



Developing a Collective Impact
Strategy for Youth-Related
Issues in Wood Buffalo:

MEETING 3 REPORT

This report presents the proceedings from the third meeting in Social Prosperity Wood Buffalo's workshop series, Developing a Collective Impact Strategy for Youth-Related Issues in Wood Buffalo. The report reviews the exercises, presentations and conversations that took place on February 10th, 2014 and summarizes the initiative's progress toward creating a common agenda for change. It concludes with results from the workshop evaluation.



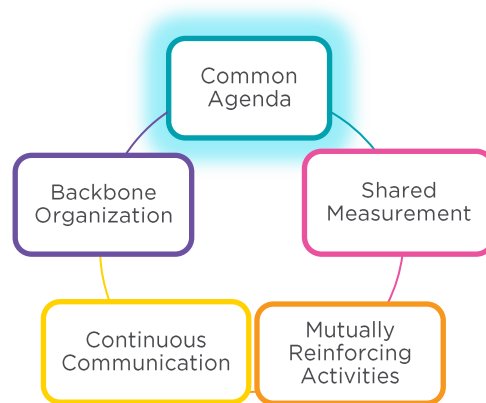
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1.0 Developing a Collective Impact Strategy for Youth-Related Issues in Wood Buffalo

This workshop series brings together stakeholders from across the community to develop a collective impact strategy to address youth-related issues in Wood Buffalo. Meeting 3 focussed on the first condition for collective impact, creating a **common agenda** for change. Participants engaged with the urgent issues facing youth in Wood Buffalo using social innovation tools including empathy maps and a filter exercise. By the end of the day participants had created a list of aspirational words and had begun to craft vision statements for the initiative.



Meeting 3 also provided an opportunity to partner with the RMWB. Sarah Cadue, Julie Dolmont, and Jillian MacDonald presented issues and gaps identified by the Municipal Youth Strategy's core working group and sought feedback from participants to determine priorities. In addition, Manny Makia, Chief Social Innovator at FuseSocial, introduced the Strategy Roadmap, a comprehensive visualization of outcomes aimed at creating a resilient and sustainable Wood Buffalo.

Subsequent workshops in the collective impact workshop series will involve:

- Developing a shared measurement system, creating a Theory of Change and beginning to identify mutually reinforcing activities (April 22nd, 1-4pm at Keyano College)
- Exploring continuous communication and backbone support for the continuation of the initiative (June 4th, 1-4 pm at MacDonald Island Park)

1.1 Meeting 3, Intended Outcomes

Meeting 3 was designed to:

1. Provide an opportunity to learn about the RMWB's Youth Strategy
2. Provide an opportunity to learn about the Strategy Roadmap
3. Explore the urgent youth-related issues
4. Develop a common agenda for this work



1.2 Meeting 3 Attendees

Participants in the third workshop in this series included representatives from the following organizations:

- Wood Buffalo Primary Care Network
- McMurray Gospel Assembly
- YMCA of Wood Buffalo
- Some Other Solutions
- Fort McMurray Family Crisis Society
- Wood Buffalo Food Bank
- Regional Municipality of Wood Buffalo
- Government of Alberta
- Alberta Health Services
- Children's Services
- St. Aidan's Society
- United Way of Fort McMurray
- SNAP Wood Buffalo
- FuseSocial
- Fort McMurray Catholic School Board
- Legacy Children's Foundation
- University of Waterloo
- Social Prosperity Wood Buffalo
- RPMS Public Schools
- Parks Communications
- Canadian Mental Health Association
- Stepping Stones Youth Services
- 868 Air Cadet Squadron
- Victim Services
- Fort McKay Wellness Center
- NE Child and Family Services
- Canadian Mental Health Association



2.0 Reflecting on Meetings 1 and 2

Before moving into the agenda for meeting 3, Katharine Zywert, Project Officer for Social Prosperity Wood Buffalo reviewed the key accomplishments of the first and second workshops and asked participants to share reflections on the process so far.

Key points covered in the review included:

- A reminder of the [definition of collective impact](#): “the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem.”¹
- Collective Impact is particularly suited to solving [complex social problems](#). Complex social problems are issues like poverty, homelessness, and student success. These problems tend to:²
 - Be difficult to frame
 - Have cause and effect relationships that are unclear
 - Involve diverse stakeholders whose perspectives do not necessarily align
 - Have characteristics and dynamics that evolve over time
 - Have no obvious right or wrong set of solutions
- The process of [establishing a collective impact initiative for youth-related issues is an attempt to collectively develop a new structure for solving complex problems](#) related to youth in Wood Buffalo.
- Social Prosperity Wood Buffalo (SPWB)’s role in this process is as a convener and a conversation starter, but the conversation is yours.
- While SPWB may be stewarding the process at this moment, the [process belongs to everyone](#) here and its success will depend on our collective efforts.
- This process is emergent and responsive to changing circumstances as well as guided by best practices including the preconditions and conditions for collective impact.
- So far in this workshop series we have been [focused on understanding the system encompassing youth](#) in Wood Buffalo.
- At Meetings 1 and 2, we identified values and gaps related to the current collective impact landscape and created asset maps of the youth system to explore the preconditions for collective impact. These exercises helped us to understand:
 - Who is part of the system currently addressing youth-related issues
 - Where resources are concentrated
 - Who the existing and potential leaders for this work might be
- The asset maps revealed less about the urgent issues impacting youth in Wood Buffalo, which is the focus of Meeting 3.

([Click here](#) to access the full reports from Meetings 1 and 2.)

¹ [“Collective Impact.”](#) John Kania and Mark Kramer. *Stanford Social Innovation Review*, 2011, p. 36.

² [Collective Impact Slides From Liz Weaver](#), 2012 Collective Impact Workshop, Tamarack – An Institute for Community Engagement.



3.0 Regional Municipality of Wood Buffalo Youth Issues and Gaps Summary³

The Regional Municipality of Wood Buffalo, Community Services Department representatives Sarah Cadue, Social Planner, Jill MacDonald and Julie Dolmont, Community Strategies Coordinators, introduced that Community Services is currently working on a Municipal Youth Strategy. A broad explanation of the Municipal Youth Strategy was given and staff facilitated an interactive group activity with participants on youth issues and gaps. There were 42 participants in attendance at the workshop, with representation from 28 youth serving agencies.

For the interactive group activity, a comprehensive list of youth issues and gaps were presented and compiled from multiple Municipal documents. Participants were given the opportunity to identify and add to any missing issues or gaps from their perspective. The goal was to confirm with the youth serving agencies that these were, in fact, relevant youth issues and gaps in the community and to provide insight on the topic. Groups were arranged per table and according to themes.

The theme areas were:

1. Youth programs and services
2. Youth leadership
3. Infrastructure
4. Retention of Youth
5. Youth Supports – i.e., funding, housing, education, & family supports

There was also a blank sheet of paper posted called the “Holding Tank” where participants could add any other issues or gaps that they may see as missing from the themes. Each group reviewed the list and added to it, then reported back to the larger group which opened the topic up for discussion.

