



Summary Report Our2030

SDG Unit, Employment and Social
Development Canada
April 30th, 2019

OUR
20
30

Designed and delivered by:



Youth Climate Lab

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EXECUTIVE SUMMARY

United Nations member states aim to achieve the Sustainable Development Goals (SDGs) by 2030 to secure prosperity and dignity for all. At the same time, emerging social, economic, environmental and technological trends like globalization, automation, artificial intelligence and climate change are set to disrupt established industries and institutions. Youth Climate Lab recognizes that today's youth must take action on important social and environmental issues while grappling with a rapidly changing world and workplace. Our2030 aimed to make the SDGs more relevant for young people by grounding action in these realities.

Funded in part by the Government of Canada, Our2030 (www.our2030.org) was a series of labs run by Youth Climate Lab during March and April of 2019. It consisted of six events across Ottawa, Toronto, Montreal and Vancouver to engage youth in SDG action while building key skills for the future, namely collaboration, critical thinking, and communication.

Our2030 reached over 40,000 people through online channels, and brought together more than 240 diverse youth to participate in three new models of "radical collaboration" for the SDGs: Policy Jams, Research Studios, and Pop-Up Labs. The raw energy in these spaces was palpable; youth are ready - and are needed - to disrupt the status quo in policy, entrepreneurship, and research, among other sectors. We worked to harness the creativity, inclusivity, and sense of urgency of young Canadians into the co-creation of solutions and recommendations for the 2030 Agenda National Strategy.

Our role focused on identifying how youth can meaningfully engage in SDG action, why they are interested in doing so, and how to further develop skills-building efforts, while delivering immediate value to young people across Canada and strengthening the country's ecosystem of SDG action. As a result, our project generated four tangible recommendations to contribute directly to the implementation of the 2030 Agenda National Strategy, a toolbox of three scalable models of engagement, eight policy recommendations on SDGs 5 (Gender Equality), 8 (Decent Work and Economic Growth) and 13 (Climate Action), and over seven tools to address current collaboration challenges faced by organizations working on SDGs. Beyond that, we were able to generate excitement to move from awareness into action. We look forward to further empowering and supporting the young people we met along the way.

We call for the Government of Canada to take bold and ambitious action towards achieving the SDGs in ways that empower young people by actively involving them in all stages of the process. It is time to move from consultations into co-implementing the recommendations proposed in this report, and to continue empowering youth to achieve *our* 2030, where we truly leave no one behind.

Sincerely,



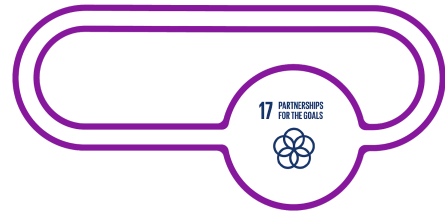
Dominique Souris
Co-Founder and Executive Director



Ana Gonzalez Guerrero
Co-Founder and Managing Director

1. WHAT WE DID: COLLABORATION FOR OUR2030

The SDGs are too big to address in siloes. In order to achieve them by 2030, all countries, sectors, and generations must be equipped and empowered to radically collaborate. We made collaboration a core principle of Our2030, both internally for project design, and externally as a key learning objective for lab participants. We worked with a diverse team of youth (ages 16-30) and community partners to conduct a needs assessment, design our events, and implement Our2030.



1.1 Needs Assessment

As one of many youth-focused organizations in Canada, we recognize the need to build an ecosystem for youth-led SDG action that is inclusive, innovative, and intersectional. It is our vision to build a national community where youth-focused organizations can align on common goals to address gaps and accelerate solutions. To this end, we worked with partners to conduct a needs assessment on the key gaps and resources needed to equip youth to take action on the SDGs. Appendix A lists an overview of these gaps, which we will continue to address as we build on the successes of Our2030.

1.2 Co-Creation Steering Committee

10 community partners representing 6 organizations and independent artists joined our *Co-Creation Steering Committee* (Appendix B) to build on our existing models and make our events as “radically collaborative” as possible. We also engaged 10 other impact partners. This group supported Youth Climate Lab in a wide range of activities in three main areas:

- Inclusion, diversity & creativity, to share learnings, tools and resources to create a safe space at all of our events.
- SDG opportunities, to identify opportunities (volunteer positions, jobs, skills-building, etc.) to share with youth before, during, and after our events.
- Development of user-journey, to link existing projects and programming relevant to our events in an interdisciplinary manner.

1.3 Allyship Strategy

Youth Climate Lab is collaborating with the 4Rs Movement to develop an allyship strategy that informs the design and outputs of our work. We have learned that to be an ally, we must actively engage in decolonizing processes. Brown and Ostrove (2013) write that allies have two characteristics. First, allies have a desire to promote the rights of the non-dominant groups and to eliminate social inequalities that the allies benefit from. Second, allies offer support by establishing meaningful relationships with Indigenous people and communities of non-dominant groups to ensure accountability to those people and communities. With this knowledge, we will harness the lessons learned and create projects that reflect these realities.

To achieve this, we aim to:

- Train our staff on decolonization, reconciliation, and privilege;
- Reach out to Indigenous communities and groups and demonstrate a desire to build meaningful and lasting relationships with them;

- Gain firsthand knowledge from Indigenous groups around their own realities and histories because they are experts; and
- Co-create projects with Indigenous knowledge and insights.

We are committed to connecting with more Indigenous groups to gain more perspectives on how to approach action on the SDGs in Canada. It has been difficult to connect with all of the groups we had hoped for as most of them had low capacity in the month of March, a reality for many youth-led organizations across Canada. Thus, this process will continue in the next few months and our policy recommendations on the implementation of the SDGs relating to an inclusive allyship approach are still in progress.

1.4 Facilitator Training

Youth Climate Lab recruited and trained 20 diverse young people aged 16 to 29 to facilitate the Our2030 events. YCL worked with Larissa Crawford, an Indigenous and Anti-Oppression trainer to develop a training program for 20 young facilitators across four cities to support in the delivery and evaluation of all events. The trainings aimed to provide a safe and inclusive environment for facilitators to dive into the SDGs and learn and practice inclusive facilitation and collaboration skills. The trained facilitators were pivotal in the execution of the events and in capturing and reporting of insights to the team. Our2030 could not have been possible without the collective effort of these young champions.

1.5 Project Outcomes: Building Skills and Solutions for Our2030

Our events aimed to help young changemakers develop their collaboration skills, connect with future collaborators, and co-create solutions for the future, all while collectively crowd-sourcing recommendations for the implementation of the 2030 Agenda in Canada.

We set out to test multiple approaches and collect data from participants to identify the most effective strategy. The three event models we tested - more thoroughly reviewed in our *"Iterations to Scale Toolbox"* - were:



Policy Jams to co-create policy recommendations for Canada's 2030 National Strategy.



Research Studios to co-create evidence-based solutions for organizations looking to "radically collaborate" on SDGs.



Pop-Up Labs to network, co-create initiatives, find resources, and help launch your ideas to achieve the SDGs.

2. WHAT WE MEASURED: DATA COLLECTION

Before, during and after the labs, we collected quantitative and qualitative data on attendees and their experiences. Our purpose was twofold: first, to understand how our labs supported their

skills-development, networking, and co-creation of ideas; and second, to capture their thoughts on the way forward in implementing the 2030 Agenda in Canada.

2.1 Methods

We had four data collection points:

- Registration for the event: Email, name, dietary restrictions
- Check-in form before or during events: Demographics, knowledge of SDGs
- Follow-up survey for participants: Experience at events, intention to act, open text feedback, etc.
- Follow-up survey for facilitators: Collection of additional qualitative information on participant feedback and event outcomes. Questions were based on ESDC’s Discussion Guide and allowed the YCL team to understand the insights, assumptions, and common problems youth face when collaborating on SDG initiatives.

