SHIFT DISTURBER

LEVEL

CONTENTS

Introduction

ABOUT THE LEVEL INITIATIVE

LEVEL is a youth engagement initiative of Vancouver Foundation that aims to address racial inequity. We do this by investing in the leadership capacity of Indigenous and racialized immigrant and refugee youth and creating more opportunities throughout the non-profit and charitable sector.

Despite being the fastest-growing youth populations in British Columbia, Indigenous, immigrant and refugee youth don't have the same opportunities as other young people. Race continues to be a factor that hinders their ability to have a say on decisions that impact their lives.LEVEL empowers these youth by building their capacity to challenge and change those systems that hinder their ability to build a more just world.

LEVEL consists of three pillars of work to advance racial equity:
1. LEVEL Youth Public Policy Program
2. LEVEL Youth Organizing
3. LEVEL Youth Granting

ABOUT THE LEVEL YOUTH POLICY PROGRAM (LEVEL YPP)

The LEVEL Youth Policy Program brings together young people between the ages of 19 and 29 from across British Columbia who identify as being Indigenous or racialized immigrants or refugees. Indigenous and racialized newcomer youth are disproportionately impacted by certain public policies, but may rarely be included in the development and implementation of public policy process. The LEVEL YPP aims to provide these youth with equitable training and leadership opportunities to navigate the public policy landscape, and develop new tools and skills to influence, shape, and advocate for policy changes that are relevant in their own communities. Having young people directly involved in shaping policies that impact their lives is essential to creating systemic, meaningful change.

In this training, we are working from and within Indigenous peoples' worldviews.

ABOUT THIS WORKBOOK

This workbook has been designed to guide you through learning about the public policy process, applying the knowledge and skills gained from the program, and reflecting on how diverse lived-experiences impact or shape each person's interaction with public policies. The training is divided into six modules. In general, each module is divided into approximately four sessions.

There are learnings identified at the beginning of each module, as a way to provide an overview of what you can expect. We encourage you to identify your additional learning questions. Each module is also divided into four sessions, as a suggested guide and flow for the learning and discussions. The various activities and readings in this workbook are intended to be helpful tools and examples for consideration. The LEVEL YPP will bring in diverse faculty members, trainers and guest speakers who will deepen the learning for each module, with additional readings, resources, and thought-provoking dialogue.

Each module includes key concepts, links to videos and articles, and activities (both individual and group-based) to consider. After each module has been completed, there are reflection activities pertaining to the training sessions you will receive. There will also be some short assignments or activities that you will need to complete prior to arriving for the following module; these are referred to as Pre-Module Assignments. The pre-module assignments have been designed with the intention of engaging discussion and to help you get the most out of the training modules. By taking notes and using this workbook throughout the program, we hope that you will also find this workbook to be a valuable resource and and reference that can be used after you complete the program and continue supporting you in the work you do to influence policy change in your community.

LEVEL YPP AND INDIGENOUS WORLDVIEWS

In this training, we are working from and within Indigenous peoples' worldviews, which, to an extent, could vary from person-to-person or nation-to-nation. Indigenous worldviews places a large emphasis on connections to the land. This perspective views the land as sacred; where everything and everyone is related and connected; where the quality of the relationships formed are key in life; where what matters is the success and well-being of the community, and where there can be many *truths* as they are based on individual lived experiences.[1] As such, an important premise of this training is to centre and place a particular focus on the fact that the work that has gone into developing this training, as well as the training itself, has taken and will take place on unceded (never given away/stolen) territories of the hən̓q̓əmin̓əm̓-speaking Musqueam peoples, of the Halkomelem-speaking Tsleil-Waututh peoples, and of the sníchim-speaking Sḵwx̱wú7mesh (Squamish) peoples.

Recognizing that we are indeed living, working, and forming relationships in the lands of First Nations peoples, who have inhabited these territories since time immemorial, is essential to engage in policy advocacy work using a social justice framework. For those who are not indigenous to these lands, who have arrived as settlers or visitors, we ask you to really question and reflect on what it means to you—within your own individual identities—to live, work, and play on unceded land. It is each of our responsibility to learn about the original peoples on whose territories we live, the languages spoken, the ways of knowing, and to make room for those perspectives that do not reflect our lived realities. The LEVEL YPP is an intentional space to learn together about new perspectives. We invite you to enter this learning and training program with healthy curiosity and a shared commitment to creating a "brave space" of openness, care, and respect for one another in order to affect the systemic changes we hope to collectively see.

There are some resources below to give you a start. In addition, make good use of the faculty, trainers and guest speakers who you will meet. Your peers might also want to contribute to your learning but remember that a) it is not their responsibility to teach you; and b) your learning cannot come at their expense. Peer learning is a valuable experience. Let's find a way to honour each other's wisdom and support each other's growth.

It is each of our responsibility to learn about the original peoples on whose territories we live, the languages spoken, the ways of knowing.

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1   Taken from https://www.ictinc.ca/blog/indigenous-peoples-worldviews-vs-western-worldviews

INDIGENOUS PEOPLE AND HISTORY IN CANADA

A good starting tool is to watch this video by Inuk journalist Ossie Michelin to understand the three Indigenous groups that comprise what we now call "Canada." It is important that you are naming people and their communities in the way they want to be identified.
▶ https://www.youtube.com/watch?v=XEzjA5RoLv0

Another simple, short, and great resource—especially as it relates to policy advocacy—is an article written by William B. Henderson on Indigenous self-determination, which highlights two court cases: the 1990 Sparrow and the 1996 Pamajewon, which are key in understanding the legal struggles Indigenous communities have had in relation to establishing territorial jurisdiction of their own lands in a colonially imposed system.
🔗 https://www.thecanadianencyclopedia.ca/en/article/aboriginal-self-government

MIGRATION AND CANADA

Conversely, newcomer participants taking this training, whether they came to these lands as refugees or as immigrants, might bring different perspectives. If you are unfamiliar with the differences between the two, this short video provides a good explanation of the immigration process in Canada.
▶ https://www.youtube.com/watch?v=Qk9Otw6ajN0

A refugee is a person who is forced to leave their home, family, and territory in order to be safe while an immigrant tends to be someone who chooses and plans to move to another country. As with any definition that is centred on a person's identity, this example is a very simplistic way of defining someone's complex journey and there might be journeys that provide very different understandings of how they have come to live in these territories. The best thing we can do to understand each other better is to actually have conversations and form relationships to get to know each others' journeys, experiences, and to share knowledge.