The lists of issues and gaps were then prioritized by participants in a ‘dotmocracy’ exercise. Each person was given five stickers to place on the list and were asked to prioritize their top five.

³ This section was prepared by Sarah Cadue, Social Planner, Regional Municipality of Wood Buffalo.



The findings of the top issues and gaps identified from the prioritization exercise were⁴:

1. Youth Programs and Services:

Issues - More counselling and mental health services - 19 votes

Gaps - Affordable programming and space - 9 votes

2. Infrastructure:

Issues - Need increased youth drop-in and activity centres - 4 votes

Gaps - Lack of accessible and frequency transportation deters youth engagement, participation and employment - 5 votes

3. Youth Leadership

Issues - Programs needed for youth who are not "at risk" or "leaders" - the "in between" youth need programs too -10 votes

Gaps - Parental involvement -Both parents working shifts - 7 votes

-Empower parents to engage youth - 3 votes

4. Youth retention

Issues - Lack of career options or planning for youth - 9 votes

Gaps - Programs specifically geared towards youth - 5 votes

5. Youth Supports

Issues - The need for sustainable funding for current youth supports - 9 votes

-Housing supports for youth transitioning from care - 6 votes

Gaps - Having adult role models - need more positive role models - 8 votes

The priorities identified will be shared with youth at a later point in time for discussion and to evaluate relevancy.

⁴ Reference: Youth issues and gaps workshop/Engagement, Regional Municipality of Wood Buffalo, Core Working Group, Municipal Youth Strategy, February 10, 2014.

4.0 Developing a Common Agenda

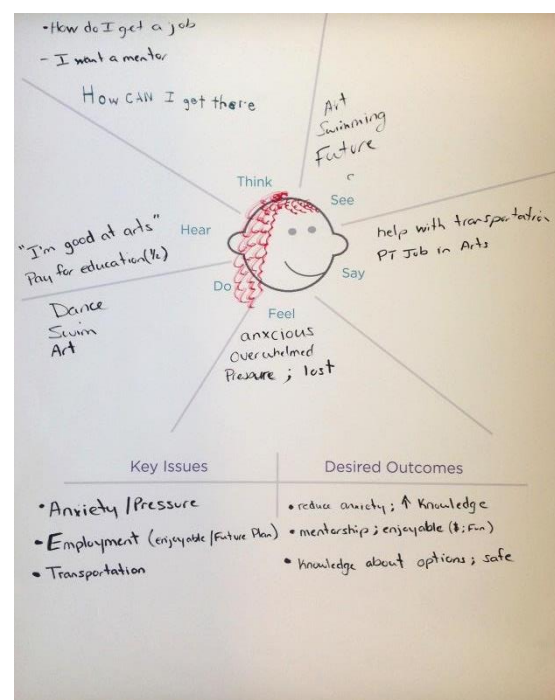
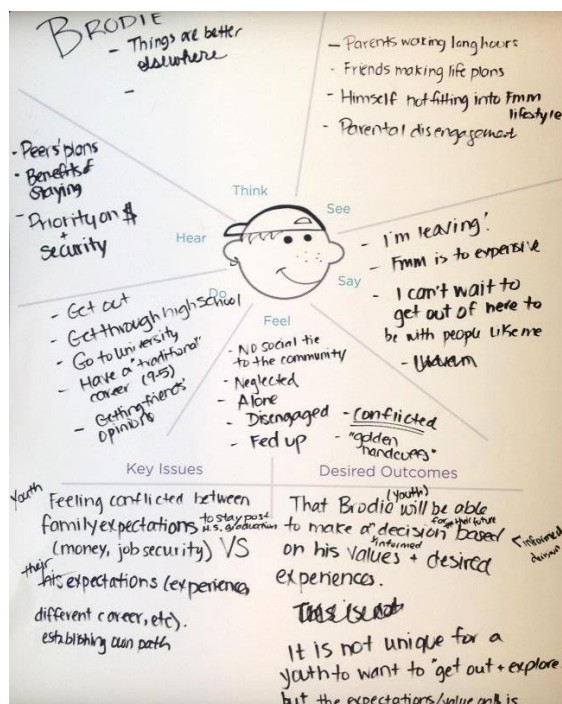
To achieve collective impact, diverse stakeholders in a system must work toward a shared vision for change. Developing a common agenda is one of the five conditions for collective impact and was the focus of the third meeting in the Collective Impact Workshop Series for Youth-Related Issues.

To develop a common agenda, participants engaged with urgent youth issues using social innovation tools including empathy maps and a filter exercise. They then distilled their vision by collecting aspirational words to guide the initiative's work. Finally, participants were asked to complete the sentence: "We are developing a collective impact strategy to..." Responses to this sentence will form the basis of the common agenda going forward.

4.1 Empathy Maps

Empathy maps are a creative way to think about the experiences, perspectives, needs, and goals of stakeholders.⁵ Nancy Mattes, Director of Social Prosperity Wood Buffalo, led participants in creating empathy maps to explore the key issues and desired outcomes of youth in Wood Buffalo.

Workshop participants were organized into small groups that were each given a profile of an individual youth in Wood Buffalo. Profiles were developed based on existing research into the needs, issues, and strengths of the region's youth, incorporating data from reports by the RMWB, school district, and the Government of Canada. See *Appendix A to review the Empathy Map Profiles*.



⁵ See "[A Guide to Social Prosperity Tools](#)," for a more detailed description of empathy maps.



Groups filled out the empathy map posters provided to get a clearer picture of the things the young person in their profile would say, feel, do, think, hear, and see in the course of their daily lives. From these insights they identified key issues and desired outcomes facing their youth.

| Youth Profile | Key Issues | Desired Outcomes |
|---------------|---|---|
| Trevor | Lack of promotion of community opportunities for youth | Maximum engagement by all youth |
| | Emphasis is on high achievers, "leaders," and high risk, leaving the "mainstream" to figure it out on their own | More in-school / online accessible promotion of youth community opportunities |
| | | Opportunities for youth on all places on the continuum |
| Brodie | Youth feeling conflicted between family expectations to stay here post-high school graduation (money, job security) VS. their expectations (experiences, different career, etc.), establishing their own path | Youth are able to make informed decisions for their futures based on their values and desired experiences |
| Jack | Disengagement in school | Graduation (knowledge about the importance of education to getting a job) |
| | Poverty | Family counselling |
| | | Focus on supporting positive choice (graduation) |
| Aaliyah | Cyber bully | Transitional support |
| | | Develop comfortable relationships with adults |
| | Something to do | Develop skills to deal with bullying (SASP, PALS, student leadership) |
| | Fear to go to authority | Find volunteer opportunities |
| | Lacks confidence | Draw on friends to see what interests her |
| Kaitlyn | Lacks acceptance | |
| | Anxiety / pressure | Reduce anxiety; increase knowledge |
| | Employment (enjoyable / future plan) | Mentorship; enjoyable career (\$/fun) |
| | Transportation | Knowledge about options; safe |
| Bronwyn | Shelter | Permanent safe place to live |
| | Basic needs | Access to funding / resources |
| | Safety | Make a connection with support in the community |
| Celine | Mental health | |
| | Parental Involvement | Children are connected with |