2.2 Data Privacy Policy

Our data privacy policy can be found at www.tinyurl.com/dataycl

3. WHO WE MET: DEMOGRAPHICS

Our 2030 events reached over 40,000 people online (Facebook, Twitter and Instagram) and engaged over 240 people in-person attendees. Our in-person events reached a range of people from diverse personal, professional, and educational backgrounds.

Table 1. Participant identity statistics

33.1% visible minority
6.6% refugee or new immigrant
2.9% persons with a disability

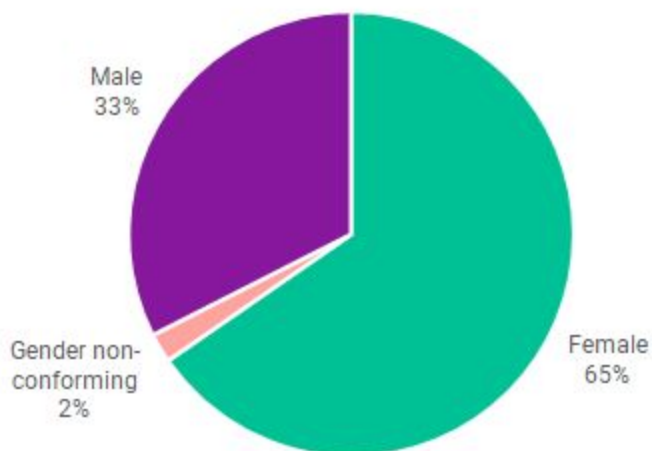


Table 2. Employment status n=241

48.5% employed full-time	12.4% employed part-time	29.9% students	8.3% job seekers	0.9% not in labour force
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Among employed participants, the top 3 sectors represented were education, law, and community or government service (29.9%); business, finance, and administration (14.9%); and natural and applied sciences

(8.7%). However, participants came from many different sectors, including arts (5.0%), health (5.0%), design (1.2%), urban planning (1.2%), and agriculture (0.8%), etc.

4.0 WHAT WE LEARNED: RESULTS & RECOMMENDATIONS

The following section compiles quantitative results from check-in forms at events, as well as follow-up surveys with participants, and the insights captured by our facilitators that overall build the recommendations for the implementation of the 2030 Agenda.

4.1 Quantitative Results

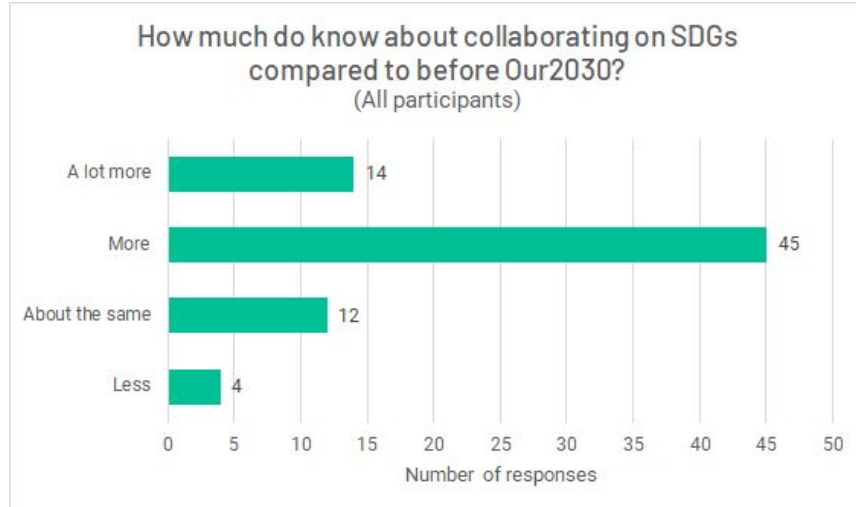
4.1.1 SDG Knowledge

While our primary focus was on SDG collaboration and engagement over raising awareness, as this is already being done by other organizations in Canada, it is encouraging to note that 48% of Our2030 participants reported that they knew “more” or “a lot more” about SDGs after our events. This is coming from a group already knowledgeable about the SDGs, as 77% reported that they were already working on one or more SDGs. The top 3 SDGs participants reported working on were climate action (47%), sustainable cities and communities (38%) and quality education (30%).

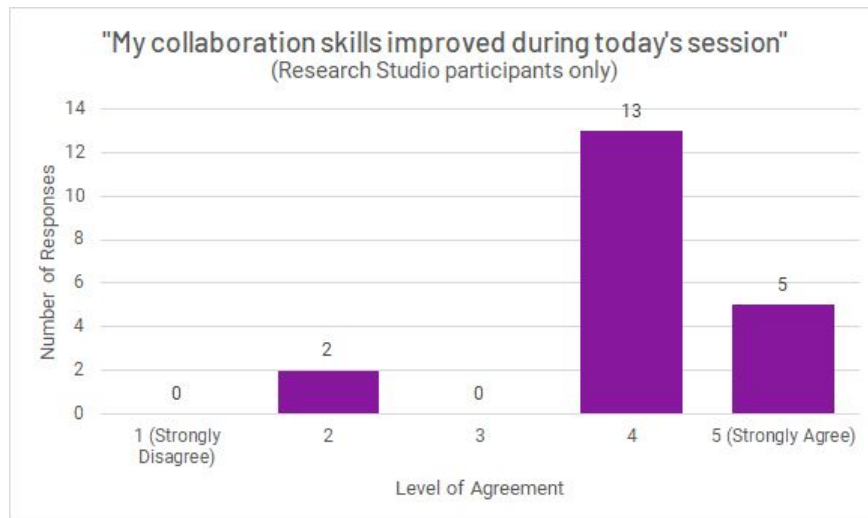
Table 4. Improvement in SDG knowledge by event		Response				Total
		A lot more	More	About the same	Less	
How much do you know about the Sustainable Development Goals compared to before this event?	<i>Policy Jam</i>	1	8	10	0	19
	<i>Research Studio</i>	4	5	11	0	20
	<i>Pop-up Lab</i>	4	14	18	0	36
Subtotal		9 (12%)	27 (36%)	39 (52%)	0	75

4.1.2 Skill Development

Participants were also asked how their skills improved. 79% of respondents felt they knew “more” or “a lot more” about collaborating on SDGs compared to before Our2030 events.



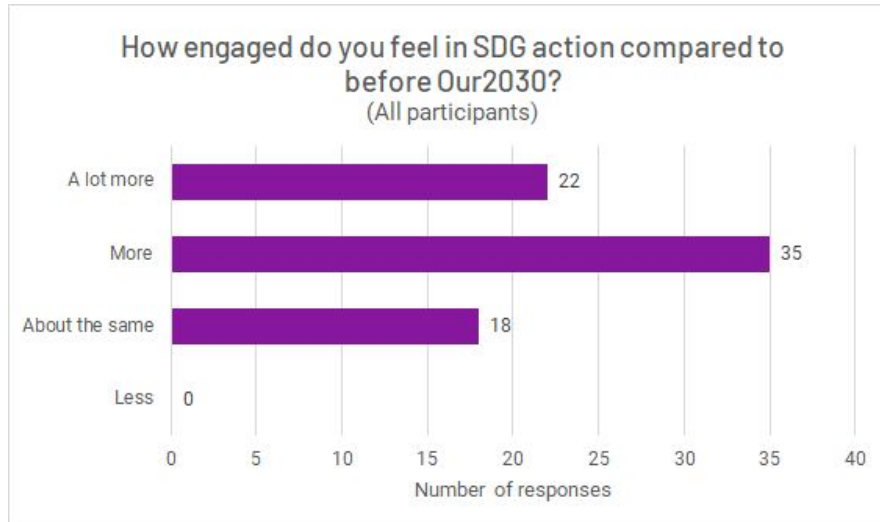
Research Studios were particularly effective for skill-building. **95% of Research Studio participants felt they knew “more” or “a lot more” about how to collaborate to achieve the SDGs.** When asked to assess their improvement in collaboration skills, 90% of Research Studio participants “agreed” or “strongly agreed” that their collaboration skills improved, and the average agreement was 4.05/5.