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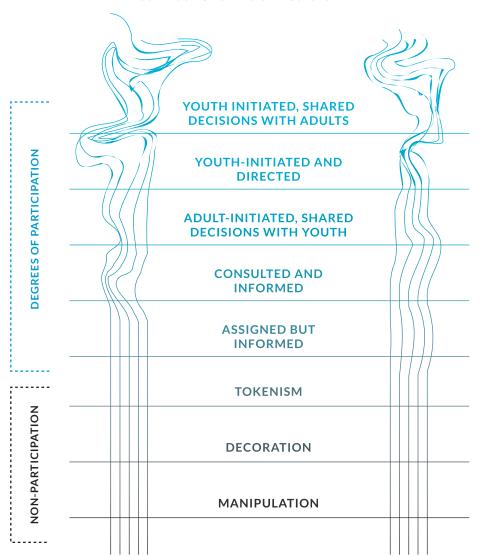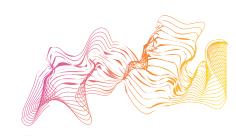
DIVERSE JOURNEYS AND IDENTITIES

The hope for the LEVEL YPP is to draw strength from the different journeys and identities participants bring with them, and to find points of connection, commonality, and solidarity in order to affect policy in ways that reflect individual and shared realities and build community. A quote from Martin Luther King, Jr. encompasses this hope quite beautifully: "We must learn to live together or perish together as fools."

As we work, we understand that we are all here as Indigenous and racialized peoples despite past and continuing colonization on Turtle Island (what many, but not all, Indigenous peoples call 'North America') and in the rest of the 'Global South'. Still, it is vital that non-Indigenous peoples to these lands truly embark on a quest to learn and be in allyship to Indigenous peoples in what we know now as 'British Columbia' and 'Canada.'

"We must learn to live together or perish together as fools."

—Martin Luther King, Jr.

MEANINGFUL YOUTH ENGAGEMENT

The LEVEL YPP is also informed by a youth engagement framework that strives to have young people increase their level of decision-making, knowledge, and autonomy in the area of public policy. The ladder of youth participation below by Roger Hart is one way to understand how young people can be more actively and meaningfully involved in participation. Moreover, this workbook has been designed to facilitate higher degrees of youth participation by including practical hands-on examples, as well as reflection activities, to help ensure that learning is applicable to the diverse lived realities of the LEVEL YPP participants.

ADDITIONAL RESOURCES

Territory Acknowledgement Panel Talk
Centre for Teaching, Learning, and Technology, University of British Columbia, OCTOBER 18, 2016
https://www.youtube.com/watch?v=Izqe2fh4Zdc

What is the Significance of Acknowledging the Indigenous Land We Stand On?
(CBC) Ramna Shahzad
https://www.cbc.ca/news/canada/toronto/territorial-acknowledgements-indigenous-1.4175136

Know the Land: Territories Campaign
LSPIRG
http://www.lspirg.org/knowtheland/

Decolonizing Resistance: Challenging Colonial States
https://www.jstor.org/stable/29768504?seq=1#page_scan_tab_contents

Decolonizing Antiracism
https://drive.google.com/file/d/1jQduLBNg0Ke0OfFMZfGf06k4s181MXfs/view

Dialogues Project
Guide for newcomers
https://vancouver.ca/files/cov/First-Peoples-A-Guide-for-Newcomers.pdf

Ruckus Society's Action Strategy Guide
https://archive.org/details/RuckusActionStrategyGuide/page/n1/mode/2up

LADDER OF YOUTH PARTICIPATION

Adapted from Hart. R. (1992). *Children's Participation from Tokenship to Citizenship* Florence UNICEF Innocenti Research Centre.

DEGREES OF PARTICIPATION

YOUTH INITIATED, SHARED DECISIONS WITH ADULTS

YOUTH-INITIATED AND DIRECTED

ADULT-INITIATED, SHARED DECISIONS WITH YOUTH

CONSULTED AND INFORMED

ASSIGNED BUT INFORMED

NON-PARTICIPATION

TOKENISM

DECORATION

MANIPULATION

Pre-Module Assignment 1
SAMARA CENTRE FOR DEMOCRACY

▶ *Video: How to be an Everyday Political Citizen from the Samara Centre for Democracy*

Complete this assignment before the next in-person module.

Visit the Samara Centre for Democracy:
▶ https://www.samaracanada.com/

You will be presenting your answers to your peers. This assignment may require some time to complete as it is meant to get you to think and reflect about policy in more practical ways. You may want to consider consulting people in your community, co-workers, friends, and/or family to make it even more relevant to the realities you and your communities are facing.

The Samara Centre for Democracy[1] has developed a video to encourage people to get involved in advocating or organizing to resolve a particular issue. Watch the following video on "How to be an Everyday Political Citizen from the Samara Centre for Democracy" (4 minutes) and answer the questions: ▶ https://www.youtube.com/watch?time_continue=21&v=6v1H9vZTz18

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1   The Samara Centre for Democracy is a non-partisan charity dedicated to strengthening Canada's democracy, making it more accessible, responsive, and inclusive. https://www.samaracanada.com/home

1. **Write down ONE issue that affects you and/or your community directly.** How does it affect you? Why is it a challenge? Who else is affected?

2. **When thinking about solutions or recommendations to issues that affect more than just you, it is important to think about those voices or perspectives that might not be included in the solution. What are some groups or populations who are ALSO affected by the issue you have identified?** Who would you have liked to be able to consult in order to give you a different perspective about your issue?

3. **What do you think could be some possible solutions to the challenge identified in the first question?** Dream big (don't limit yourself)—write down at least two (but list as many as you'd like) possible solutions or ways to address the issue.

4. **Can you identify groups of people or individuals who would support some of your solutions?** Why would they support it? How do you think you could get them on board?

5. There might be individuals in your family or community who disagree or are not aware of the ways this issue might affect them. **How would you talk to them about the issue? How would you present the issue? How would you get them to care about the issue?** Try to make your arguments as factual or logical as possible.

Notes

INTRODUCTION TO PUBLIC POLICY AND EACH OTHER

LEARNING QUESTIONS

- *What is the LEVEL Youth Public Policy program (YPP)?*
- *Why is the YPP grounded in Indigenous worldviews?*
- *Who am I learning alongside? Who else is in this group?*
- *How can we create a shared "brave space"?*
- *What is equity and how does it impact our lives?*
- *What is the collective wisdom in the group? What are our strengths and assets?*
- *How do we manage difficult conversations as a group?*
- *How does youth participation and youth engagement inform policy work?*
- *What is public and private interest and why are they relevant?*
- *What are the key concepts and terms in public policy that I should become familiar with?*
- *What is the relationship between government and policy?*
- *Why is self-care important in this work?*

KEY DEFINITIONS

Advocacy	Immigrant Privilege	Public Policy
Colonization/Colonialism	Indigeneity	Privilege
Decolonization	Immigrant	Racialized
Equity Power	Migration	Refugee

Session Guide For Module 1

INTRODUCTION TO PUBLIC POLICY AND TO EACH OTHER

SESSION A
Introduction and Team Building

- Land Acknowledgement
- Icebreakers and Grounding Activities
- Who and What is Vancouver Foundation?
- Meet the Team
- Group Norms and Accountability
- Have fun!

💬 **Reflection Questions**

What/whose lands are we on? What is the significance of talking/ understanding/recognizing the land we are on to this program? To Vancouver Foundation? To our individual lives? In what ways should policy be connected to decolonization?

SESSION B
Understanding Equity

- Equity, Equality, Diversity, and Inclusion —What's What and Why?
- Social Location and Positionality
- Power, Privilege, and Colonization

💬 **Reflection Questions**

What is the difference between equity and equality? How do power and privilege influence current policies? Why do we talk about equity when engaging in policy advocacy? What are the views, experiences and perspectives that you are bringing to this group? What are some of the experiences and perspectives you might be less familiar with/gaps in this work?