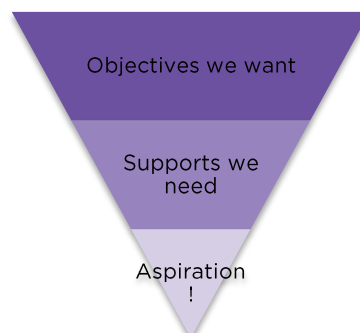
| Youth Profile | Key Issues | Desired Outcomes |
|---------------|---|---|
| | | social activities through parents assisting |
| | Social anxiety (mental illness, sense of belonging) | Safe way to access social services without parental involvement (knowledge / advertisement of these services) |
| Mike | Lack of education re: post-secondary options | To be motivated to seek out information |
| | Lack of life skills development | |
| | "Potential" lack of home support | More school-to-home transition supports |
| | Lack of knowledge / ability to learn about options | Confidence to seek out information / Opportunity to have one-on-one directed supports |

Facilitators Katharine McGowan and Katharine Zywert then distilled the list of desired outcomes from the empathy maps into four general themes to explore in greater detail:

1. Youth are well-informed
2. Youth have skills to be successful now and in the future
3. Youth are supported by adults in the community (parents, teachers, mentors, employers) to reach their full potential
4. Youth are engaged

4.2 Filter Exercise

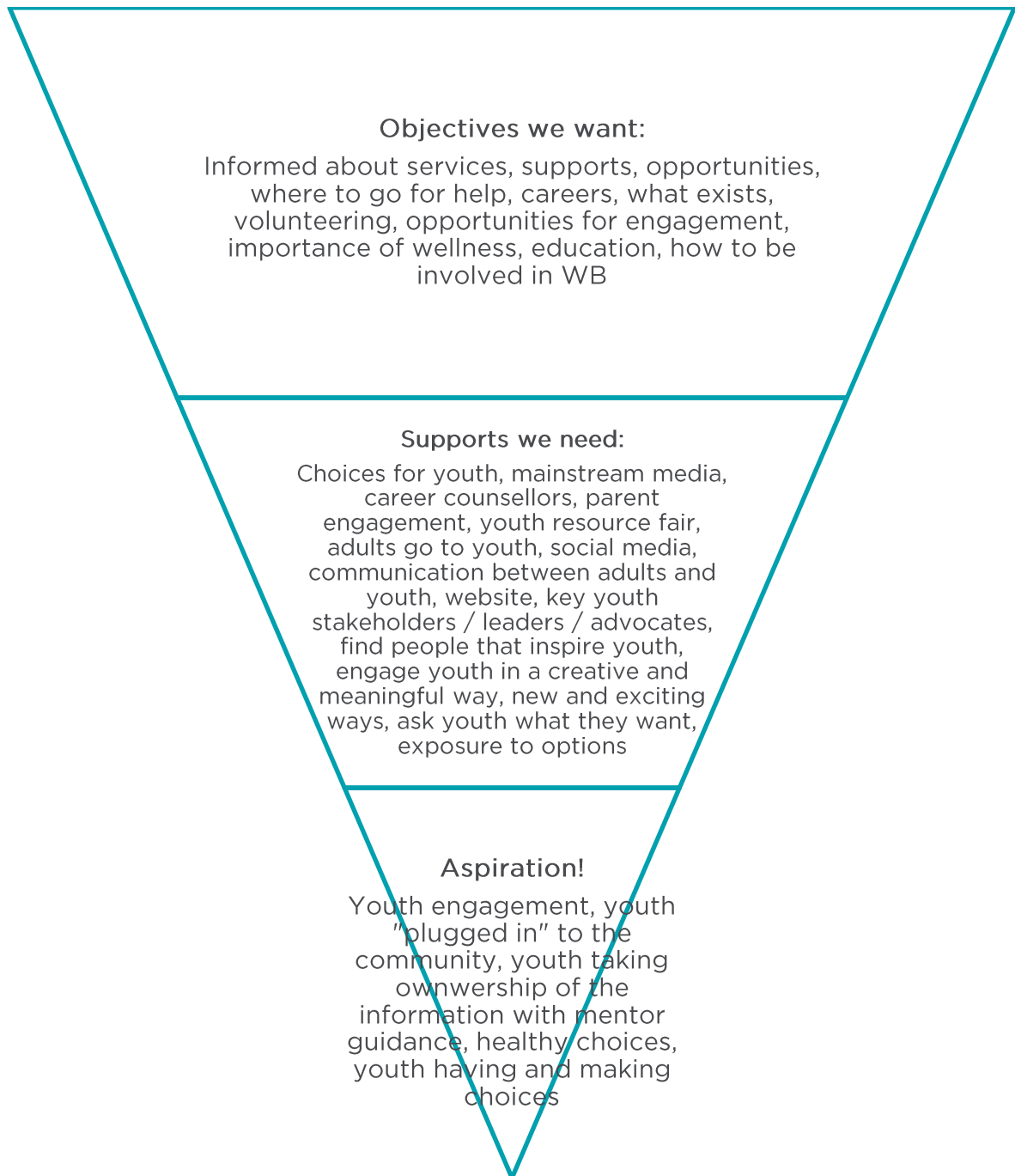
In the filter exercise, Dr. Katharine McGowan, Post-Doctoral Fellow in Social Prosperity, invited participants to use the desired outcome themes identified during the empathy maps to more thoroughly explore their aspirations for youth in Wood Buffalo. Participants self-selected into small groups to work on the theme they were most passionate about. In considering broad objectives and supports needed to achieve these objectives, the filter exercise was designed to hone in on the group's foundational aspirations for youth in order to begin articulating a common agenda for collective impact.