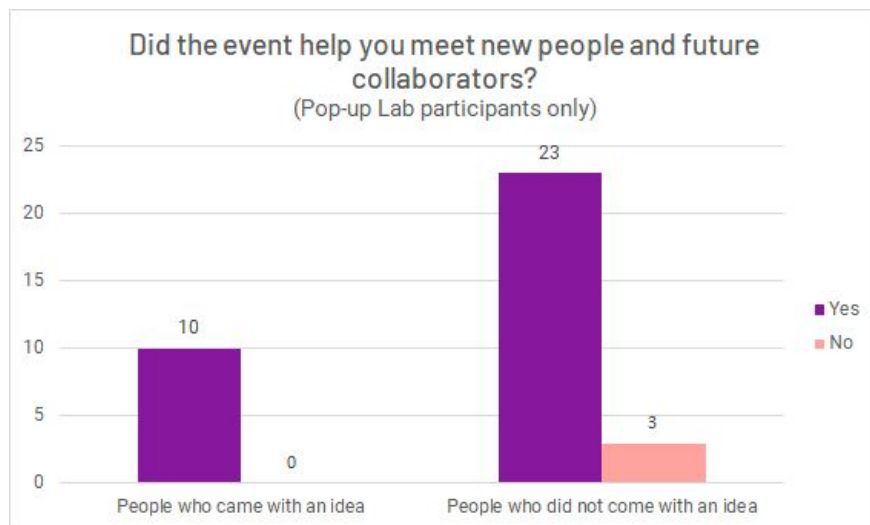
Overall, participants from all events felt that their knowledge and skills on collaboration improved as a result of the events they attended.

4.1.3 SDG Action

Participants felt excited about applying their improved collaboration skills. In fact, 76% of all participants reported feeling “more” or “a lot more” engaged to take action on SDGs as a result of Our2030.



Our2030 created spaces where people could apply their collaboration skills, network, and co-create solutions. **Ninety-two percent of Pop-up Lab attendees reported that they met new people and future collaborators. Even better, 100% of the people who came to the event with an idea for a company, campaign, or initiative found new collaborators at the Pop-up Lab.** Taking it Global, one of our key partners, was pivotal in bringing tangible funding opportunities to our Pop-Up Labs through their youth-led community service grants. As a result of the two events, Taking it Global reported to have received 3 applications, and 4 initiatives have continued to demonstrate interest in applying. Finally, 67% of Pop-up Lab attendees said that they created new ideas and initiatives with other participants during the Pop-up Labs.



With regards to policy recommendations, the majority of the qualitative responses to the Policy Jams were in regards to the empowerment felt by being able to contribute to policy-making, particularly for those that don't work in the policy sphere. Participants reported to feel "heard" and "empowered" by the use of design thinking applied to policy making. The recommendations and results of the Policy Jams, and the rest of the events, will be further explored in the Iterations to Scale reports. However, the core of the policy recommendations explored in the intersection of SDG 3 (Gender) and SDG 13 (Climate Action) can be found in Appendix C.

4.2 Recommendations for the National Strategy

The following recommendations summarize recurring themes, concerns, and recommendations discussed during the events, and crafted by Our2030 facilitators and core team. While these are not reflective of everyone in attendance, they capture our attendees' overall feelings and suggestions.

4.2.1 Challenges for Canada: One size does not fit all.

In order to leave no one behind we must make sure we localize the SDGs.

Geographically, Canada faces a number of logistical challenges to engage people from coast to coast to coast. It is not easy to reach all communities, and as a result resources and attention are often focused on urban centres to the exclusion of rural and remote communities. Historically, Canada has faced challenges when it comes to properly recognizing the rights and needs of First Nations, Inuits and Metis communities. Linguistically, there is still work to do when it comes to creating spaces needed for francophone participation.

One solution will not meet all needs; one engagement method will not suffice; and one consultation period will not collect all the information needed. While this may not be new information, it is important to recognize existing gaps and challenges.

The SDGs must be localized to reflect the needs of communities, minority groups, Indigenous peoples and more. Engagement methods must recognize the diverse needs and sensitivities in order to truly generate the diverse set of solutions the SDGs call for. Our2030 executed a variety of events and highlighted how different approaches empower different people. Therefore, hosting a range of events in different formats is more likely to lead to effective SDG action because all stakeholders are engaged and more perspectives are present. We hope to continue to deliver these events in different communities and through different methods as we scale our successful models.

Recommendations

The National Strategy on the SDGs should:

1. Meet people where they are at:
 - a. This looks like different types of engagement; in-person, online, solutions-oriented, research-oriented, and networking-oriented. The diversity of needs calls for an equally diverse strategy to reach people living in Canada.
2. Engage and fund organizations that can reach wider audiences:
 - a. In order to create safe and engaging spaces for everyone to participate, organizations that understand their audiences and have connections to the communities are needed. This means funding and trusting partners in the creation and delivery of engagements to truly mobilize, understand, and respect the needs of people living in Canada.

4.2.2 Reconciliation and the 2030 Agenda

Leaving no one behind in Canada means working together in a Nation to Nation process.

Introducing the Need for an Intersectional Approach to the 2030 Agenda

Although the world has made progress in realizing the SDGs, the goals have been criticized for lacking an intersectional lens that considers race, ethnicity, social status, and/or gender lines. Indigenous peoples, along with other minority groups, have pushed for recognition that action on the SDGs must leave no one

behind. Yet, Indigenous peoples have faced difficulty in seeing their perspectives reflected in the 2030 Agenda. Despite the fact that all of the goals are relevant for Indigenous peoples, only 4 out of 230 indicators specifically mention Indigenous peoples.

In light of these disparities, it is crucial that Canada takes an intersectional approach to the SDGs, one that reflects the realities of Indigenous people in Canada. Intersectional approaches are critical to understand how compounding identities can fundamentally disadvantage some populations within societies, and advantage others. This approach is crucial in understanding why certain populations get left behind in the development plans of nations. When the intersections of, for example, poverty and Indigenous heritage are not considered within the development plan of states, discrimination of Indigenous people can be two fold in that Indigenous populations might be stigmatized by majority ethnic populations, and might have fewer employment opportunities as a result.

Indigenous Youth

Because of their intersectionality and age-related vulnerability, the world's 67 million Indigenous youth face even greater challenges. Compared to non-Indigenous youth, they face higher levels of illiteracy rates, dropout rates, amongst other indicators and they tend to experience lower enrollment ratios, higher unemployment rates, and lower incomes. Indigenous youth struggle to develop and define their identities, maintain their cultures and preserve and revitalize their languages.

The younger Indigenous generation also represents an important asset if their vitality and vigor is appropriately unleashed. Indigenous youth drive idealism, creativity, entrepreneurship and with appropriate support, are perhaps able to transform their communities' destinies. It is thus important that a national strategy aims to incorporate the knowledge, passion, and creativity of Indigenous youth in its policy making by building relationships of trust with Indigenous communities. This will require share resources and political power in order to respect Indigenous sovereignty and foster a meaningful collaboration and sharing of knowledge.