SESSION C
Group Processes

- Shared Principles and Values
- Conflict Management and Resolution
- Communication Styles
- Brave Space

💬 **Reflection Questions**

What are some of the ways that I can be more respectful and empathetic to people who have values different than my own? How do my own personal biases and identity influence conflict? What are some ways to engage in respectful dialogue without personalizing disagreements? How can I help resolve conflict and minimize cliques? Can you think of a time when you saw conflict resolution and minimalization of cliques done well? What did people do in this situation that seemed to work/not work?

SESSION D
Asset Mapping

- Self and Group Assets
- Self and Group Goals
- Strengths and Areas of Growth

💬 **Reflection Questions**

What are the values, strengths, assets, and perspectives you are bringing to this work to learn about policy? What are three things you want to accomplish by the end of this program?

SESSION E
Introduction to Public Policy

- Who, What, Where, Why, and How?
- Youth Participation and Public Policy
- Gaps and Opportunities in this LEVEL YPP Workbook
- Terminology and Definitions

💬 **Reflection Questions**

What does public policy mean? How is it shaped and by whom? Whose role is it to advocate, shape, create, implement, and evaluate policy? What are some examples where youth have been able to influence policy? What are some terms related to policy that are unfamiliar to the group? What are the collective expectations of the participants for this program? What are the collective expectations of the facilitators?

What is Asset Mapping?

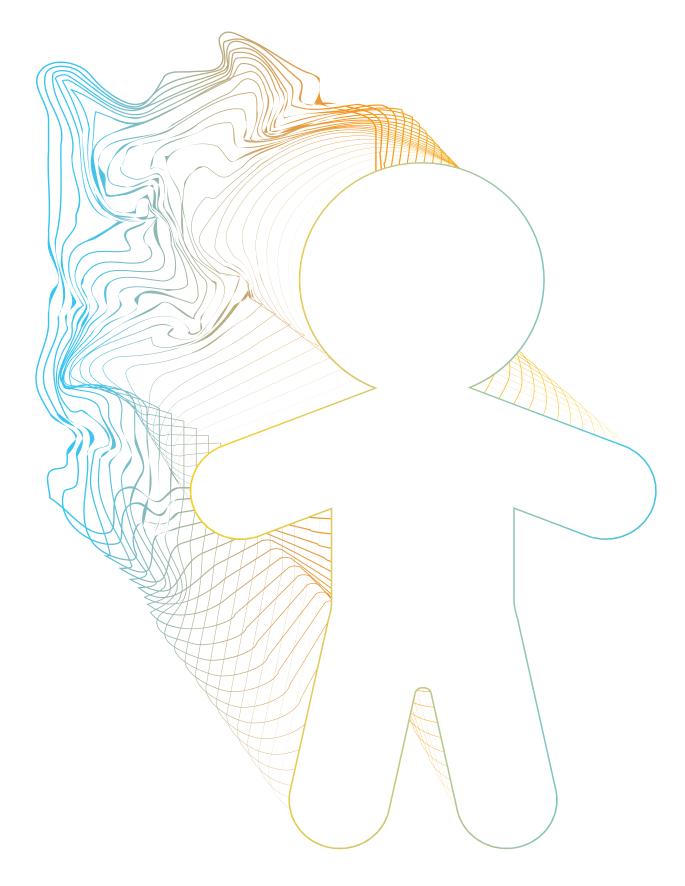*Asset maps make us aware of all the potential skills and contributions we have.*

Before we jump into specific policymaking activities and conversations, we must first recognize both our individual and group strengths and also our areas of growth. Mapping all the skills, knowledge, and strengths that we bring individually, and as a group, is as important as recognizing what new knowledge we would like to receive.

Asset mapping is a great exercise and makes us aware of all the potential skills and contributions we have. With asset mapping, we keep our skills and contributions in our back pockets as the group works on policy related matters.
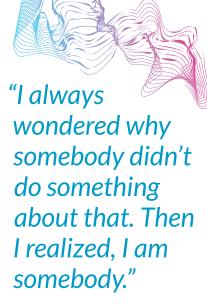
Activity: Asset Mapping

1. **Imagine the gingerbread cookie illustration on the following page as an outline of yourself. Inside the outline, write or draw all of the things you enjoy, know how to do, and/or perspectives you might bring.** This list doesn't necessarily have to be directly linked to public policy or community work (i.e. drawing, cooking, speaking in public, leading games with other youth, dancing, writing, researching on the Internet, having an understanding of the land in relation to the people, speaking a different language, knowing about histories/herstories that are not the standard of what we learn at school, etc.). All of the assets/strengths/skills/perspectives that you listed make you the wonderful human you are today, so it might be a little hard to immediately identify something you like to do as a skill. Don't judge your "expertise" of an asset, you don't have to be an expert painter to include drawing as one of the things you really enjoy doing. Let go of your own judgement and write down as many assets as you can think of.

2. **On the outside of the illustration, write or draw some of the skills, ideas, and terms you would like to learn about during the time spent in this program**. We are focused on public policy and community work, but feel free to add things that you are also excited about. This might be a great way to connect with one of your peers who can teach or show you how to do something you want to learn about.

🔗 LINK

The UCLA Centre for Policy Research created this guide to demonstrate how asset mapping might be used in health policy. http://levelvf.ca/wp-content/uploads/2023/10/section-1-asset-mapping-ucla-center-for-health-policy.pdf

"I always wondered why somebody didn't do something about that. Then I realized, I am somebody."

—https://www.youthdoit.org/themes/advocacy/

Once you've shared with others in the group, we encourage you to keep this asset mapping tool with you. As mentioned earlier, asset mapping can be a great tool to use within your communities. You might want to map out experiences of community members with a specific issue, or brainstorm ways the community/individuals are already addressing an issue at hand. Only when we are able to look at communities from a strengths-based approach are we able to empower and help our own communities realize the resiliency, strength, and knowledge they already possess.

In summary, a community asset is anything that contributes towards improving a community. For example: skills/knowledge/perspectives from individuals; formal/informal community groups, organizations, gathering places, spiritual/religious places, etc.

Introduction to Public Policy

Policy is complex and there are many terms to understand. To start, **public policy** refers to what a government or an administrative body chooses to do or not to do. Public policy is comprised of a system of laws, regulations, or public funding priorities; it is integral to how decisions are made.

In other words, public policy influences or advocates for a set of laws/regulations to address an issue, a problem, a gap, or to advance a specific goal before the courts and/or legislators.

PUBLIC INTEREST VS. PRIVATE INTEREST

It's helpful to consider **public interest** before we explore public policy. The purpose of this section is to provide you with a base introduction to public good and private good and to help you be able to articulate whether the specific policy you are hoping to change, or influence will have an impact on

Public interest refers to issues and concerns of the general public.

Private interest typically refers to the interests of the private sector.

public interest or private interest—or both. The intention is not to suggest one is inherently better, worse, more meaningful, or impactful than the other.

