right now, so just receive the newsletter	1	11%
I'd like to find out about all the things they do before making a decision	1	11%
I want to participate in everything they have to offer	7	78%

If you responded No or Maybe, Why Not?

	#s	%
I don't have the time right now, but maybe later	5	83%
I have more pressing issues to deal with	1	17%
I'm not interested in getting involved in the community	0	0%
I am involved in a lot of other things	0	0%

All the participants (3) who responded 'No' to joining SJFC are in school and want to focus on School.

The ones that said 'Maybe' are busy and would like to find out more about all the things the SJFC does before making a decision.

What are your present day PRIORITIES?

Please RANK them in order of importance (1 being the most important and 5 being the least important)

Priorities	Scale: 1 (most important) - 5 (least important)	Ranking
Focusing on mine and/or our family's health	2.5	1
Finding a Job or a livelihood	2.6	2
Helping to build the community	3.2	3
Connecting with the community	3.4	4
Finding a Job or a livelihood	4.5	5

How satisfied are you to meet these priorities? 1 (Very Satisfied) & 5 (Not Satisfied at all)

2

Do you have time and interest to engage in community issues?

	#s	%
Yes	7	47%
No	2	13%
Maybe	6	40%

What would you NEED in order to ENGAGE IN CLIMATE ACTION ?

	#s	%	Ranking

Community	5	33%	1
I would need money	3	20%	2
Socialization - getting to know others in my community	2	13%	3
An opportunity for friendship and love	2	13%	3
Building a profile for myself	1	7%	5
Networking - making connections and building relationships for career opportunities	1	7%	5
Nothing, I cannot foresee myself engaging in climate action in my present situation	1	7%	5
Taking care of my children's education cost - scholarships	0	0%	
Meeting a Man!	0	0%	

Appendix F

Phase 4: Deliver

Followup Interviews with Key Informants,
Transition Kamloops and Eviance
Interview Guides and Transcripts

Development Evaluation on STARCAP INTERVIEW TRANSCRIPT

NADHA HASSEN

VIRTUAL INTERVIEW November 30, 2023

What are the precursors for engagement in St. Jamestown?

These are questions we're grappling with; the humanness and the engagement and how do you actually do you do work that doesn't further harm and traumatize and disengage?

Nadha's Background

What I've done, what I'm doing and where I'm hoping to go and what connections we can make with the work you've been doing with good futures.

I do have a background in Architectural design and then public health and environmental studies. Taking an interdisciplinary approach to this in my perspective and having done work at the community level at Public Health Ontario, I was on the Academic Family health team for a while doing anti-racism work and also recognizing some of the challenges in bringing up conversations about racism, colonialism and other experiences of oppression in health care is still very performative because folks are extended by the idea but also not sure what it means to make systemic and institutional change. Folks focus on individual things which are important and interesting but also how do we move things forward in a more systemic macro level way?

My PhD, my dissertation which I just finished last month was focused on bringing some of these experiences together. It was about bringing racialized people's experiences in public green spaces. That's where I connected with Minaz and was getting insights into the work Park People was doing but it was very interesting and very similar; St. Jamestown and Jane and Finch, were the two neighbourhoods, and there were two community organizations, one of which was The St. Jamestown Community Coop. Green spaces were the entry point to talk about some of the bigger issues like the experiences of racism and exclusion, also navigating systems, food justice, access to spaces; there are lots of overlaps. Social connection and social well being was also a big one that came out of that.

Now, I'm doing a post doc (grant through my tax) for the next couple of years. I'm doing it with Kate Mulligan at Dala Lama. She does all the social prescribing work (Anjum nodding her head, knows her and has been looking for a link to social prescribing). I think there is a lot of overlap here. Also with Park People as a partner organization. Minaz, you were there for quite a long time and you

were a very key person, with the community work you did and the relationship building, I often wonder how that continues to function when it's human beings who often do the work within organizations. They want to know the impact measurement. How do you think about impact of your work? But specifically what my focus has been is the social and health equity piece to green space initiatives. So the project I'm focused on is thinking about really how you start to imbed social and health equity into green space initiatives but also thinking about human nature connectedness piece. And obviously that's climate justice and the environment work.

Something I'm thinking about is how to bring this conversation like climate change and environment and green space into the health space and one of the things... Have you heard about the Department of Imaginary Affairs? (Minaz knows Jen from an Arts in the Parks grant they got a few years ago to do work in Jane & Finch). We collaborated on a photo exhibit in Jane and Finch that was so aligned so we collaborated. It was called "What if parks were safe for everyone". We've connected since and we've been talking about what does it mean to do community-engaged research. So much of the power tends to be held within Academia. What does it look like to start to move that outside into community? Like real power sharing where you're connecting and it's not about... - the post doc create that and it's slightly ironic, but how do you have systems and funding when you think about community-based research with ethics protocols or access to publication and what is valid research and what is not. And so that is something I've been thinking about and we chatted about how to build partnerships or groups and organizations coming together to actually build a nexus or a hub or some kind and I just put it out there because it's something that seems aligned with the work you're doing and the principles and values you bring to this work as well.