Quoting a facilitator from Our2030:

"The integration of decolonization is important to both reconciliation and the health and future of settlers, immigrants, etc. When we look to understand change specifically in the context of environmentalism and social structure, it is necessary to take note of the land practices that existed before colonial modernity (in terms of agriculture, soil, understanding cyclical behaviour of fish and mammals, etc.), as well as the social structures that made these land practices possible (in terms of community systems, local trading and the perception of value and worth, gendered roles, etc.). In order to ensure no one is left behind (again) these practices need to come back to the forefront".

Recommendations:

The National Strategy on the SDGs should:

1. Support an intersectional strategy that aligns with the Truth and Reconciliation Commission (TRC) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
 - a. In light of TRC sections 43 and 44 calling upon all levels of government to fully adopt and implement UNDRIP as the framework for reconciliation, it is important that a national SDG strategy be implemented through a rights framework that is based on UNDRIP, which focuses on self-determination and self-governance;
 - b. UNDRIP represents the voices of 370 million Indigenous people around the world. It is a standard of achievement to be pursued in a spirit of partnership and respect (Article 43). In Canada, it reinforces the Treaty relationships that exist between Indigenous peoples and

the Crown and which form the basis for a strengthened partnership. The rights outlined within it constitute “the minimum standards for the survival, dignity and well-being of the Indigenous peoples of the world” (Article 43).

2. Foster Indigenous sovereignty and Nation to Nation relationships.
 - a. The strategy should be created in partnership with Indigenous communities in order to incorporate their priorities, embrace traditional knowledge, and harness the passion and creativity of Indigenous youth.
 - b. It should recognize that listening and engaging is needed, but not sufficient. Indigenous voices and knowledge must be actively involved and respected in every step of the design and implementation of the National Strategy, ensuring equal representation at the table. Each First Nation, Inuit community and Metis nation, should be treated as the unique nations they are.

3. Empower and train the next generation of Indigenous (and non-Indigenous) leaders
 - a. Many young Indigenous people are acutely aware of the threatened state of our planet, but lack understanding of the complexity of issues and solutions or have rarely been given the means and opportunity to take positive, meaningful action. It is important that a federal strategy dedicate funding to develop educational and training resources for Indigenous youth on SDG action.
 - b. Further, since the need for an intersectional approach to the SDGs is not well known or understood, an education component for settler youth is also important. Education should be accessible and available to settlers in a way that does not put the onus on First Nations, Inuits or Metis peoples to “teach” this unless they choose to. This may look like co-developed resources that connect experiences, past, present and future, of Indigenous communities in Canada and its relation to the 2030 Agenda.

4.2.3. Radical Collaboration amongst different sectors; the role of Government in facilitating SDG17 Partnerships

The strengths and resources of every sector will be necessary to ensure no one is left behind.

Corporations, non-profit organizations, academic institutions, civil society, and different levels of government have historically had different priorities and perceptions of urgency regarding SDG issues, making collaboration difficult. While the SDGs provide a common framework and timeline, there are still significant barriers to collaboration, including:

- Creating a shared language;
- Integrating and prioritizing different interests;
- Getting to action faster;
- Leveraging collaborators’ strengths and resources;
- Maintaining high levels of communication and engagement;
- Keeping group members accountable; and
- Taking the time to listen, learn and reflect through the collaboration process.

These challenges were explored during the Research Studios, whereby participants brought solutions from diverse fields to address a series of case studies presented by IMPACT2030, Environmental and Climate Change Canada, the Climate Action Network and Youth Climate (Appendix D and E).

One way the Government of Canada can facilitate this is by incentivizing collaborative behaviour at the individual, company, and community levels. A current example is carbon pricing, where the Government has begun rewarding behaviour that aligns with goal number 13, while disincentivizing pollute.

The government may also work to understand the unique needs and motivations of different audiences. Corporations may be motivated by risks, opportunities, and return on investment. Educational institutions may seek best practices to prepare young leaders. For municipalities it is recognizing that they are at the frontline of issues and solutions. We need to understand a range of audiences and motivations, and ensure resources are allocated appropriately.

Recommendations

The National Strategy on the SDGs should:

1. Invest in building collaboration skills
 - a. People at all stages in their careers should have access to resources that better allow them to collaborate in meaningful ways, particularly with younger audiences.
2. Support better infrastructure for media and reporting
 - a. These outlets will have the responsibility to convey differing viewpoints on a day-to-day basis. Dedicated resources need to go towards supporting the media in SDG news coverage so that actors begin to better align in terms of urgency and motivators. It also provides higher levels of accountability (see next section)
3. Promote the creation of positions within and outside of Government that reflect our current challenges.
 - a. It is great that the SDG Unit has a number of Ministries involved, but how are they coming together, prioritizing, and making decisions? Who else is at those tables? If diverse voices are being properly consulted, how are those being taken into consideration?
 - b. Exploring new roles pertaining to collaboration and social innovation, e.g. Chief Collaborating Officers and Design Thinkers, that respond to the current challenges and facilitate collaboration amongst actors in and outside of government.
 - c. Young people demand a system that suits the actors working to achieve the SDGs, which can only be achieved if policy and legislation promote collaborative behaviour. In Our2030, there should be no room for actors who are not working for everyone.

4.2.4. Accountability and transparency mechanisms

Accessible information as a means to leave no one behind

One of the most prevalent questions during and after our events was “What now?”. Young people are no longer interested in just being “engaged” or “aware”; they want to know their inputs are taken into consideration, and are demanding action.

Youth Climate Lab recognizes that Our2030 leveraged a number of partners and networks already involved with the SDGs, and therefore focused less on raising awareness and more on turning awareness into action and innovation. We observed a desire for continuing action and accountability, both from us as organizers, but also from the Government of Canada.

Recommendations

The National Strategy on the SDGs should:

1. Prioritize reporting that is accessible, equitable, and inclusive

- a. Current reporting structures within government tend to be inaccessible due to complex terminology. To be more inclusive, reporting should be accessible for the average person that wants to be politically engaged, and should be presented in a variety of formats that appeal to different demographics.
2. Clearly outline next steps in terms of inputs and implementation
 - a. Participants and organizations are keen to learn what happens with these reports, and recommendations. It should be clear to participants how their inputs will be rolled into the Strategy, and if there will be additional opportunities for engagement
 - b. Anyone should be able to ask questions regarding implementation and progress.
3. Embrace a “failing forward” approach
 - a. Transparency comes from sharing successes *and* failures. It is important to recognize errors, apologize for mistakes and, most importantly, explain learnings and improvements after failing. This dialogue encourages implementation and engagement as audiences, particularly youth, feel honestly engaged and respected.
4. Request equal transparency from other actors
 - a. Reporting mechanisms and methods for accountability should be equally required from other actors, particularly the private sector.

4.3 Other recurring themes

Below are some other key recurring themes found during the analysis of our data.

4.3.1 The core issue remains inequality

If basic needs are not met, the SDGs will not be realized. People focusing on addressing their most immediate needs do not have the capacity to work more on or care about other issues.

It is also important to recognize that there currently exist barriers that hinder collaboration based on inequality. We are used to working in silos and although intersectoral working is slowly becoming more and more popular, there is still a lot of work to be done in terms of encouraging intra-, inter-, cross- etc., collaborative working styles. We should begin encouraging empathy training, collaboration and partnerships from a young age, through programming and projects that do not involve “profiting”, so that we can begin restructuring into less opportunistic and exploitative arrangements, and focus on mutually beneficial outcomes.

4.3.2 Culture, community and education

Culture is vital to this movement. We can and must leverage established institutions to ensure that various social groups are aware of what is needed and what they can do. It is about the messenger, not just the message, so ensuring a diversity of cultural, communal and educational institutions are involved as key champions of the SDGs will be critical in gaining “buy-in” and momentum to act.