Public interest refers to issues and concerns of the general public. These concerns can include, but are not limited to, the following examples: pollution, child protection, religious freedom, gender equality and community safety. There are public interest groups at local, provincial, national, and international levels.

Private interest typically refers to the interests of the private sector, corporations, and businesses. These interests are not generally shared by a particular entity or group and may not be shared more broadly. Another way to look at this might be that private interest does not necessitate shared interests from the larger society, and may be influenced by private economic systems.

Private interest groups exist to represent the interests of a certain sector and/or their members. Lobby groups representing the private sector would be considered private interest groups. There are lobbyists for both private and public interests. For example, a union or non-profit group might lobby for universal childcare or for including dental coverage in the public health system. This non-profit might also hire a lobbyist in addition to doing their own advocacy. A lobbying firm can also be working to promote the interests of a particular industry or company. For example, someone who lobbies the government on behalf of Uber or Microsoft.

In British Columbia, lobbyists are required by law to register with the Office of the Registrar of Lobbyists whenever they have lobbied, or intend to lobby, a politician or government official. For more information about who or what lobbying is and the rules and regulations associated with lobbying in Canada, visit this website to learn more:
▶ https://lobbycanada.gc.ca/en/

In some cases the public and private interest may align. One example is a public interest in environmental protection and the private interests of eco-tourism providers. Tour outfitters who rely on tourists, who come to appreciate natural beauty, will likely have a strong interest in stricter legislation to ensure environmental protection. Likewise, residents in these areas may have the same interest in ensuring they have access to clean water, air, and land.

Public and private interests can overlap in ways that are not always clear, nor are they always mutually exclusive. Sometimes, private interest may appear to align with the public interest but the motivations and reasons for this alignment can be very different. Meanwhile, there are examples where the public interest and private interest may be clearly in opposition to each other.

💬 Reflection Questions

1. **Can you think of examples in your own community (whether your city, faith community, work, etc.) where the public and private interest might align?**

2. **Can you think of examples where public and private good are in clear opposition?** What about examples where the lines are less clear and private and public interests may have shared goals and work towards common outcomes?

📄 PDF

Please see the link below to the full report *Working for a Living Wage*:

🔗 https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2017/04/ccpa_bc_living_wage_%20update%202017%20FINAL%20.pdf

🗒 Case Study: Living Wage for Families Website

🔗 http://www.livingwageforfamilies.ca/living_wage

In 2006, First Call: BC Child and Youth Advocacy Coalition began to explore the realities of low-wage poverty. This exploration came out of their work on child poverty and recognizing how many poor children were living in homes where at least one parent was working full-time, year-round.

In the spring of 2007, First Call co-sponsored a research project with the Canadian Centre for Policy Alternatives—BC Office (CCPA-BC) to calculate living-wage baselines for Vancouver and Victoria. This joint research group included representatives from the University of British Columbia's Sociology Department and Human Early Learning Partnership (HELP), the Victoria Social Planning Council, United Way of the Lower Mainland and British Columbia's Hospital Employees' Union (HEU). In September 2008, First Call and the CCPA-BC released their research report Working for a Living Wage.

In the fall of 2008, First Call, the CCPA-BC, and HEU established a living-wage advisory committee to oversee the campaign strategy, and in 2009 funds were raised for a campaign organizer.

🖵 Activity: The Living Wage for Families website

Take a look at the Living Wage for Families website and answer the following questions:
🔗 http://www.livingwageforfamilies.ca/what_is_living_wage

1. **Why was the Living Wage Campaign developed and what are they trying to achieve?**

2. **What strategies are they using to get their message across?**

3. **Who are they trying to appeal to?** What levels of government? What types of businesses and/or organizations? Who in the community?

4. **What success can the campaign point to?**

5. **Based on the information provided on their website, what are some of the strengths of the campaign?** What are the gaps you have identified or ways you think the campaign could have been made stronger?

6. **How is this an example of public policy advocacy?**

Youth Participation in Public Policy

Youth participation in public policy is key to providing views, perspectives, and approaches to analyzing a particular issue and possible solutions. After years of advocacy, often led by young people, more young people are now engaged in public policy decisions.

However, the ways in which this engagement happens can look very different depending on the situation. Engagement can range from providing information to youth via their peers, to being involved in the design and development of policies. Remember the ladder of youth participation in the Introduction of this workbook? Similarly, the chart below maps out the different levels of youth participation in policy making.

We can draw from local, provincial, national, and international examples showcasing all forms of youth participation. If you want to learn more about some of the major examples of youth engaging in policy making, take a look here: 🔗 http://www.youthpolicy.org/structures/

"You will no doubt find it daunting or draining at times to share the stories of your communities but please know that you each have the ability to carry these responsibilities and that you belong in these discussions."

—Youth Policy Program Faculty

FORMS OF YOUTH PARTICIPATION

INFORMING	CONSULTING	COLLABORATING	EMPOWERING
• Open house • Observe youth caucus in parliament • Transparent communication by policy makers: » radio » website/on line » television » newspapers » fact sheets	• Deliberative polling • Survey • Workshop • Focus group • Public comment • Public meeting • Public hearing • Youth commission/ council	• Co-facilitated and co-conducted consultation • Internship/fellowship programme in ministries or other public institutions • Youth advisory board • Part of the steering committee • Collaboration in research: » designing indicators and methodology » data gathering » report writing » reviewing	• Youth-initiated and -led (peer) consultation • Youth-initiated and -led information campaigns • Delegated decisions and implementation • Youth-organised and youth-managed smallscale programmes with full responsibility for implementation • Independent research

🖵 Activity: Youth and The Policy Process

Now that you have had a brief introduction to how young people can participate and engage in public policy work, let's focus on youth policy participation in British Columbia.

1. **What are some ways you would want young people to be engaged in policy advocacy/development?**
    How does this compare to your community and other communities in British Columbia? In Canada? Feel free to do some online searching to identify some of the strategies/initiatives that are already in place.

2. **What are some ways that you have experienced youth participation in policy design or other areas of your community** (i.e. with youth groups, schools, employers, etc.)?

    • At the informing stage:

    • At the collaborating stage:

    • At the consulting stage:

    • At the empowering stage:

• **If you have experienced any of the above stages of youth engagement, can you recall what those experiences felt like?** Which one felt the most or least meaningful to you, and why?

3. **Ideally, the final (empowering) stage would be how youth are involved in policy decisions.** However, there are many factors to consider in deciding which approach to take, such as financial means, time, resources, interest/relevance, etc. How do we know which form of youth participation is most appropriate in which circumstance?