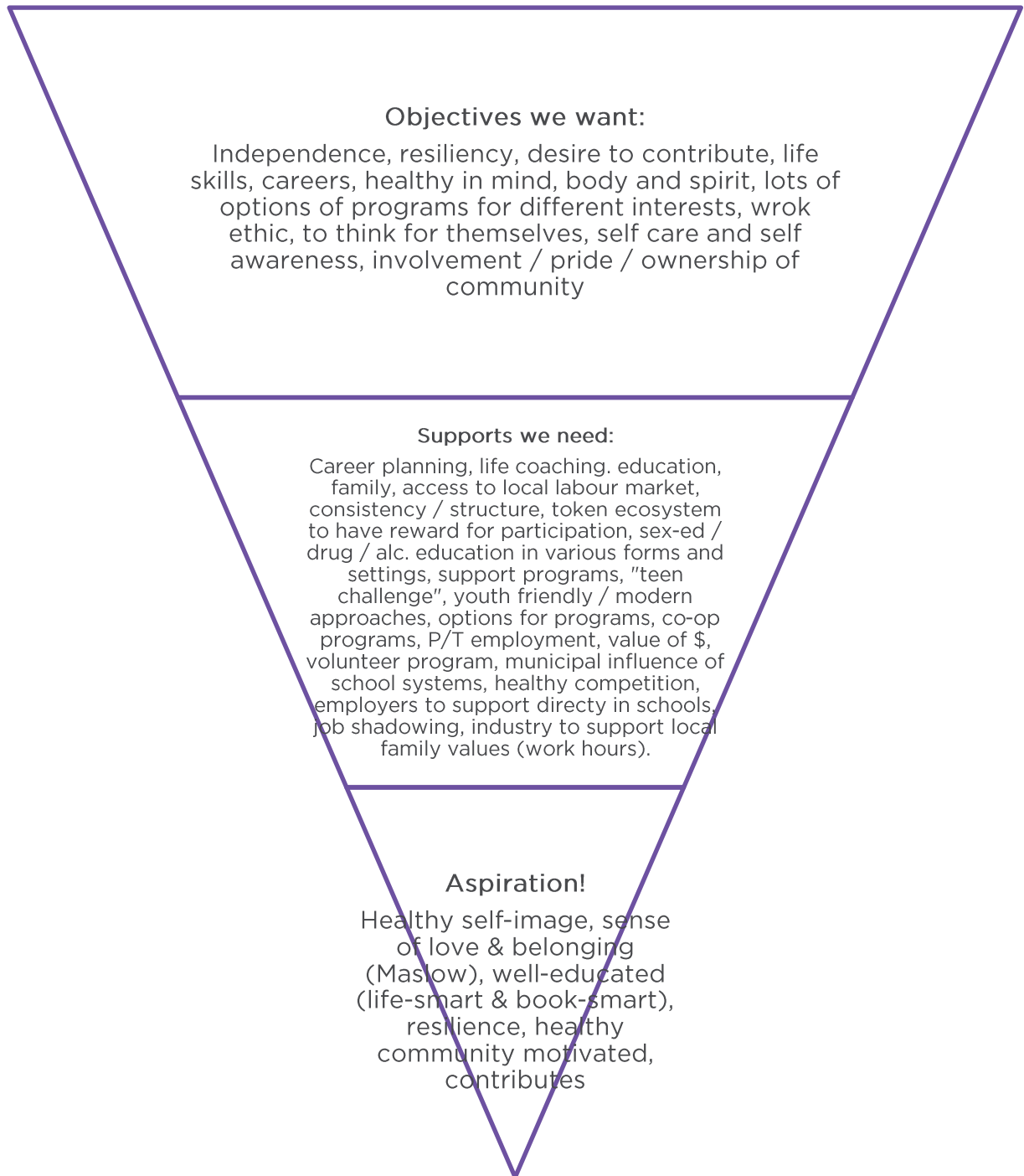
Filter # 1

Desired Outcome: Youth are Well-Informed



Filter # 2

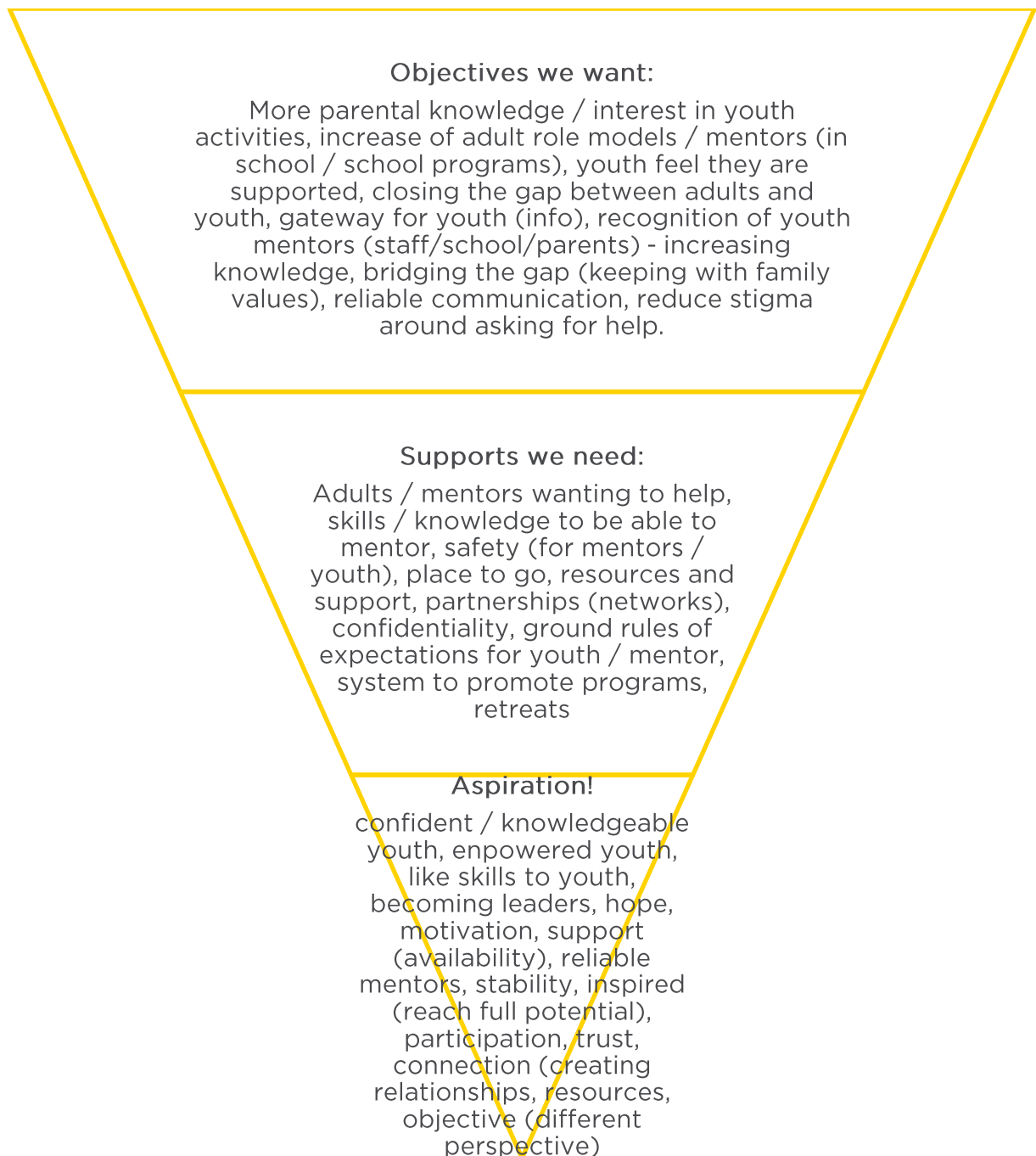
Desired Outcome: Youth have Skills to be Successful Now and in the Future