One of the recurring themes coded in Policy Jams and Pop-Up Labs was the involvement of artists in the events. Youth Climate Lab included two poets in Ottawa and two poets in Montreal to contribute to the problem-framing of the Policy Jam, a “You are Safe Here” piece commissioned from an Indigenous artist, and painters in our Pop-Up Labs. Lastly we had a big focus on storytelling through filming, which will be found with the rest of our submission.

There was also a notable desire to self-organize; a number of attendees were excited to form groups to continue their conversations and work on the SDGs in their respective cities. Two self-directed facebook groups have been created as a result of our events in Toronto and Ottawa (as a direct result of the Pop-Up Labs) demonstrating the desire to form communities of support and practice. Through the forming of Co-Creation committee we also were connected to contacts in different parts of the world and are now exploiting leads with 4 cities internationally.

4.3.3 Depoliticization of the 2030 Agenda.

The SDGs should be understood and championed by all parties, regardless of political orientation. Young people demand governments carry these priorities through election cycles. Part of it has to do with how the goals are communicated, and what issues are most relevant to people living in Canada.

APPENDIX A: NEEDS ASSESSMENT

Youth Climate Lab conducted a Needs Assessment to identify the key gaps in engaging and equipping youth to take action on the SDGs. Throughout the project, our team facilitated semi-structured, informal discussions with partners around the following questions:

1. What can radical collaboration on the SDGs look like in Canada? What are the gaps?
2. What is currently preventing youth from taking SDG action?
3. What skillsets are most used in the current work your organization conducts?
4. What skillsets are most important to develop for youth to take action on the SDGs?
5. What are your gaps in terms of supporting youth taking action on the SDGs?

We arrived at the following conclusions:

1. There is much talk on the need for collaboration, not on how to do it better.

We found a common understanding among all our discussions on the need for collaboration; however, few could point to specific efforts taking place to foster greater, more radical collaboration on the SDGs. There is a continued need for intentional, iterative approaches to understanding and framing the challenges that come from collaboration to further bring individuals, groups, generations, industries, sectors together on the 2030 Agenda.

2. Radical collaboration should be led by voices who are not usually at the table. We should work to create spaces for these voices, and hone the skills to elevate them.

Currently, many voices are not currently included in formal discussions, decisions and action on the Sustainable Development Goals. This needs to change if we are to truly leave no one behind. Efforts are needed to support organizations and individuals from marginalized and minority communities to convene in ways that is by and for them. Beyond that, and with their support, it is critical for further efforts by organizations in the ecosystem of SDG action in Canada to elevate their voices in other positions and spaces of power. To do so requires capacity building and intentional work from organizations to build long-lasting relationship, determine and set collective boundaries on what is appropriate, and collaborate together.

3. There are not enough resources for collaboration to continue the momentum.

Most organizations working on the SDGs recognize the need for greater collaboration, and are well-intentioned in forming partnerships for their activities. However, there are limited examples of government or foundation funding that is designed to foster greater collaboration, particularly in the context of continuing the momentum generated by single-events or consultation processes. More resources are needed to create pathways beyond these for young people to be supported in taking continued, sustainable action.

4. There remains limited opportunities for young people to explore how their skills can contribute to achieving the SDGs.

As a young person, thinking about the future can be both daunting and exciting. Fast-paced changes in the workforce, coupled by existential threats such as climate change, bring up questions on how to best prepare for an uncertain future. For many young people, there remains limited efforts to explore the intersections between skills building for a changing future of work and taking action on the Sustainable Development Goals. This involves equipping young people with the tools to explore how their skills and interests can contribute to achieving the SDGs.

APPENDIX B: CO-CREATION STEERING COMMITTEE

Our2030 was designed to drive collaboration on the Sustainable Development Goals. To do so, we worked with independent creatives and organizations focused on youth engagement, education and social innovation to build on our existing models and make our events as “radically collaborative” as possible.

The Co-Creation Steering Committee was comprised of:

1. Gina Babinec, Programs Lead at Impact Hub
2. Celeste Alcena, Apathy Is Boring
3. Paula Ethans, lawyer, writer and spoken word artist
4. Maripierre Lafrance, opera singer, change and arts management consultant
5. Nicolai Gregory, photographer, writer and student
6. Kiran Patel, social entrepreneur and Founder of Move Studio
7. Ian Bingemann, Executive Director at Youth Ottawa
8. Raissa Espiritu, Partnerships Lead at Centre for Social Innovation
9. Steve Lee, Founder and Executive Director at the Foundation for Environmental Stewardship
10. Stephen Clare, writer and Associate at Youth Climate Lab

In addition to Co-Creation Steering Committee members, we worked with the impact partners:

1. 4Rs Youth Movement
2. Alliance 2030
3. Climate Action Network
4. Environment and Climate Change Canada
5. Impact 2030
6. AIESEC Canada
7. Global Shapers Ottawa, Montreal and Toronto Vancouver Hubs
8. Taking It Global
9. SDSN-Canada
10. Waterloo Global Science Initiative

APPENDIX E: POLICY JAM RECOMMENDATIONS AND CANVAS

Additional details to be presented in the Iterations to Scale reports.

Recommendations Ottawa:

- Challenge 1: Increasing number of refugees in Canada due to changing climate in their own countries
- Recommendations to Government of Canada:
 - Access to programs and services related to trauma and mental health
 - Ensure that refugees who are low-skilled/less educated can thrive and integrate in a workforce that increasingly relies on automation
 - Acknowledge climate refugees, issue and ensure that the infrastructure is in place to accommodate those who come to Canada
 - Create transition programs that ensure access to services during settlement
- Challenge 2: Building safer and more resilient homes (emotionally, physically, environmentally)
- Recommendations to Government of Canada:
 - Funding programs and education that promote intergenerational teaching and intercultural communications
 - Stable housing will result in less violence, better health, better education
 - When people are in survival mode it's hard to focus on the SDGs, regardless of the effects they may have on them
 - We need better homeownership training so that those who do have homes know how to adequately care and maintain homes
 - Meaningful collaboration with municipalities, more grassroots engagement
 - Building community capacity to be more resilient and less reliant on government programming
- Challenge 3: La militarisation et l'industrie de la guerre est l'un des secteurs contribuant le plus au changement climatique. La police utilise souvent une force excessive envers les communautés principalement affectées par les changements climatiques
- Recommendations to Government of Canada
 - Augmenter les quotas pour le nombre de réfugiés qui font des demandes de type « humanitaires » et inclure une définition comme quoi cela inclut les gens affectés par changements climatiques
 - Qui: Ministre de l'Immigration, des Réfugiés et de la Citoyenneté
 - Allouer un budget (subvention) pour les municipalités qui font un plan d'intervention en cas de désastres naturels pour préparer les citoyen(ne)s
 - Qui: Environnement Canada
 - Assurer que les militaires reçoivent une formation sur les impacts de changements climatiques, notamment les impacts différenciés pour (et engager un expert pour donner la formation):
 - les sans-abris
 - l'arctique canadien
 - les communautés autochtones
 - la communauté LGBTQ
 - les communautés économiquement vulnérables
 - Qui: La GRC et Défense National
 - Promouvoir les services auprès des jeunes: advertisement pour une carrière d'avenir dans la GRC ou les forces canadiennes
 - Qui: La GRC et Défense National