4. **What are some ways that your community, city, or province can involve youth in making policy decisions in a more meaningful way?**

MODULE 1
ADDITIONAL READINGS & RESOURCES

TERRITORIAL ACKNOWLEDGEMENT RESOURCES

Making Coast Salish Territorial Acknowledgements Matter, Coast Salish Cultural Network
NOVEMBER 25, 2016
https://www.youtube.com/watch?v=-Tei5tGoQ4s

Beyond Territorial Acknowledgements Chelsea Vowel
SEPTEMBER 23, 2016
http://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/

GUIDELINES AND COMMUNITY AGREEMENTS RESOURCES

The Art of Listening
PAGE 7
https://bhdp.sccgov.org/sites/g/files/exjcpb716/files/lp-mindfully-resolving-conflicts-for-diversity-issues-handout-04-02-18.pdf

EQUITY RESOURCES

Decolonizing Together
https://briarpatchmagazine.com/articles/view/decolonizing-together

What is Anti-Oppression
https://theantioppressionnetwork.com/what-is-anti-oppression/

disPLACEMENT—Videos Created by Migrant and Indigenous Youth
https://accesstomedia.org/programs/displacement

Why Aboriginal Peoples Can't Just "Get Over It"
http://www.heretohelp.bc.ca/visions/indigenous-people-vol11/why-aboriginal-peoples-cant-just-get-over-it

ASSET MAPPING RESOURCES

Mapping Toolkit for Youth in Vancouver
https://practicalradical.files.wordpress.com/2010/07/mapped-a-youth-community-mapping-toolkit-for-vancouver.pdf

Asset Mapping for Health Policy Research
http://levelvf.ca/wp-content/uploads/2023/10/section-1-asset-mapping-ucla-center-for-health-policy.pdf

PUBLIC POLICY RESOURCES

What is Policy?
Elements of Good Policy; policy cycles—PAGE 10
Policy Terminology: Audits, Evaluation, Reviews—PAGE 20
http://www.youthpolicy.org/pdfs/researchhandbook_v2.pdf

Youth Policy Labs
Youth Policy Labs operates at the junction of research and journalism, producing high-quality and well-researched knowledge with the aim of improving public policies that affect the lives of young people
http://www.youthpolicy.org

Public Policy Reviews on Young People
http://www.youthpolicy.org/youth-policy-reviews/

Advocacy Toolkit for Youth
http://www.advocatesforyouth.org/wp-content/uploads/2019/04/Youth-Activist-Toolkit.pdf

Making Public Policy Fun
TEDxToronto Vass Bednar
https://www.youtube.com/watch?v=wXYSsA5yVSY

6 Strategies for Teaching Public Policy
http://www.gettingsmart.com/2016/12/6-strategies-for-teaching-public-policy/

YOU(TH) Do IT!
https://www.youthdoit.org/themes/advocacy/

Youth Guide to Sustainable Development Goals
https://www.youthdoit.org/assets/Uploads/171130-effective-srhr-advocacy-2030-agenda-web2.pdf

Notes

Pre-Module Assignment 2

UNDERSTANDING THE ROLES OF MP AND MLA

Complete this assignment before the next in-person module.

Search for your current MP, MLA, and local representatives. What are their key positions on youth issues?

Look at recent voting records of your MLA.[1] What do they support and what have they opposed?

💡 **TIP**

For an overview of how federal representatives, MP's, vote and other information on how Parliament works, check out: http://www.ourcommons.ca/en.
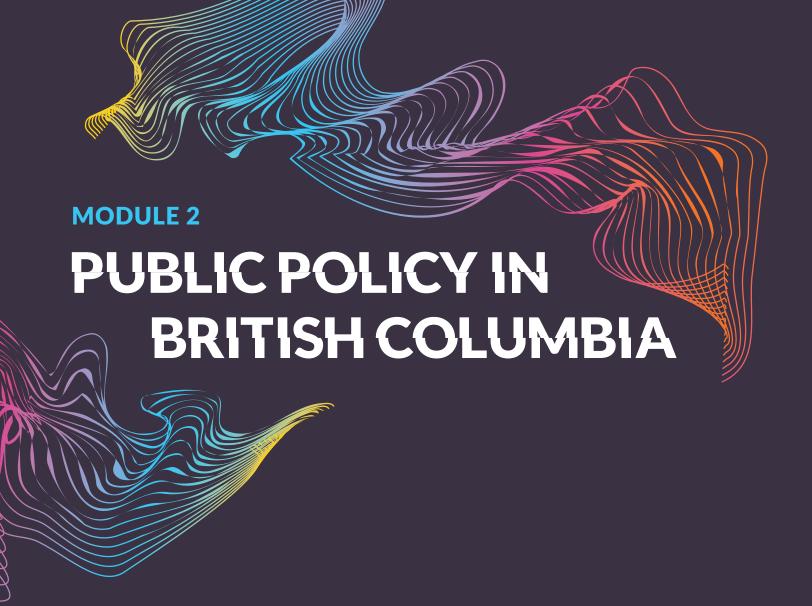
1   The following site has a list of past votes in the BC Legislature: https://www.leg.bc.ca/

Please come to Module 2 with the following information:

1.   **Identify an issue that is important to you and find out if there have been any recent policy changes on this issue.**

2.   **Name one campaign you are passionate about around the world** (i.e. #metoo, gender identity, public education, environmental protection). What was effective about it? What was ineffective? How did you feel when you first came across this campaign?

3.   **Come prepared to share examples, videos, articles to help explain why these campaigns you selected were effective or ineffective.**

PUBLIC POLICY IN BRITISH COLUMBIA

LEARNING QUESTIONS

- *What do I need to know and understand about how the British Columbia Legislature operates?*

- *How is provincial policy developed and influenced in British Columbia?*

- *How do budgets impact provincial policy and budgetary processes?*

- *What are some examples of how young people can have a greater influence on provincial public policy in British Columbia?*

- *How do I navigate who's who in the provincial government?*

- *What are the strategies and tools young people can learn and deepen in order to influence or change policy in British Columbia?*

KEY DEFINITIONS

Committees

Mandate Letters

Official Opposition

Question Period

Shadow Cabinet

Session Guide For Module 2
PUBLIC POLICY IN BRITISH COLUMBIA

SESSION A
Who's Who in Public Policy?

- Understanding who to target or engage for a particular policy ask
- Navigating the provincial government structure
- Developing and forming key relationships and allies
- Hansard: What is it and why is it important?

💬 **Reflection Questions**

What are the major ministries and responsibilities in the provincial government? How do elected officials in British Columbia change legislation? How can you identify which MLA is responsible or can champion a particular issue you are concerned about?

SESSION B
Legislative Procedures and Decision-Making

- Understanding the step-by-step processes involved in making policy change at the provincial level
- Understanding how new legislation is created and implemented at the provincial level
- Identifying simple and more complex legislative processes

💬 **Reflection Questions**

How do laws pass in British Columbia ? Who is responsible for what? What parts of the policy process are transparent? What would be hard to see? What other parts of the legislative process are important?

SESSION C
Youth and the Public Policy Process

- Understanding different tactics to use in Victoria (lobby day, direct action, private meetings, etc.)
- Reflecting on where we can insert ourselves into processes we've heard about already

💬 **Reflection Questions**

Which tactics have been effective and ineffective for recent policy changes? What role have young people played in recent public policy? How can a community that is not represented in government have their voices heard?

Members of the Legislative Assembly

British Columbia's provincial elected representatives are called Members of the Legislative Assembly or MLAs (please see additional resources for more details on MLAs). MLAs debate and pass laws that govern British Columbians. Under the current system, and as of 2018, British Columbia is divided into 87 constituencies or ridings. One MLA is elected from each riding to speak on behalf of the people who live there. The British Columbia Legislative Assembly's primary function is to make laws.