Anjum:

While I was at the Gattuso Centre for Social Medicine, we did work with the evaluation team at Dalla Lana. I remember the challenge of these very rigid academic structures for evaluation and talking about art making as both a data collection approach and as a metrics. It was hard to ground that. I love the idea of legitimizing community-based approaches because that's the only way we're going to get something novel. We're here because we've been doing the same thing over and over again and it's not working. So we need to disrupt those structures. It's nice to hear what you're thinking as well. I read this somewhere..., what if parks were under the jurisdiction of health care so the spaces are funded and stewarded in the same way that our health system is funded. I think that kind of shift in perspective opens up so much possibility for me in my mind because what we did was work on not social prescribing but we prescribed food, income and housing as a part of the program I was leading at UHN before I left. Coupling that with social prescribing is super interesting.

Nadha

Green social prescribing is just starting to come up in Canada but has much more of a base in the UK and other places. I'm trying to see if there's a space for this. Social prescribing isn't a perfect term. There's always the risk of getting caught up in semantics, how do you speak to health care. How do start making some of those connections for folks so they start to see benefits?

Anjum: Do you know this family physician in BC who prescribes nature?

Nadha:

Dr. Melissa Lam? The prescriptions to the Toronto Zoo. The thing is you need all kinds of ways around. I think one of the issues and I don't know the extent to which those prescriptions deal with the issues of access and safety and equity. I think all the services should be a wrap around. I don't think it's talked about enough. It's still very rooted in privilege.

Anjum:

In Hamilton, there's a much more diverse range of lived experiences. What we're finding is that things happen much faster when there is this diversity and this diversity includes privilege. When that group is mixed and where there are people who are also black, the dynamic completely shifts. We've been struggling with these marginalized communities. Its hard to do work in them because of time poverty, poverty racializational factors. Should we be struggling there? Do we start with the low hanging fruit which is people that are less marginalized but still experience certain aspects of marginalization? Because if you have a car and you're black, you can get to the ROM or the Zoo, but maybe you don't need the Zoo as much as somebody who really hasn't had anything but a concrete wall to look at for two years during the pandemic. That's a question. Where do we start? How do we approach this work?

Nadha:

Good questions. I think that's also something I bumped up against in my work. The ability to have a group of folks move forward, Even inclusivity, this idea to have community participation has to come with a level of non-participation, the agency to say, "I will not participate in this aspect of something, but I will in this", keeping the door open for folks to come in.

It also sounds like those folks that have the privilege to participate can have the programming to a certain level so there's momentum that's built in. It's a bit of everything, Our responses have to be as fluid and as flexible and as adaptable to the complexity of the issues we're dealing with.

What if the issues with some of the ways that funding is structured is that it asks for something. I'm working on a research ethics submission. It's so specific. We know we will have to adapt along the way but it forces you put things into buckets where it's like it doesn't make space for creativity and innovation and flexibility.

Anjum:

So in those super rigid structures in research, how are you going to have impact when you're confined this way?

Nadha: You learn the rules then you break them.

Anjum: The resources spent.

Nadha: I'm curious to know in this work you're doing, if there is honesty and transparency in the report and for the potential for where that goes. It often seems it depends on how open clients are. Is it a report that they want to hear or a report they can make another project? There's always that question.

Anjum: A hundred percent. We've been really lucky with CCEDNet. They're unique in that their openness is great. They said "tell us if we should scrap this program". They already know that they need to rethink the way they offer programs. There is a whole organizational challenge happening in terms of their identity. They have a beautiful theory of change which is focused on local community empowerment to address all these inequities that are happening in the world, most specifically in Canada, but their question is should a national organization be running these local programs? Does that even make sense? Local programs in community, why would they actually be doing that? What's the benefit of them doing it versus the local community doing it?. If you want to develop local community capacity, develop local community capacity, not as a national organization but as a local community. All this to say they are open.

Nadha:

Different organizational models will fit into different spaces. I always hear, for communities that are trying to bridge this environmental, climate justice, mental equity, health equity space are struggling in how to present the intersections of their work and also sort of talk about how their programs respond to certain funding calls. That's an important space for community organizations and folks who are just doing amazing work in their neighbourhoods come up against these barriers. It comes up both ways and I have many questions. What are the solutions here?

I'm curious to hear where you'd like where you're positioning your work; climate justice, racial equity as well?