Recommendations Montreal

- Challenge 4: In Canada, there is a gap between attitude and action which is a problem for everyone that the Government of Canada needs to address by 2030.
- Recommendations to Government of Canada:
 - The municipal governments across the country, who are in touch with the attitudes and needs of the people, must play a key role.
 - Short term:
 - Tax incentives for individuals
 - Match contributions by individuals for climate actions
 - Medium term
 - Climate-based analysis in legislation (like GBA+)
 - Dedicated time/space/platform for climate conversation in government & at parliament
- Challenge 5: Au Canada, l'action climatique doit comprendre l'élimination de la précarité économique doit adresser par 2030
- Recommendations to Government of Canada:
 - Le gouvernement va arrêter de subventionner les industries polluantes (e.x. Sables bitumeux) et rediriger ces subventions gouvernementales vers des secteurs plus verts (e.x. Santé, éducation, agriculture locale, etc.) d'ici 2025 car (problème) la précarité économique est une barrière à l'action climatique. Ceci va nous amener à un avenir idéal (where we want to go) où l'argent gouvernementale soutient une vie plus saine et meilleure alimentation pour tous, et réduit les écarts en pleine conscience.
- Challenge 6: Lack of accessible green education for all Canadians, communities and companies
- Recommendations to Government of Canada:
 - The Government needs to improve and increase access to green education through funding, deployment of tools and resources, training and skills-building opportunities.
 - Give teachers autonomy in creating curriculum
 - Time taken to write & deploy new curriculum
 - Unleash opportunities by empowering other organizations to help with funding subsidies and grants.
- Challenge 7: Socioeconomic barriers to climate action; lack of recognition regarding socioeconomic minorities and limited power to marginalized groups.
- Recommendations to Government of Canada:
 - Remove financial barriers for running for office to include and give power to marginalized groups who are disproportionately affected by climate change
 - Revisit campaign budgets, monitor impacts of corporate sponsorship

SDG Policy Innovation Canvas

<p>Challenge: Where are we now? <i>What is the key challenge that is the focal point for the recommendation? Include scope</i></p>	<p>What are the relevant SDGs to this challenge?</p>	<p>Where do we want to go? <i>What are the top ideas discussed on where we want to go on these issues in Canada?</i></p> <p><i>Tensions/Risks</i> <i>Opportunities</i></p>

Recommendation to the Government of Canada <i>What should the Government of Canada do on this issue? Be as detailed as possible, including:</i> <ul style="list-style-type: none">- <i>Who</i>- <i>Where</i>- <i>When</i>		
How achievable and realistic is this?	Time-bound?	Next Steps?

APPENDIX D: COLLABORATION TOOLS

User Engagement

User Engagement is a set of practices that allow organizations to involve 'users' (e.g. customers or a community) throughout the planning process, including creating opportunities for learning, dialogue, and providing meaningful input along the way (e.g. surveys, design charrettes and workshops, interactive installations or gamified experiences, and social media campaigns.)

Outcomes:

- Creating a shared language
- Aligning on goals

Strengths:

- Democratic and inclusive; offers different ways to engage (e.g. online versus offline) to all stakeholders
- Creative and non-prescriptive; can be adapted to many different contexts
- Helps narrow down the goal or problem while building commitment and ownership throughout the process

Using User Engagement with IMPACT2030 members

Challenge: Members are not on the same page (because of sector/industry specific jargon and mindset) and are uncertain how to act and engage.

Solution:

- Launch an online survey to understand members' SDG(s) of interest and geographical location
- Create 'user groups' based on common SDG(s) of interests in cities or regions from the survey
- Host in-person, working groups to develop a course of action for their working team(s)
- Send follow-up survey to identify assess further needs and help support new partnerships and initiatives
- Measure of survey responses, active projects, new partnerships and completed projects, as well as monitor gaps in SDG action to recruit new partners with that focus

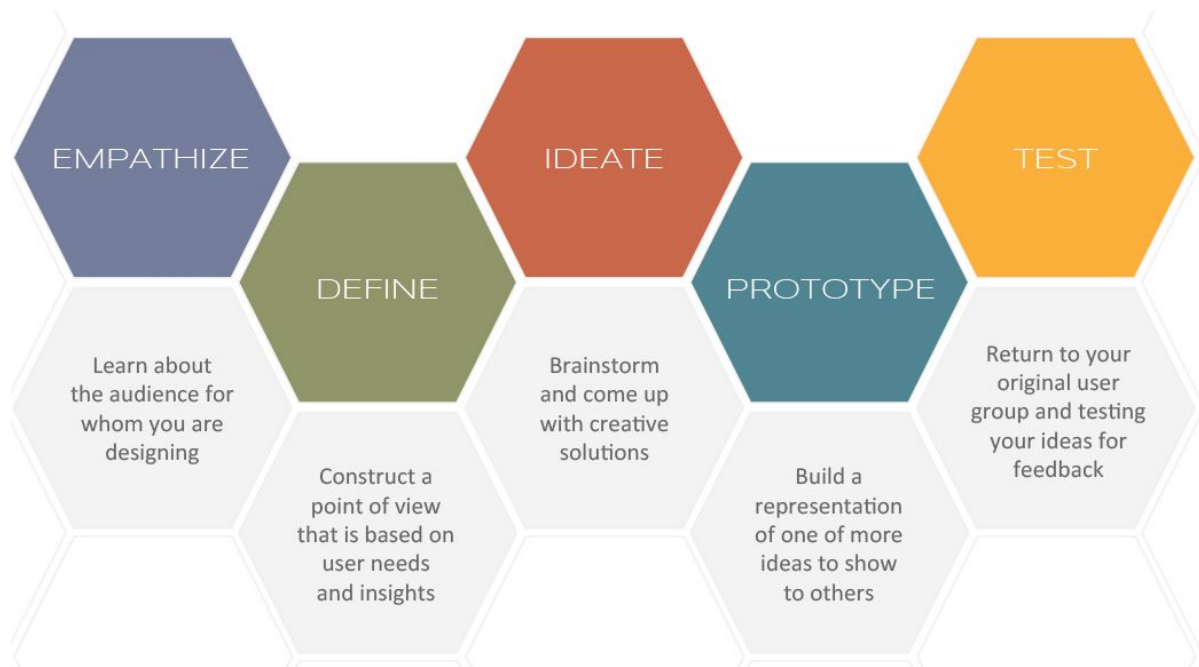
Examples of User Engagement in action:

- [Laurentian University Student Centre by Gow Hastings Architects](#)
- [Community PlanIt by Emerson College Engagement Lab](#)
- [100 Thousand Solar Lanterns Project by Panasonic](#)
- [Indian Residential School Survivors Legacy Project](#)

Design Thinking

"Design thinking is a human-centered approach to creative problem solving and innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success." – Tim Brown, CEO of IDEO

Process:



Outcomes:

- Creating a shared language
- Aligning on goals

Various Tools within Design Thinking

- [Rose-Bud-Thorn](#): An easy to facilitate way to understand what's working (the roses), what's not (the thorns), and areas of opportunity (the buds). All that's required is a large chunk of wallspace, 3 different colour post-its and Sharpies.
- [Empathy Mapping](#): A process that identifies a target group's thoughts, feelings, motivations, desires, and needs. It forces the investigating team to focus on the target group's requirements, rather than its own.
- [Assumption Dumption](#): A simple exercise, participants state their assumptions about a situation or the problem. It helps make unstated beliefs explicit, explore the problems "behind" the problem, and develops shared understanding across diverse groups.
- [Design Sprint](#): A five-day process for answering critical questions through design, prototyping, and testing ideas. It has been applied to [redesigning Kenya's online tax platform](#) and [tackling domestic violence in Russia](#).

Additional Resources:

- [IDEO Human-centred Design Kit](#)
- [Getting started with design thinking by Stanford](#)

Principled Thinking

Principled Thinking is a framework developed by Research Studio [Krysta Traianovski](#), founder of BrightGuide, a company that helps people living with memory challenges with their daily activities. It works towards objectivity through agreed upon principles, a well-defined problem statement and a thoughtful plan of action. It aims to increase the possibility of 'breakthrough solutions' and answer the question 'What values did we uphold and create?' in the most tangible and accessible form possible. It is also inspired by human factors engineering concepts including "abstraction hierarchy" or "abstraction-decomposition space".