Filter # 3

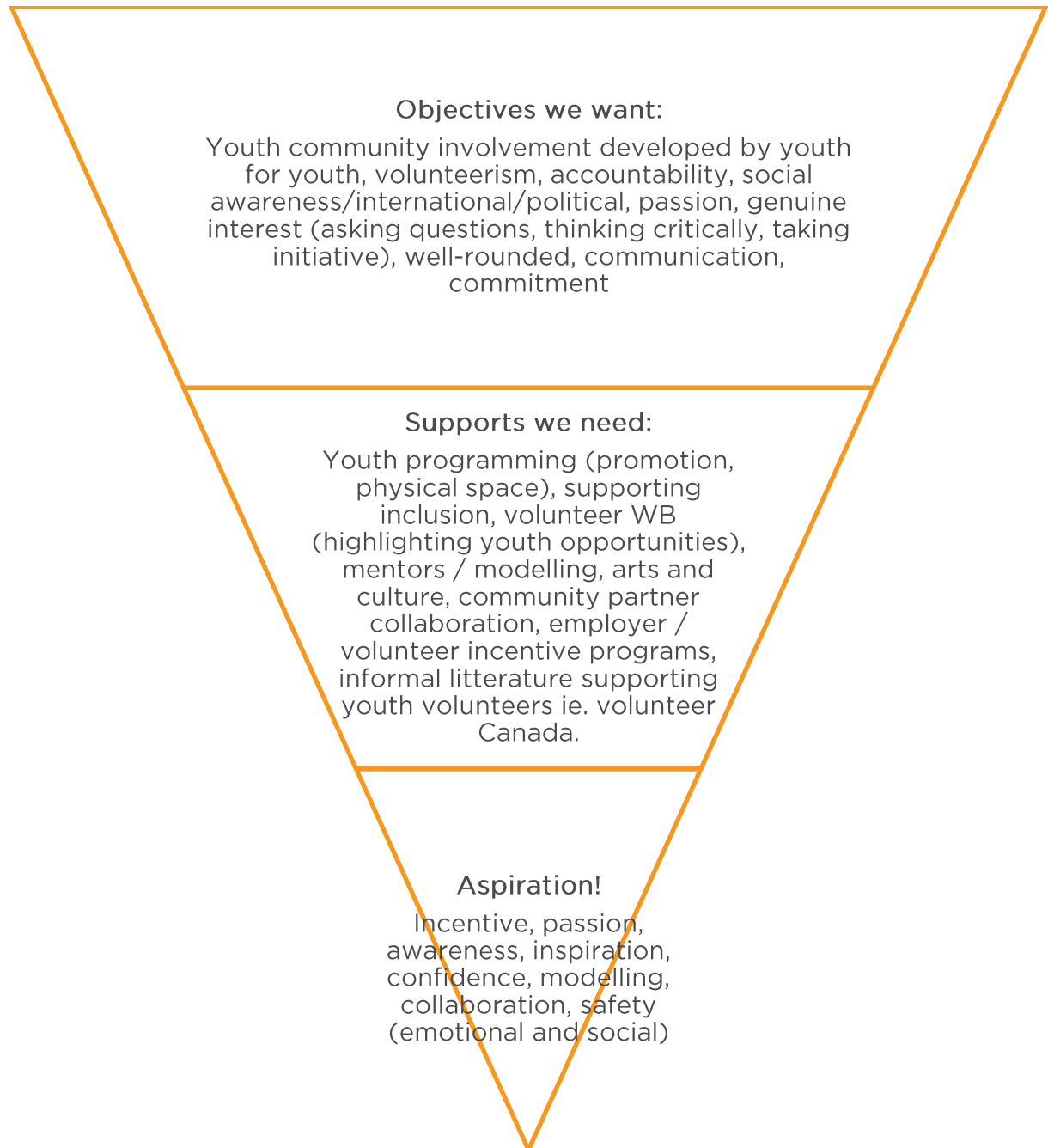
Desired Outcome: Youth are Supported by Adults in the Community to Reach their Full Potential





Filter # 4

Desired Outcome: Youth are Engaged





Ensure youth are inspired to achieve their desired potential.

Ensure the alignment of strategies to address the needs of our youth and community into the future.

Support our youth in becoming successful members of our community in all aspects of life.

Create a wrap-around support system for youth in Wood Buffalo.

Produce collaborative outcomes in building healthy, resilient youth.

5.0 Strategy Roadmap Presentation

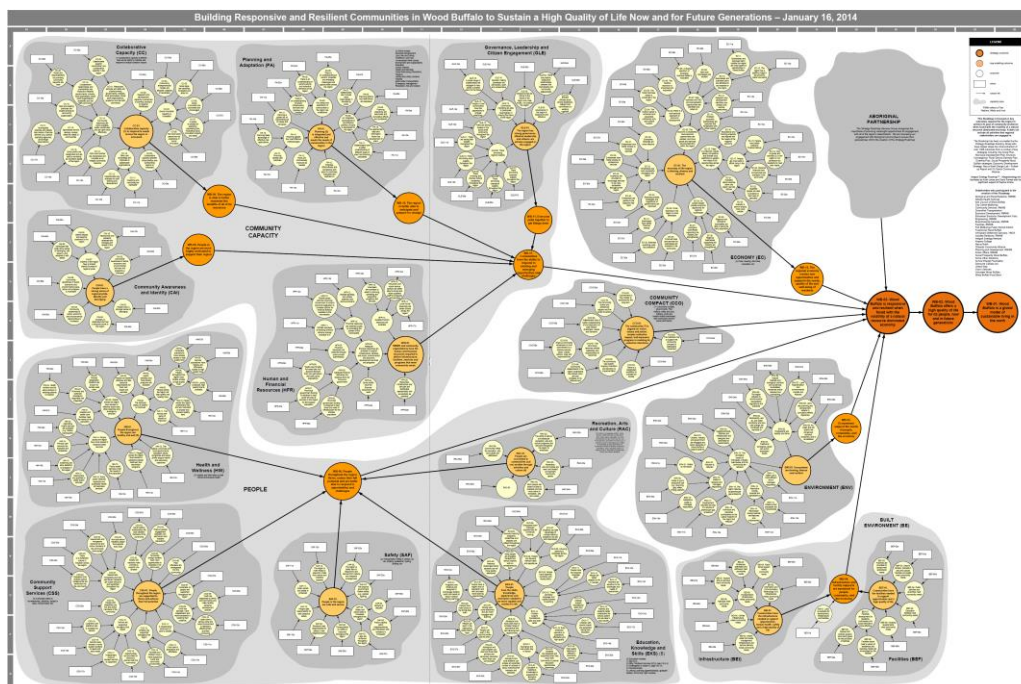
Manny Makia, Chief Social Innovator at FuseSocial, introduced the Strategy Roadmap, a visualization of outcomes charting a course toward a resilient and sustainable community. The map took 4 months to develop over the fall and winter of 2013 and is composed of 260 outcomes drawn from existing community plans from Future Forward and Envision Wood Buffalo to the MDP, Convergence, and the City Centre Redevelopment Plan.