Question Period is an intense 30-minute period of rapid-fire questions from MLAs to the Premier and/or Cabinet Ministers.

QUESTION PERIOD

When the Legislature Assembly is in session, MLAs participate in **Question Period**, also known as "Oral Questions." It is an intense 30-minute period of rapid-fire questions from MLAs to the Premier and/or Cabinet Ministers. Like all Legislative Assembly activities, it is open to the media and the public, to make sure British Columbians know what their government is doing and why. Question Period can often be very partisan and appear chaotic. It's common for parties to clap only when their members speak, and scoff at other members. Still, it is an important form of government to ensure that members of the public have access to what the government is doing and why.

📄 **PDF**

The following resource provides some useful background about Question Period:
https://www.leg.bc.ca/content-peo/Learning-Resources/Question-Period-English-print.pdf

ROLES WITHIN THE BRITISH COLUMBIA GOVERNMENT

Public Servants
Bureaucrats (or civil servants) have an obligation to do their jobs in ways that line up with the interests, policy goals, and focus of government. They are

there to unbiasedly administer an elected official's government, and to follow orders above them. This creates hypothetical impartiality, where bureaucrats should/will follow the orders of elected officials.

Deputy Minister

Provides managerial, technical, and financial advice to the Minister. Expected to look at a government-wide, long-term approach, around 5-10 years (YMCA booklet).

Political Staff

Each elected representative (MLA) has staff that serve as gatekeepers for how the Minister uses their time, who they meet with, and influences them on policy and organizations. Usually, they have political connections and have been active in politics.

Political Parties

Currently in the British Columbia Legislature there are three parties represented and one independent Member of Legislature Assembly (MLA). The parties represented (as of 2018) include the New Democratic Party (NDP), Liberal Party, and Green Party.

SHADOW CABINET

In each government, the party with the most seats that isn't in power is given the title of "Official Opposition." That party has an official duty in the house to challenge government. They also form a "shadow cabinet," where an MLA is given the title "shadow x Minister" and is tasked with following a specific ministry's operations to be critical. This can be a powerful point of leverage when we are meeting with government as we can hear from the most knowledgeable people in other parties this way.

Each elected representative (MLA) has staff that serve as gatekeepers for how the Minister uses their time, who they meet with, and influences them on policy and organizations.

How are Decisions Made Within the Legislature?

Political parties (party lines), Ministers, political staff and the Premier are the key decision makers within parliament. Each of these stakeholders can make decisions that influence policy outcomes in significant ways. In some governments, the Premier tends to control decision-making processes from their office with a centralized chain of command. Smaller decisions can often be made by political staff, who present options papers to Ministers on what to do with policy issues. Additionally, a party's membership may decide at annual conventions and through elected roles what an elected official should do.

As mentioned earlier, the Legislative Assembly's primary function is to make laws. However, laws are not written by MLAs. Draft laws (known as bills) are prepared and typically written by the government ministry proposing them. MLAs are responsible for studying and debating all bills put before them. It is their job to explore arguments for and against each bill and to consider the views and concerns of British Columbians before deciding to support or reject it. If the majority of MLAs support a bill, it will eventually become an Act of the Assembly, otherwise known as a law. Bills fall into two categories: public bills and private bills. A public bill applies to the entire province. The law that sets the voting age, for example, started as a public bill, as did the law that determines the age when someone in British Columbia can drive a car. Meanwhile a private bill applies to a specific group or a specific issue that may only affect a certain group of people. A private bill, not to be confused with a private member's bill, refers to a bill introduced by an MLA on behalf of a person or group outside the Legislative Assembly. In many cases an MLA will introduce a private bill based on the interests of their constituents or a certain group that they are more closely connected to.

*A **public bill** applies to the entire province. A **private bill** applies to a specific group or a specific issue that may only affect a certain group of people.*

The "House" or the "Legislature" is the place where the MLAs from each constituency across the province come to make laws and oversee the functioning of government.

"I think this program specifically tends to disrupt who gets to see themselves as policy makers and how we can get young people empowered enough, knowledgeable enough, with enough tools, resources and support to be in those spaces."

— Youth Policy Program Past Participant

OVERVIEW OF THE LEGISLATIVE PROCESS

The following section is meant to be an introduction to the Legislative Process in British Columbia. This section has been adapted from recent research commissioned for the Vancouver Foundation Fresh Voices #LostVotesYVR campaign, to support young people's understanding of the legislative process in order to advocate for the required changes that would allow Permanent Residents in Vancouver the ability to vote in municipal elections.
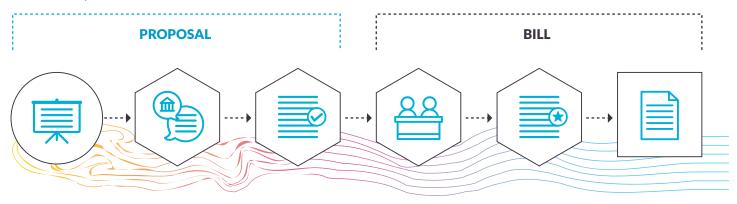
The Legislative Assembly of British Columbia in Victoria, also referred to as the "House" or the "Legislature" is the place where the elected Members of the Legislative Assembly (MLAs from each constituency across the province) come to make laws and oversee the functioning of government. The Legislative Assembly convenes throughout the year and it is during this period that bills, and amendments to bills, would be introduced and passed. This period is also known as when the Legislature or House "sits" or is "in session." Generally, the legislative calendar is made public at the beginning of the calendar year. The parliamentary calendar is available online: 🔗 https://www.leg.bc.ca/parliamentary-business/parliamentary-calendar#bymonth

LEGISLATION VS. LAW

The Legislature does not actually write the laws. Draft laws (known as bills), or amendments to existing legislation, are prepared and written outside the House often by the government ministry that will be responsible for administering the resulting legislation. According to the Legislative Assembly of British Columbia, "most public bills are introduced to the Legislative Assembly by Cabinet Ministers. A public bill introduced by an MLA who is not a Cabinet Minister is known as a public bill in the hands of a private member. A bill introduced by an MLA on behalf of a person or group outside the Legislative Assembly is called a private bill. Private bills generally deal with a specific problem affecting that person or group."[1]

📄 **PDF**

For a detailed description of how a bill becomes a law please visit: https://www.leg.bc.ca/content-peo/Learning-Resources/How-a-Bill-Becomes-Law-English.pdf

1   How a Bill Becomes a Law—Legislative Assembly of British Columbia. https://www.leg.bc.ca/content-peo/Learning-Resources/How-a-Bill-Becomes-Law-English-print.pdf

GENERALLY, LEGISLATIVE CHANGES FOLLOW THIS PROCESS:

PROPOSAL | **BILL**

The sponsoring ministry presents the proposal to the appropriate Cabinet Committee.

This Committee considers the proposal and makes a recommendation to Cabinet.

If Cabinet approves the proposal, government lawyers prepare a bill.

Once the ministry is satisfied with the bill, it is submitted to the appropriate Cabinet Committee (such as the Legislative Review Committee).

This Committee considers the bill and makes a recommendation to Cabinet.