Our Theory of Change is that we haven't formalized, what we realized is there's a whole wealth of wisdom in communities that isn't brought to the table, design and policy decisions related to justice and equity whether its health or climate or social _____. And so Minaz has these amazing connections over 25 years in community, she's able to bring that forth. We want to take that, work with academics to legitimize the research with the view that informing policy. But also that's another questions, is that what we should be doing? Or is the work in community in an of itself the work? The reason we're working with academics is even if our work doesn't get to the policy level, it's just because they have the funding. Those grants are \$200,000. It's not anything to bat an eye at. If you work with a community organization, you're lucky if you're getting a tenth of that for the same work.

Nadha

I agree. What are the rules? How do you make it work within that? As I'm starting to even through my dissertation work, my role was to just access the funds and redirect it to community because it wouldn't have been accessible otherwise. And even to put together the community report and the pieces of work the funding pockets that exist, and so that's where I started doing a PhD because I saw how badly community work was happening and there was no space for that to bridge those pieces.

Strategic ways to keep in touch.

The work is being done but it also needs to flow back.

**Development Evaluation on STARCAP
INTERVIEW TRANSCRIPT
ST. JAMESTOWN
KEY INFORMANT 2 & 3 (KI 2 & 3)**

COMMUNITY: St. Jamestown
CITY: Toronto, Ontario
INTERVIEWEE: Key Information 2 & 3
DATE: Friday November 16, 2023, 5 - 6 pm - In-person Interview

**IN-PERSON INTERVIEW
November 16, 2023 - At Wellesley Library**

This was an interview with a mother (KI 2) and her teenage daughter (KI 3) who had attended the workshops. They heard about workshops through the SJTCC mailing list. They are member of the SJTCC.

KI 2 is woman in her 40s from St. Lucia who lives in S.J.T. She is in the Social work program at George Brown College and is doing an unpaid internship at The Corner (the local Social Service agency) from September 2023 to April 2024.

KI 3 is the 15 year old daughter of KI 2. She's in Grade 11 at Harbord Collegiate Institute in downtown Toronto.

KI 2 and KI 3 have lived in St. Jamestown for two years. They were in a shelter for two years before that and prior to that lived at Kingston Galloway in East Scarborough.

Participant KI 2 attended the SJTCC's Climate change workshop which they hosted as part of their City's of Toronto Climate Action Fund grant.

Neither K1 2 nor K1 3 have attended a lot of workshops

We started the interview with questions about a couple of their responses from the survey where they both ranked having facilitators be people of colour the highest.

FACILITATORS WERE PEOPLE OF COLOUR

Scale: Facilitators were people of colour (Agree - 1 Disagree - 5)

Both K1 2 nor K1 3 ranked this high (1) while the average in the group was 5.

KI 2 however didn't feel that this mattered so much in retrospect, but KI 3 did.

KI 3 ranked the POC Facilitator question 1 because she said having facilitators of colour made her feel safer and also made the subject feel more relatable e.g. when talking about immigration, it was to immigrate from another country, it was better to have people of colour than a white person talking about it. She had no qualms saying she felt strongly about this even though her mum had changed her mind. .

KI 2 who also ranked this POC Facilitator question 1 felt that she had answered this question wrong. She didn't think having facilitators being women of colour was that important for a topic like climate change. She did feel it would be important if the topic was on anti-oppression or discrimination against black people. She felt that we all live in the environment and are impacted by climate change and so we should all be aware of it and that she was okay with any person presenting this content. For her, the content of the workshop determined who the presenter should be. She did however at the end say that it was nice to see a person of colour leading.

YOUTH

KI 3 said that she wished there were people her age at the workshops. She didn't have much to relate to with the adults.

She said she would like to see climate change workshops just for youth

She said it was awkward when the adults were talking, she didn't have much to relate to when people were talking about raising kids and immigration stories. She had to think of what to say in the workshops. She felt that if there were people her age, they could bring up topics that she could relate to.

My age group wouldn't attend (not interested) - would attend if paid, get food, transportation and Encouraging them to BRING A friend.

How do we ensure that the content engages youth?

Through Art if it didn't take a lot of effort

Group discussions

Doing the futures exercise (I would be interested about the future but can't speak for them).

Playing Games

Should we be talking about Climate Change?

Yes, Important to talk about how the world is changing around us.

My age group is aware of climate change - internet, a lot of information from Tik Tok on

What things are youth concerned about?

Activism

How to bring more attention to climate change

They're not connecting the dots

What are things that are important to you?

Equality ranks number one

Homelessness too is a big problem that the youth would like to see change

There is a lot going on

Education - college, affordability, make it easier to get grants

Expand school curriculum. HS shouldn't be designated to a few subjects. Should have a variety of subjects. Central Tech has more subjects than Harbord. Why?