The Strategy Roadmap is meant to address the reality that the implementation of planning and visioning is often not fully realized in the community. Created by a multisectoral group of community leaders, the roadmap brings together the aspirations from existing plans into one shared vision for Wood Buffalo.

Manny stressed that the Strategy Roadmap is about creating a healthy environment around individuals to ensure that they can achieve the best outcomes as members of our community. For youth-serving organizations, this means building circles of support to foster the growth and enrichment of youth in our region. The map will come to life if as a community we focus on the strategies that will enable the outcomes we want and take collective responsibility to attain this vision.

Over lunch, participants had the opportunity to take a closer look at the Strategy Roadmap and to situate their work within its outcomes. It was encouraging to see how the work of youth agencies contributed to such a wide diversity of outcomes across multiple clusters on the map.

For more information about the Strategy Roadmap, contact Manny Makia at manny.makia@fusesocial.ca.





6.0 Conclusion and Next Steps

At Meeting 3, this initiative took significant steps toward developing a [common agenda](#), the first condition for collective impact. Participants used social innovation tools including empathy maps and a filter exercise to explore the urgent issues facing youth in Wood Buffalo. Small groups answered the question “We are developing a collective impact strategy to...” Responses ranged from enabling youth to reach their full potential to aligning strategies to creating a wrap-around support system for youth. These statements will form the foundation of a unified vision for this work which we will return to in Meeting 4.

Meeting 3 also provided an opportunity to partner with the RMWB, engaging participants to assess and prioritize issues and gaps identified by the Municipal Youth Strategy working group. In addition, Manny Makia, Chief Social Innovator at FuseSocial, presented the Strategy Roadmap, a new visualization of outcomes that will together increase the sustainability and resilience of the community as a whole.

Next steps:

1. Plan to attend the shared measurement and mutually reinforcing activities meeting on April 22nd, 2014 from 1-4pm in the elements meeting rooms, Keyano College.
2. Plan to attend the continuous communication and backbone support meeting on June 4th, 2014 from 1-4pm at MacDonald Island Park.



Appendix A: Empathy Map Profiles

Mike, Grade 10

Mike is a grade ten student from Fort McKay who is bussed into Fort McMurray every day to attend high school. Since he was in grade six, his teachers have encouraged him to finish high school but he has not been able to find very much information about post-secondary options. A few of Mike's closest friends have recently dropped out of school and are looking for work. Mike is considering doing the same since he isn't very interested in his classes and he doesn't feel very connected to other students or to his school in Fort McMurray. He wishes he knew more about his options.

Jack, Grade 9

Jack is a grade nine student living in Conklin. He used to be engaged socially and intellectually in school in grades 6-8 but is losing focus since he started grade nine. He doesn't see the point of trying very hard in school and doesn't feel like his parents or teachers are encouraging him. He knows that he will have to leave home next year to attend school in Fort McMurray but is planning on dropping out as soon as he finds a job. Jack wants to drive a truck in the oil sands because he has heard he could make good money and that some companies will help with the costs of training. Jack's parents don't have a lot of money and he wishes he could find a part-time job to help with the expenses of living in Fort McMurray, but he hasn't found anything in town and doesn't own his own car.

Brodie, Grade 12

Brodie is a grade twelve student at the top of his class. Throughout high school he was a member of MACOY, was involved in student government, and played on the basketball team. Brodie was born and raised in Fort McMurray by parents who are both senior managers in the oil sands industry and who have worked extremely long hours since he was a child. Brodie feels like they were hardly ever around when he was growing up. He is going to leave the community next year to attend university in Toronto and he doesn't plan on coming back. The high costs of living and the long work hours that he feels are the norm in Fort McMurray make him want to settle somewhere else as an adult.

Trevor, Grade 8

Trevor is a grade eight student with average grades. He cares about his community and wants to do something useful to help others, but he feels like there isn't anything important for him to do. Trevor is an intelligent and quiet person, but ever since he turned thirteen he notices that neighbors and other adults in the community interact with him differently. He feels like they are suspicious of him or assume that he's looking to get into trouble. Most of the leadership positions at his school go to the kids with the best grades or who are the most popular. Trevor is frustrated because



he wants to contribute and do something meaningful in his spare time but he feels like others don't see his potential.

Celine, Grade 9

Celine was born in Newfoundland and moved to Fort McMurray with her parents when she started grade nine. She hasn't made very many friends since moving to town and generally feels excluded at school. Because of this, she is not very engaged in school activities, but she shows promise in academics, especially the arts. In Newfoundland, Celine was involved in a youth group at her church, but has not become engaged in Fort McMurray because she is nervous about meeting new people. She is starting to experience high levels of social anxiety and wishes that she felt a sense of belonging to her community like she did in Newfoundland. Celine has a history of mental illness in her family and is worried that her anxiety might be an early symptom of something more serious, but she doesn't know where to go for help. Celine's parents work long hours and she feels like she can't talk to them about the issues she is facing at school or in her personal life.

Bronwyn, Age 16

Bronwyn has been homeless for three months after leaving an abusive family situation. She sometimes stays in the youth shelter or sleeps on a friends' couch, but occasionally she finds herself with nowhere to go and sleeps outside. Since Bronwyn left home she has shoplifted from the grocery store and the pharmacy because she has no way to pay for the things she needs. She has also started doing drugs and getting drunk much more often than she ever did at home because she is bored and often feels hopeless about her future. She hears there might be resources and people in the community who could help her, but is afraid to ask for help and reluctant to trust the youth workers at local agencies.

Aaliyah, Grade 7

Aaliyah moved to Fort McMurray when she was in grade four when her father got a job as an engineer in the oil sands industry. She attends the Fort McMurray Islamic School where she has lots of friends and does well in her classes. Aaliyah is close with her parents and wants to be an engineer like her father when she grows up. Recently a group of girls in Grade 8 have started bullying Aaliyah at lunch and between classes. They have threatened her physically, but she is afraid to tell her teachers because she is worried that the girls would retaliate if they found out that she told on them. In the evenings, Aaliyah sometimes receives mean texts and Facebook messages from the girls. She wants to find something to do after school to get her away from her computer. It wouldn't need to be anything too structured, just a place where she could go to hang out and be around other accepting young people.