If approved by Cabinet, the bill proceeds to the Legislative Assembly.

POLICY DEVELOPMENT AND DRAFTING LEGISLATION

*SOURCE Legislative Process Fact Sheet–Union of British Columbia Municipalities https://www.ubcm.ca/sites/default/files/2021-05/24%20Legislative%20Process.pdf

The ministry sponsoring a bill, or an amendment to a bill, generally will lead a process that involves engagement with stakeholders, reviewing policy issues, and consideration of the economic and social impacts of the proposed legislation. Discussion papers may be developed for public engagement. The documents prepared during this initial stage can be important and may shape legislation that is eventually introduced. In the case of voting rights for permanent residents, considerable policy work would be undertaken for comprehensive review of any other existing statues that may be impacted and to develop mechanisms to creating a list of eligible voters who have permanent-resident status as this list does not readily exist. Depending on the issue, the outcome may require the following actions:

• Administrative change in policy at the ministry level
• Passage of an Order-in-Council (OIC) by Cabinet
• Passage of legislation or legislative amendments by the Legislature*

Following ministry study and consultation, a legislative proposal outlining the proposed amendment will be included in the ministry's legislative plan. These ministry plans are reviewed by relevant Cabinet committees.

The relevant Cabinet committees will review the proposed legislation and ensure that it is consistent with the broader government priorities

The Cabinet is made up of elected MLAs of the governing party who have been chosen by the Premier to serve as Cabinet Ministers. Cabinet decides the policies and direction of the province and administers the day-to-day operation of its government. There are a number of Cabinet committees that help Cabinet deliver on its mandate. The relevant Cabinet committees will review the proposed legislation and ensure that it is consistent with the broader government priorities, often outlined in high level documents such as the Budget and Fiscal Plan. If approved, this proposal will be placed on the legislative agenda for further development. A list of the current Cabinet committees is included for reference.
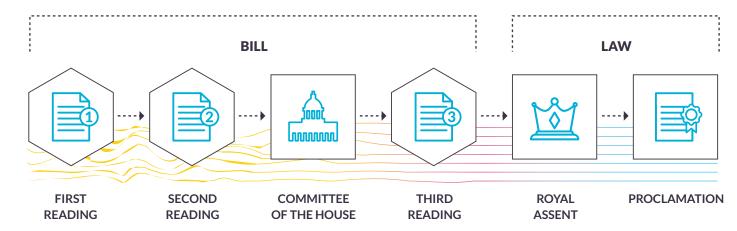
Activity: Non-Financial Policy Changes

For non-financial policy and practice, changes can be made easily without consulting a great deal of their stakeholders.

1. What is a change that can be made that doesn't cost money?	2. What are changes that are expensive?

HOW A BILL BECOMES LAW

BILL | **LAW**

FIRST READING | SECOND READING | COMMITTEE OF THE HOUSE | THIRD READING | ROYAL ASSENT | PROCLAMATION

SOURCE How a Bill Becomes Law—Legislative Assembly of British Columbia. https://www.leg.bc.ca/content-peo/Learning-Resources/How-a-Bill-Becomes-Law-English-print.pdf

PRIVATE MEMBER BILLS

As noted, the options for drafting legislation depend on who will be sponsoring the bill. The process in the above table outlines the general procedure used for a public bill introduced by the governing party. Private member bills generally do not go through the ministry or committee process. These bills are brought to the Legislature and are drafted by the private member and external groups who are supporting it. Exploring the best option for your policy change campaign should emerge from, and be a part of, your strategy development.

The options for drafting legislation depend on who will be sponsoring the bill.

ENACTING INTO LAW

Once a bill, or amendments to a bill, are introduced into the Legislature, it must go through three readings before it can become the law.

At the first reading, the MLA sponsoring the bill introduces it and explains its purpose to the Legislature. There is no real debate about the content of the bill but it is voted on to see if it will be accepted for further review and debate.

During the second reading, a more in-depth review of the bill takes place at the Legislature and each section may be discussed. This process can require several days, depending on the nature of the bill. After a full debate, the bill is voted to proceed to the next step.

After the bill has passed the second reading, it is sent to committee for detailed consideration on a clause-by-clause basis. This can be a standing legislative committee or a Committee of the Whole House. The Committee of the Whole House is represented by all elected MLAs and this process can take anywhere from a few days to weeks. Amendments to the bill can be proposed at this stage. Once the committee has concluded its discussion, the bill is voted to a third reading.

During the third reading, MLAs may choose once again to engage in a final debate of the bill including any changes that have been made to it. This is the last point at which the bill can be discussed by the Legislature before it is passed. At this point, the bill is declared to be an act.

Once the bill is passed, the Lieutenant Governor must give Royal Assent to the new act and it becomes law. Most acts come into force immediately after Royal Assent, but some acts may contain a special section that sets a different date for the act to come into force. This gives the people affected by the law more time to prepare for the change.

At the first reading, the MLA sponsoring the bill introduces it and explains its purpose to the Legislature.

"Your stories, lived experiences and knowledge are being translated to powerful tools and will be part of a big system of change we are all building."

— Youth Policy Program Faculty

EXPLORING POSSIBLE TIMELINES FOR LEGISLATIVE CHANGES

Determining the timelines under which a change could be made by the Legislature depends on a number of variables. The strategic approaches undertaken by any campaign will likely be informed and impacted by timing. Strong political or public will to see an issue addressed helps government determine its direction and legislative agenda.

Prior to outlining timelines for legislative changes, a campaign should consider:

- its strategic approach with the required levels of government—if the policy change you want to see is at a provincial level, be aware of where cities or municipal government plays a role in, or will be impacted by, the proposed change.
- determining how you will approach and engage with elected MLAs, Cabinet Ministers, and Cabinet Committee members.
- determining the engagement process, if any, with the appropriate Cabinet Minister.

Additional factors that will impact timelines may include:

- whether this policy ask is aligned with the priorities of the current government and finding ways to build on existing momentum.
- the provincial government's desire to engage in stakeholder engagement on this issue.
- impact, real or perceived, on other municipalities, for certain communities and the province overall.
- provincial government's desire to engage with the federal government on this issue, in cases where there is shared jurisdiction.
- cost implications for the provincial government.

It should be noted that the timelines for policy development, stakeholder engagement, and drafting legislation can vary greatly. The timelines outlined above do not take into account the development work that needs to take place at the ministry or Cabinet level prior to coming to the Legislature. The total timelines depend on the complexities of the proposed changes, subsequent impacts, and the will of the government to move ahead.

Some timelines can be as short as a few months and others span a number of years. Typically, legislative timelines are shaped by the Minister and Deputy Minister responsible.

Strong political or public will to see an issue addressed helps government determine its direction and legislative agenda.

📄 **PDF**

Have a look at the "How a Bill Becomes Law" document: https://www.leg.bc.ca/content-peo/Learning-Resources/How-a-Bill-Becomes-Law-English-print.pdf

Understanding the Budget Process

When a public policy change or implementation costs money, the money needs to come from somewhere. Usually, this means the government must consult its own financial processes in order to fund a program.