Sometimes you discover you want to take a certain path, but your school doesn't have those subject

Would you have come to the workshop without getting paid?

KI 2 found out about the workshop through SJTCC

KI 3 - Expand knowledge on Climate Change. Learned a lot

KI 2 - Talking about the future. The way we express ourselves and what we want. How we were able to focus on what we wanted for the future.

Brought community together.

KI 2's mum also attended the workshop, (a senior from St. Lucia who was here for the Summer and has since returned to St. Lucia). She attended the workshop as a last minute participant. She enjoyed the workshop and especially the art. She was very health conscious..

Climate Change is important

Said they would attend more climate change workshops.

KI 2 interested in community work - doing an internship at the Corner

Has heard rumblings about the siloed work in SJT but hasn't experienced it herself.

KI 2 knew about the coop. Didn't know our connection to the coop.

Attended the Climate change workshop that the coop had held earlier in the year (City of Toronto CAF workshop) because she was interested in climate change and also because she was a member of the coop. She doesn't do a lot of work with the coop because she's at school full time, George Brown College. She graduates in April. She's doing her internship at the Corner. Does outreach. Works at the Restore, sells affordable clothing which is donated to them. Green cafe - sell food for a reasonable price. KI 2 works with clients.

Works at the Bike clinic. Fix bikes for a cheap price. Also fix things for a cheap price. Also do case management, computer skills for newcomers. Two places they work from 240 corner and 200 corner. The 200 corner; health programs, computer skills, case management, doctor referrals, citizenship. 240 corner has the green cafe, sewing cafe

Gardening programs in the summer

250 Bleeker Street

75 Bleecker - did have a table for outreach - doing lots of engagement to let them know about the Corner. Some people know about the Corner and others don't

ENGAGEMENT

What is the Engagement for people to come to programming?

Don't think it's difficult e.g. the sewing program is quite popular especially for seniors.
Getting the youth involved is kind of a challenge.

Talking about Climate change is important
Black people don't get opportunities and we're not aware of the opportunities. We don't know
where the opportunities are and how to access them.

"People don't have the experience of being my colour"

I get why non-profits fold, I get why people burn out. We've been doing this for a year on fumes. We have to figure out this piece.

N

There is a

Next year, I was speaking with Jen and Kate, I got a partnership engagement grant with the feds. If there's a space for a project, may be there's potential to put together to fund the important work that needs to happen.

A

You were talking about a Nexus, a community of practice. That is so important because we can't continue to work this way. What would happen if we came together and shared our resources and knowledge? I'm tired of competing. There's zero incentive to compete. Let's do more impactful work.

Laura is trying to bring organizations together, but in Scarborough

Could you talk about your engagement experience in St. Jamestown

Nadha - your engagement experience in SJT

Front ending community report

Now I'm publishing the academic pieces of it

The engagement process was so challenging because it was in the middle of Covid. The digital divide, the technical access was a huge barrier in terms of engaging folks but I was able to do walks with a couple of people. At the end, I went and walked with Josephine in SJT and talked about some of the issues.

It was a very valuable process. The folks that did show up and we co-authored the report and put it out there and speak to policy makers.

In J&F, we were able to loop in back into the J&f initiative that's happening there, the revitalization process. But again it was difficult. The new councillor came in because the election had just happened and then there were other priorities to get the actual tangible steps. I think it's part of the challenge, How do work to get that taken up when there's other competing priorities that are going on.

It's a bit of a shame because the councillor talked about green spaces in the neighbourhood when they were running. It's very difficult to get update on these pieces.

When we had the community event, it was an incredible turn out. We put the exhibit on shipping containers and people were very inte3rewted. There was a lot of engagement at the envent about the photographs and what they meant and the equity issues.

Now, it's how do we move that forward, continuing to build on it. The challenge is going in to do the work and the project ends and you leave and you're not building on that. If you've been collaborating with the coop hopefully there's ways to support their development and projects.

I love that they have big ideas at the coop.

Anjum

In SJT, there is the challenge of extreme diversity. How do you compete for resources? Extreme diversity and low resources.

Cohesion is important for health and for other things, but how do you do that? There are so many challenges in these communities and we're asking them to engage in climate action. It's way too downstream, we need to start further upstream.

Nadha

Yes, I agree.

At the community event, a stack of ___ were stolen. There were ideas about why. People called the police on us. What is existing in communities, there's history.

The extreme diversity and scarcity mindset exists.

Anjum

That's an important note, that the scarcity is manufactured, artificial to a degree.

Nadha

Artificial and Political and Who benefits?

Anjum

There are clear lines that can be drawn to why there is scarcity.

As a research question, right now we're focused on the precursors to engagement, but I'm also interested in social cohesion and diversity. Also the idea of scarcity. They're so inter-related.

We all have issues of social cohesion and trauma and scarcity.