Kaitlyn, Grade 11

Kaitlyn was born in Fort McMurray and attends Holy Trinity High School. She is a good student and takes dance and swimming lessons. When she is older she wants to be an actor or an artist, or work in a job that helps people in her community. Her parents have told her that she needs to pay for half of her university education, so she is looking for a part time job but hasn't found anything yet and doesn't know who to ask for help. Ideally she would like to find a job in arts and culture or the community benefit sector. She lives in Thickwood and doesn't have access to a vehicle, so she is worried about being able to get to work even if she does find a job. Kaitlyn wishes that she had a mentor, an artist or community leader whom she could learn from and talk to about her future.

Appendix B: Evaluation of Meeting 3

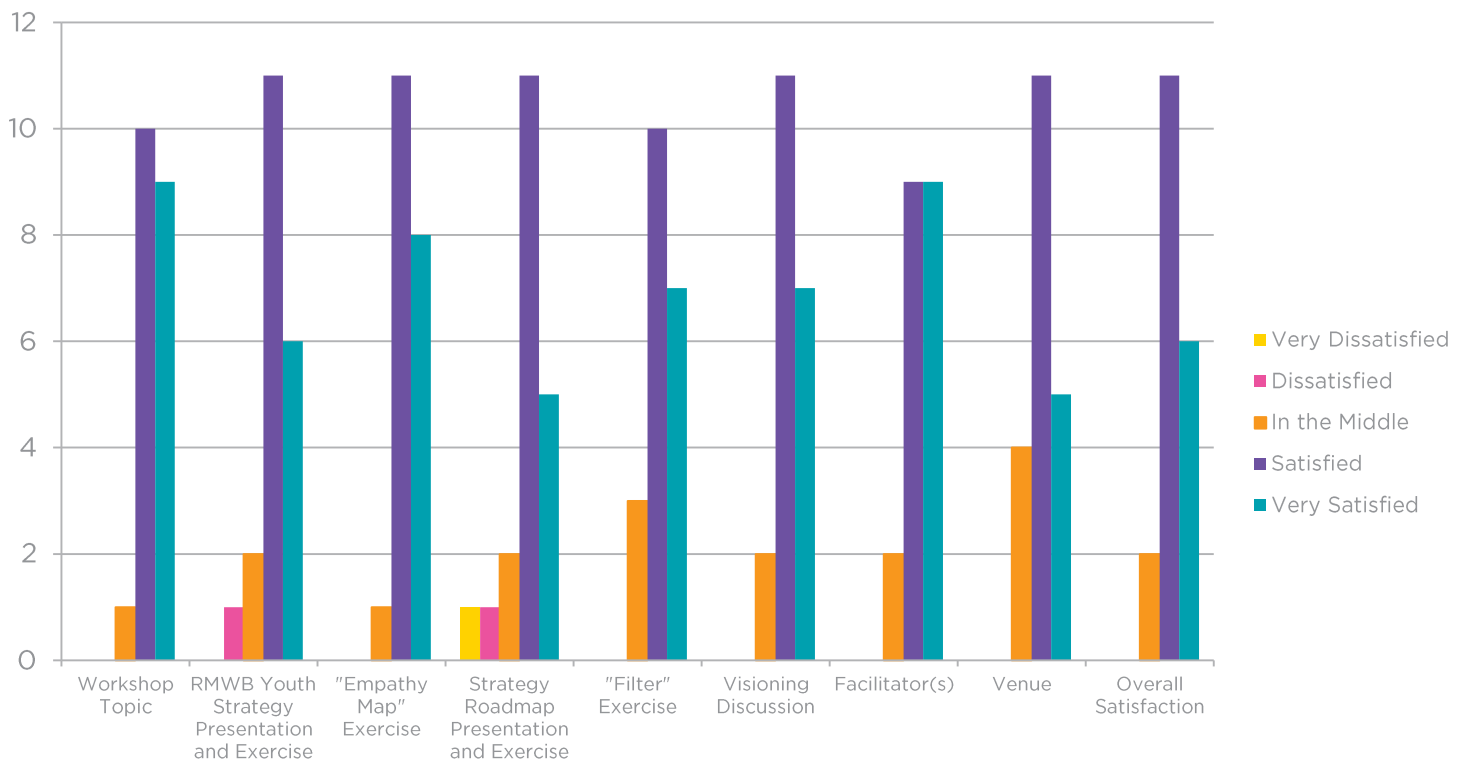
Number of Attendees: 42

SPWB Staff and Guests: 3

Number of Survey Respondents: 20

Percentage of Wood Buffalo Attendees who Completed This Evaluation: 51%

1. Please rate your satisfaction with the following aspects of the third meeting in the Collective Impact Workshop Series:



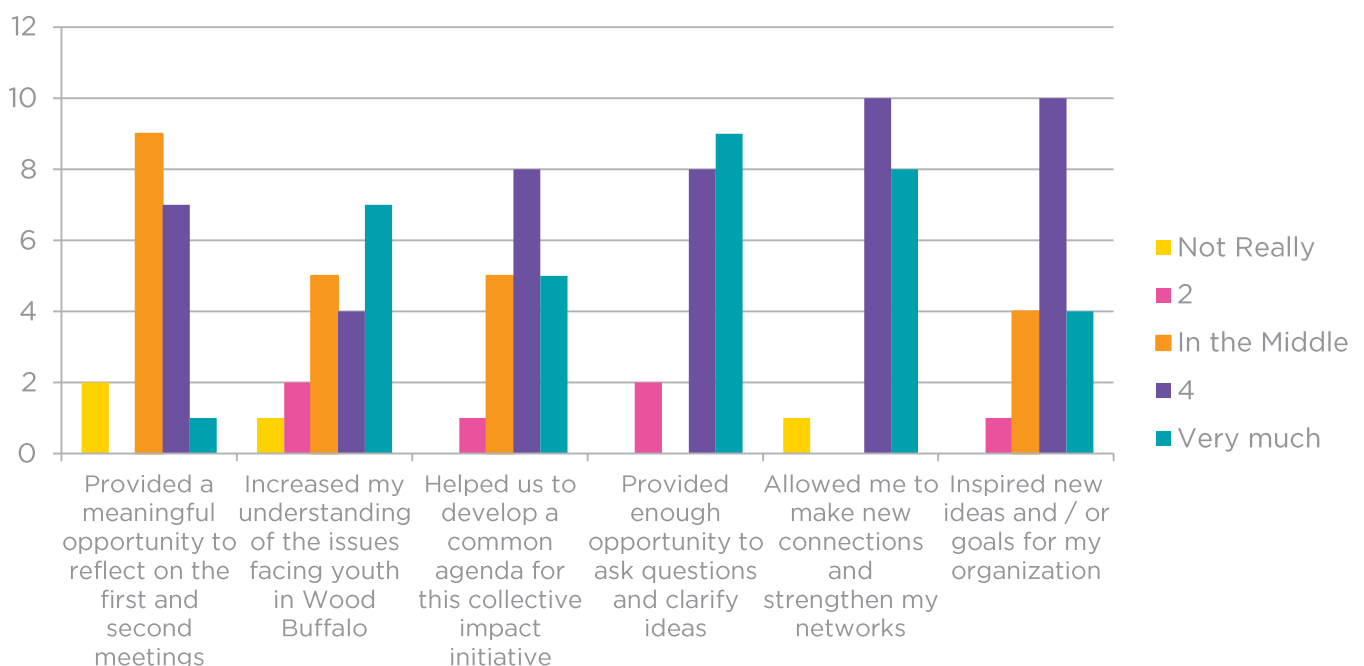
Comments:

- This was, by far, the best of the workshops so far!
- I was not fully confident that RMWB will/did listen to the issues that were brought up during their piece. It would be great to have a representative for non-profit to be working as a liaison between government and non-profit.
- Enjoyed the format of group work and how it was presented for the workshop
- Found the discussions and exercises very helpful in understanding the concepts and the topic



- e) There was a gentleman who came to speak about the Roadmap and I found him dry and hard to follow.
- f) The strategy road map presentation was painful. The presenter was difficult to follow and didn't make the material easy to understand. I think he needs to take some time coming up with an "elevator pitch" for presenting that road map. I can't remember what he said near the end of the presentation but I remember thinking "why didn't he lead with that???"
- g) I loved the presenters, however, with the banging from the kitchen and other external noises it was very distracting and difficult to hear some of you.
- h) Both Katharines were amazing presenters. They kept us engaged, laughing and interested in the topics!!!! Also they did a great job at making sure everyone's opinions were heard and appericated.
- i) Great job everyone!
- j) Great to see you are starting with the end in mind
- k) I felt that the presenters presented the materials very well. However, I felt the city took over and made it their show. I never knew the city was going to be interested in at risk youth who needed treatment. I found that the exercises were good - but again very monopolized by the city. Overall I was satisfied - but again monopolized by the city. They should know by now that forcing agencies to adopt Development Assets won't work - you can make agencies pay for something and then shove it down their throats when they won't pay for it. It's referred to extortion and blackmail!

2. The third meeting in the Collective Impact Workshop Series:



Comments:

- a) In the first meeting, a concern was for more time to network within the participants. Since we left early, there was time to mingle but everyone left as soon as it was done. Really disappointed at everyone for not taking that opportunity to network with other like-minded agencies.
- b) Was able to make some good contacts within the community
- c) I wasn't at the first two meetings so comparing them is not possible
- d) I NOW HAVE RENEWED HOPE THAT WE ARE MOVING FORWARD AND THIS WORK WILL ASSIST ANYONE WORKING FOR AND WITH YOUTH IN WOOD BUFFALO

3. The most useful aspects of the third meeting in the Collective Impact Workshop Series were...

- a) The presentation from the RMWB! The filter exercise was a great tool that I will definitely use again.
- b) Presentation from Fuse Social and the map they presented allowed for big picture, collective thinking. It gave us something to strive for as a team.
- c) Good audience
- d) The filter and empathy exercises
- e) group activities. I really enjoyed the filter exercise and the empathy mapping.
- f) the hands on activities made it easier to understand why we were there and what direction we are headed.
- g) Filter exercise
- h) I feel like we are actually moving forward in the workshop!
- i) Hearing about the Strategy Roadmap and an opportunity to network
- j) Filtering Exercise
- k) Completing the sentence as the last exercise - such agreement was awesome!
- l) the Municipality session - it had more immediate impact to my organization. The filtering exercise was good and I could see using something similar with my organization to help us reach and identify our end goals.
- m) Collaborative approach to problem solving
- n) There was more hands-on group activities which made the workshop fun and useful.
- o) The concepts of funneling and visioning. Although not knew concepts but relevant to the discussions.
- p) Understanding what resources currently exist and being able to connect with folks from organizations that were 'new to me'

4. The third meeting in the Collective Impact Workshop Series would have been more useful if...

- a) I was very satisfied with the way this workshop went and I hope that the next one is just as good!



- b) ...there were more strategic and specific goals and delegation of those goals. But maybe the next meeting will have more of that.
- c) If we had more handouts to take home like the exercises were great to have as a sample of the topic and concepts.
- d) I had been to the first two meetings but even still I took a lot away from this meeting.
- e) The kitchen staff was more discreet. The strategy roadmap was really interesting, however, the presenter was very quiet and the map was not visible to everyone in the room.
- f) I would of liked the documentation on the roadmap and a handout of the map as a take away. Difficult to discuss with colleagues during and after the workshop when you do not have the executive summary of the direction and the working copy of the strategy. Found the RMWB material was dated and that under the themes the comments underneath overlapped. Streamlining the pieces would have allowed for a rich and respectful discussion to occur on the floor. There was knowledge in the room that was left untapped due to time constraints so live discussion/debate was not able to happen.
- g) The rural communities were more involved. If this is for all Wood Buffalo those groups involved with youth in our rural communities should be involved
- h) The second part felt a little led based on the "sample youth". I'm not sure that really represented a cross section of actual youth in our region. It may have but it may not. As a result, I'm not sure the ideas generated captured a total picture of the desired aspiration. That part left me a little confused.

5. I could have used more information about...

- a) ... where our community is at in terms of the areas of concerns that our youth our facing. Statistics, as boring as they ca be, could be really helpful in figuring out where we are and set achievable goals.
- b) The point of view of youth.
- c) I would like to know what data sources were used to develop the youth strategy. It seemed to me that a lot of the information was outdated or possibly even conjecture.

6. Is there anything else you would like to share about this workshop or about this process more generally?

- a) Thank you, ladies!
- b) I just need constant reassurance that we really are on board with this and that we will start to have real, strategic goals and action plans.
- c) Very interactive loved it!
- d) Felt somewhat unable to talk openly and freely becasue of partcipants always haveing a defensive comm-back to what was being said.
- e) Glad that I was there to hear the concerns from the room regarding youth in our region. Helps me understand how the region's



stakeholders view the challenges of the past while providing a glimpse into the current issues so I can better plan for the future.

- f) I believe even those who did not attend other meetings still were able to contribute positively.
- g) I would love to see follow up on the document put out by the municipality and from this workshop.
- h) Positive energy and professional approach
- i) I think I have said enough
- j) Even though this topic is vitally important, it is difficult for some of us to dedicate a full day to attend a workshop. Starting on time and a shorter lunch break would have been more respectful of attendees time. Setting time limits for presenters for activity 'report outs' would have kept people focused and avoided going off on tangents.



This report was prepared by Katharine Zywert, M.Sc., Project Officer for Social Prosperity Wood Buffalo and Nancy Mattes, Director of Social Prosperity Wood Buffalo.

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