Strengths:

Addresses challenges of applying design thinking including:

- Inefficiency - too many rounds of rounds of revisions;
- Wastefulness - too many prototypes and tests scrapped; and
- Irrelevancy and ethics - often ignores the broader context of the problem and the delicate nature of working on social and environmental issues.

Process:

1. Establish values that inspire us: Each member shares values they wish to uphold and explain what the value means to them. Shared values form the basis of collaboration.
2. Determine scope and resources: Consider the scope of the problem or challenge. What do we know? Who are the stakeholders? What information are we missing? Then, determine what resources the team brings (human capital, budget, time, raw material, know-how, etc.)
3. Outline actions we can take: Develop a process to address challenge and evaluate success. Answer: how does a proposed solution maintain, eliminate, decrease, increase or create (MEDIC) certain values?
4. Goals we can achieve: State their purposeful outcome clearly. "We are working together to achieve outcome X, using resources YZ, following principles ABC."

Outcome:

- Creating a shared language
- Aligning on goals
- Leveraging group members strengths and resources

Using Principled Thinking at IMPACT2030

Challenge: Members are not on the same page (because of sector/industry specific jargon and mindsets) and are uncertain how to act and engage.

Solution:

- Host a shared experience around a social or environmental issue with a group of members. For instance, if the group wanted to work on SDG 12, 'Responsible Consumption and Production,' they could visit a landfill in the city.
- Then, get members to participate in a Principled Thinking workshop.

Appreciative Inquiry

Appreciative Inquiry is a change management approach that emphasizes dialogue, collaboration, and positive questioning. It brings together all stakeholders to capture an organization's positive core – its greatest strengths, assets, resources, and opportunities – and leverage it to grow collective knowledge, increase engagement, and achieve optimal performance throughout change.

5 Step Process:

1. Define: Asks 'what is the topic at hand?' Identifies a positive area of focus - usually an affirmative statement - that becomes the agenda for learning, knowledge sharing and action.
2. Discover: Asks 'what is currently working well?' Searches for and highlights the positive core relating to the area of focus (e.g. strengths, best practices, and resources).
3. Dream: Asks 'What could be next?' The dream phase identifies clear and meaningful visions of the future inspired by the positive core (e.g. hopes and aspirations).
4. Design: Asks 'how can we make this dream a reality?' Builds upon the dream by articulating values, norms, systems, and structures that must be in place for the dream to become a reality.
5. Destiny: Asks 'what does success look like?' The destiny phase establishes how to deploy and deliver what was designed. It outlines specific, measurable goals and key moments to re-assess and adjust as necessary.

Strengths:

- Positive: Builds excitement and strong relationships, opposed to traditional approaches that focus on what is wrong and problems to be solved, which often leads to fear, blame, and even hopelessness
- Flexible: can be utilized in any size group or organization
- Inclusive: everyone is encouraged to speak and are treated as equal

Outcome:

- Creating a shared language
- Aligning on goals
- Leveraging group members strengths and resources

Examples of Appreciative Inquiry in action:

- [United Nations Global Compact](#)
- [United Religions Initiative](#)

Additional Resources:

- AI Commons, www.appreciativeinquiry.champlain.edu
- David Cooperrider and Associates, www.davidcooperrider.com
- Centre for Appreciative Inquiry, www.centerforappreciativeinquiry.net
- Corporation for Positive Change, www.positivechange.org

Agile Methodology

Agile Methodology is an iterative approach to project delivery - originally developed for software development. It builds incrementally, instead of planning the project from A-Z at the beginning and delivering it all at once at the end. The approach focuses on building and maintaining self-organized, cross-functional teams that: 1) break down projects into smaller parts, 2) prioritize those parts, and 3) continuously deliver on them in short bursts called "iterations" or "sprints".

Process:

- Make a list of all the elements (or features) of the project
- Size up how long each element will take
- Prioritize the items on the list so the most important stuff is done first
- Start executing on the most important elements one-by-one; build, iterate, and get feedback from the end user as the project progresses
- Update the plan as you go; adjust scope, timelines and budget as necessary

Planning Meetings:

1. Daily standups -- short (usually 10-minute) daily planning meetings
2. Bi-weekly iteration or sprint planning meetings (usually 2+ hours)

Outcome:

- Leveraging group members strengths and resources
- Managing different levels of urgency and seriousness from different members
- Integrating and prioritizing different group member's interests
- Developing a high level of commitment in the group
- Maintaining high levels of communication and engagement on high importance but low urgency issues
- Keeping group members accountable
- Taking the time to listen, learn and reflect through the collaboration process

Strengths:

- Allows for more rapid delivery of value to the 'end user'
- Continuous improvement; encourages frequent inspection and adaptation
- Helps identify and remove obstacles or "blockers" in a timely manner
- Involves high levels of feedback from the team and user, which allows for projects to evolve as the users and problems change
- Frequent touchpoints; short, bite-sized deliverables keep members engaged and accountable

Additional Resources:

- [Introduction to Agile Working](#)
- [Beginners Guide to Scrum and Agile Project Management](#)
- [Agile Methodology Simplified](#)
- agilemanifesto.org

Theory of Change

Theory of Change (ToC) is a rigorous, participatory process whereby groups in a planning process articulate their long-term goals and identify the conditions they believe have to unfold for those goals to be met. It also helps frame the problem and keeps the processes of implementation and evaluation transparent so that everyone involved knows what is happening and why.

Process:

- Stage 1: Identify Long-term Outcome/aspirations
- Stage 2: Reflect on preconditions/requirements (backwards mapping from the end-goal) necessary to achieve goals, and the 'agents' (people, institutions) that influence change
- Stage 3: Surface core assumptions that influence your thinking/theory of change (including the external context happening around you)
- Stage 4: Reflect on and identify strategic interventions or windows of opportunity to bring about desired change
- Stage 5: Consider how success is measured (i.e. establish indicators)
- Stage 6: Conduct a Quality Review to determine Specific, Measurable, Attainable, Realistic, Timely and Testable
- Stage 7: Summarize your theory of change narrative

Strengths:

- Results-focused
- Useful for complex programmes and partnerships with multiple stakeholders and possible courses of action

Outcomes:

- Creating a shared language
- Aligning on goals
- Keeping group members accountable

Examples of ToC in action:

- [UN Development Group](#)
- [UN Environment](#)
- [Student Energy](#)

Additional Resources:

- [TheoryofChange.org](#), examples of ToCs
- [Changeroo.com](#), tools for creating interactive ToCs in collaboration with stakeholders
- [TOCO](#), software for designing ToCs
- ToC mapping and visual-making tools: [Draw.io](#), [Lucidchart](#), and [VUE](#) (Visual Understanding Environment)
- Similar Approaches and Tools: Logical Framework Analysis, Strategic Planning and Outcome Mapping

Narrative Workshop Methodology

The Narrative Workshop Methodology is a rigorous, yet practical tool to increase engagement and improve communication within social, environmental and political movements - although typically used for climate action. It captures stories from diverse groups about how issues are personally relevant to their lives and unearths tailored language that can be the basis for building greater buy-in and momentum for grassroots movements.

Process:

A Narrative Workshop typically has 10 participants, runs for 2-2.5 hours, and is divided into two parts:

1. Individual narratives: A discussion of each participant's values and own narratives about the topic at hand
2. Broad narratives: Testing different attitudes to existing and potential policy and campaign narratives by getting participants to read through short paragraphs and highlight content they feel most positive and negative about

After the workshop is completed, organizers analyze the data to construct new narratives and phrases for improved communication and messaging.

Outcome:

- Creating a shared language
- Taking the time to listen, learn and reflect through the collaboration process

Strengths:

- Respects people's different ways of seeing the world in order
- Focused on shared values
- Allows participants to make sense of the otherwise abstract and technical concepts

Examples of the Narrative Workshop methodology in action:

- [Climate Outreach in Scotland](#)
- [Alberta Narratives Project](#)
- [Climate Narratives Project: Pilot in India](#)

Other Collaborations Tools and Frameworks

Creating a shared language:

- [Story Sharing](#): Story Sharing encourages participants to unpack and discuss stories that reveal the depth of information buried within and build their own story analysis skills

Aligning on goals:

- [Dotmocracy](#) and/or [feedback frames](#) - Inclusive participatory decision-making tools
- [SWOT analysis](#) - Strategic planning tool that unearths internal strengths and weaknesses as well as external opportunities and threats. It provides a simple way to assess how a strategy can be best implemented
- [SOAR analysis](#) - Alternative to SWOT grounded in positive psychology that focuses on strengths, opportunities, aspirations and results
- [Maslow's Hierarchy of Needs](#) - Used as a tool to assess what SDGs to address first
- [Importance and Urgency Matrix](#) - A tool to prioritize action

Keeping group members accountable:

- ['Mastermind groups'](#) - Peer-to-peer concept that offers a combination of brainstorming, education, peer accountability and support in a group setting to sharpen your business and personal skills.
- Blockchain and Digital Ledger Technology
- [Co-utile self-enforcing mechanism](#) - protocols implemented using existing game-theoretic solution concepts useful for their efficiency and fairness

Maintaining communication and engagement:

- [Build and Broaden](#) - Concept that states that positive, happy experiences improve creativity and team performance (e.g. taking an ice cream break can enable teams to get 'unstuck')
- [Relationship Building Framework](#) - Approach to developing and maintaining relationships in a way that is of mutual benefit to all parties
- [Participatory Budgeting](#) - Participatory budgeting is a tool that allows and enables communities to be part of the process of deciding what their community looks like.

Getting to action faster:

- [Challenger Sales Model](#) - Tool to improve the communication of an idea and get buy-in
- [First Principles Method](#) - Approach to boil down complicated problems into basic elements and then reverse-engineer new, creative solutions
- [Knowledge Translation](#) - Practical and evidence-informed approach to disseminating and implementing knowledge

Leveraging group members strengths and resources:

- [Asset Based Community Development](#) - Approach to sustainable community-development that focuses on how micro-assets can contribute to the macro-environment or problem
- [Collective Impact](#) - approach to creating social change that seeks to eliminate silos and duplicative efforts by bringing sectors, organizations and individuals together to work towards a common goal

Taking the time to listen, learn and reflect through the collaboration process:

- Active Listening Training - Tool to help group members better understand each other
- [Experience Cube](#) - Communication tool to provide effective feedback that limits defensiveness and increases understanding
- [Ladder of Inference](#) - Self-reflection tool useful for diverse group to check their beliefs and assumptions
- [Adaptive Cycle](#) - Tool for reflection on the process of growth or exploitation, conservation, collapse or release, reorganization to analyze ecosystems and social-ecological system dynamics

APPENDIX E: CASE STUDIES

Case Study 1: Creating a Shared Language

"IMPACT2030 is the first private sector-led initiative that aims to align human capital investment with the United Nations Sustainable Development Goals (SDGs). I have been involved with IMPACT2030 since its inception both within the organization and now as a Founding Partner representative. The incredible value IMPACT2030 brings is the collaborative cross-sector network of companies, nonprofit organizations, academia, member states and UN agencies looking to partner leveraging human capital investment.

While the potential is immense, the biggest challenge to collaboration is ensuring all actors are speaking the same language and avoiding their own sector's jargon. Occasionally, the different languages sectors use can cause miscommunication in these networks, misleading actors to believe that there is not a partnership opportunity or alignment of goals, when there actually is. The SDGs help to address this challenge by giving IMPACT2030 network a common language and set of goals.

I'd love to have tools to help collaborators fully accept the SDGs as a common language assure that all actors are speaking the same language so that conversations don't break down."

- Christine Foster, Corporate Social Responsibility Manager in the professional services industry and Founding Partner representative for [IMPACT2030](#)

Case Study 2: Getting to Action Faster

"I'm a Senior Advisor at Environment and Climate Change Canada and work on Canada's climate negotiations team. I co-chair the Declaration on Carbon Pricing in the Americas – a voluntary regional initiative that commits national and subnational governments across the Americas to implement carbon pricing as a central economic and environmental policy tool. I've helped members of the Declaration to overcome an issue linked to collaboration on climate action.

In 2018, a working group was initiated as part of this Declaration, enabling collaboration among members to exchange their experiences and lessons learned and explore various challenges of carbon pricing. An issue that I encountered early on was in the development of the work plan for the working group. Specifically, I needed to figure out how to include and prioritize different members' areas of interest, while also utilizing the strengths and experiences of each member. To overcome this challenge, the working group took its time – about 3 months – to develop a balanced work plan that reflects the needs of every member and makes them feel that their time and membership in the Declaration is worthwhile. Developing a work plan by consensus took patience, inclusiveness, dedication and flexibility, but it ensured a higher level of commitment to the Declaration since all members feel a degree of ownership. However, in order to address climate change, we must act fast. My challenge is how can we develop priorities and leverage each member's strengths faster, while still maintaining high levels of commitment!"

- Martin Lajoie Senior Advisor at Environment and Climate Change Canada and Member of Canada's Climate Negotiations Team

Case Study 3: Keeping People Accountable

"As Canada's primary network of organizations working on climate change and energy issues, the Climate Action Network (CAN-Rac) is a coalition of more than 116 organizations operating from coast to coast to coast. Our membership brings environmental groups together with trade unions, First Nations, social justice, development, health and youth organizations, faith groups and local, grassroots initiatives. We work with all of our members and partners in the above-mentioned communities to deliver on progress on climate and energy issues across the Sustainable Development Goals notably by pushing for more ambitious climate action across all levels of government.

One of the challenges we face in collaborating around the SDGs relates to the differing levels of urgency and seriousness around the issues relevant to Agenda 2030. Whereas politicians and businesses will at least note the importance of taking action on climate change in an attempt to be accountable to voters, the same cannot be said for other issues such as homelessness or inequalities. When advocating for climate change, it becomes easier to use frameworks that resonate more with policy makers and the public such as the Paris Agreement or the Green New Deal, compared to the broader Agenda 2030 that has less teeth and to which it will be harder to hold politicians accountable for not taking action.”

- Nhattan Nguyen, Operations and Outreach Coordinator at [Climate Action Network Canada](#)

Case Study 4: Maintaining High Levels of Communication and Engagement

Youth Climate Lab supports and builds youth-led policy projects and climate-friendly business ideas. We started two years ago with the idea of better connecting youth who work on UN climate policy processes and have grown to think about early stage climate entrepreneurship and on-the-ground work to achieve the SDGs.

As a small organization working on global problems, collaboration is both key to what we do and has been a huge point of learning. We collaborate with a Seychellois youth organization, SYAH-Seychelles, for much of our international climate work, and with other young people and various organizations in much of our on-the-ground work at COP. Something that's key to my vision of how we work as a collaborative entity, particularly from an international position of privilege, is not always simply pushing our own approach or prescription and taking the time to listen and learn as we develop.

One of our biggest collaboration challenges on building intergeneration coalitions to address climate change problems is how to keep people from across the globe communicating and engaging with each other on high importance but low urgency issues. At the same time, many of those issues are far more urgent to some of our partners than to others.

- Seth Blum, International Projects Lead at [Youth Climate Lab](#)

Case Study 5: Fear of the Unknown

Watch video [here](#).