- When a policy ask costs money (for e.g., is it a social policy or a tax break?), it requires a Minister getting approval for new resources.
- A Minister is responsible for approval from cabinet, running it through several budget committees, and finally passing it through the Select Standing Committee on Finance and Government Services.
- This Committee travels the province and collects participant feedback on the budget process. Recently, they've given more time to individual citizens instead of prioritizing interest groups.
- The budget process occurs in the fall, while costs and decisions are factored by the Finance Minister. Last minute changes are made until February.

Take for example, the decision to remove fees for adult basic education and upgrading. The Minister of Education may be able to lead this initiative, but the initiative requires a budgetary ask as they will lose money that is otherwise going to pay for other services. Therefore, it goes through an internal process where Ministers need to decide with cabinet how to pay for it.

IDENTIFY YOUR POLICY ISSUE OR CAUSE

Usually, someone in government is keen to meet with knowledgeable stakeholders about an issue area. This can be leveraged to create movement on a public policy file, get information about who else you should talk to, and understand what relevant areas government is working on related to the issue(s) you are passionate about.

Activity: Locate Power

First, pick an issue that is important to you:

1. **Which department/ministry would be responsible for this change?**

2. **Once we have an issue, we want to explore where these policies stem from.** Start from the ground and work your way up to a policy area.

3. **What information exists on the government website about this issue?**

4. **Who do you target if you want to make a change?**

Activity: Lobby Day

Visit:

- Fostering Change's Policy Solutions Day:
  https://web.archive.org/web/20201030021817/https://www.fosteringchange.ca/policy_solutions_day_2019

- Canadian Federation of Students' Lobby Day
  https://www.cfms.org/what-we-do/advocacy/lobby-day.html

- British Columbia Government lobby registry
  https://www.lobbyistsregistrar.bc.ca/

Based on the three sites you have visited above, what does it mean to lobby someone?

Group Activity: A Model for Creating Public Policy

The following video provides a step-by-step overview of how public policy is created.
Public Policy Linear Model Video: https://www.youtube.com/watch?v=OHpw_W8qO6g

The steps involved include:

1. **Agenda Setting:** Where policymakers are influenced to add policy to their agendas.

2. **Policy Formulation:** Details are set out about what this could look like. At what age are you are setting supports? How do we frame the "right to housing"? What are some proposals to possible problems?

3. **Policy Legitimation:** Elected officials spearhead the campaign as their ask, which provides legitimacy to legislative colleagues.

4. **Policy Implementation:** Passed to the public administrators and civil servants who deliver the policy change that was requested.

5. **Policy Evaluation:** Outcomes are evaluated and adjusted as per policy delivery. Who has been missed? How does the effect line up with the intention?

💬 Reflection Questions

- **Where are the opportunities for engagement in the public policy model?**

- **What kind of interventions are possible at the different stages that a policy moves through?**

- **Which stage is most effective for short-term organizers?**

- **What about long-term? Who gets to make final decisions?**

💡 TIP

It is important to know where your MLA or different MLAs stand on various issues. This will allow you to be better prepared during your meeting. Look at Hansard (debates) by going to http://www.leg.bc.ca and search for a particular MLA or issue. What has your MLA said about a topic? What questions are asked about this?

🏛 Activity: Suggested Role-Play

We all lobby each other every day. Split yourself into groups of three. One person plays the facilitator and the other two play roommates. One of you wants the dishes done immediately after eating, the other says once a week is fine. Practice being stubborn and lobbying each side.

- **Ask:** How was that for you? What techniques work well? Where else can we use those skills?

- **Read:** Lobbyist registry December 2019 report. Who goes to the legislature to lobby?

- **Private meetings:** When is it better to schedule a private meeting and not frame as a larger day of action? When do we want to be strategic about saying "Look at what we're doing!"?

- **Direct Action:** Some groups like to use action that is louder and more confrontational at different parts of a campaign. Check out Ruckus Society's Action Manual (see page 9) for a list of tactics that you can use.

Activity: Identifying Government Priorities

A key way to understand the person you're meeting with is looking at government mandate letters:
https://www2.gov.bc.ca/gov/content/governments/organizational-structure/cabinet/cabinet-ministers

1. **Choose a ministry you're interested in and explore the relevant mandate letter.**

2. **Which two to three priorities are most significant?** How are they different than past priorities? Do they seem courageous or bold?

3. **What's missing from these priorities?** (For example: considering Indigenous communities, understanding role of climate change, etc.)

4. **What's a way you could push that minister to go further, or do better, based on this letter?**

Discussion Questions

- **Who benefits from each mandate letter? Who does not?** Who is missed, and what does that mean for the individuals or communities not mentioned in mandate letters?

- **How do we know they will follow through on these priorities?**

- **How do these inform advocacy?** Is there a way for us to push, or challenge, based on what you're observing?

- **How far do they go?**

MODULE 2
ADDITIONAL READINGS & RESOURCES

BC PUBLIC POLICY

11 Ways to Influence Decision Makers
https://www.inc.com/marshall-goldsmith/influence-key-decision-makers.html

Legislative Assembly of BC
https://www.leg.bc.ca

BC Government Website
https://www2.gov.bc.ca

Fostering Change Policy Solutions Day
https://web.archive.org/web/20201030021817/https://www.fosteringchange.ca/policy_solutions_day_2019

A Member's Guide to Policy and Resources
https://members.leg.bc.ca/home/work-of-an-mla/routine-business/

How a Bill Becomes an Act
https://libguides.tru.ca/bclegislation/billstoacts

BC Legislature—Global News
https://globalnews.ca/tag/bc-legislature/

Notes

Pre-Module Assignment 3

UNDERSTANDING BUDGET CYCLES AND PUBLIC INVESTMENTS

Complete this assignment before the next in-person module.

Do an online search, look at various levels of government (municipal/local, provincial and federal) and determine their annual budget. What are the biggest sources of revenue and expenses? Come prepared with your answers, ideas, and reflections on the questions below to share with the group. Feel free to include examples from other communities around the world for comparison.

Please come to Module 3 with the following information:

1. **How much money does the federal government spend on youth programs?**

2. **How much money does the British Columbia provincial government spend on youth programs?** How does this compare to other provinces?
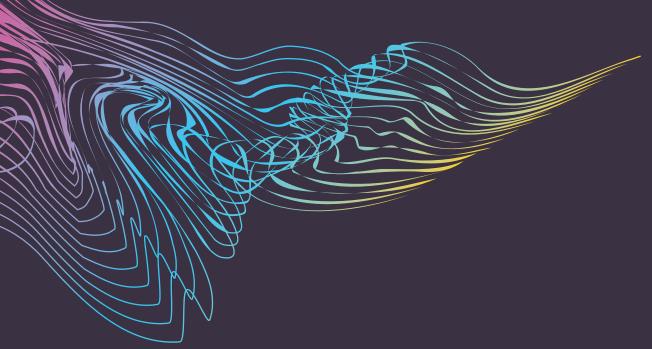
3. **How much money does the local or municipal government spend on youth programs?**

4. **Which programs for youth receive the most funding support?** What can you find out about how government makes decisions or how it decides which programs to spend money on?

5. **Do you feel these programs benefit Indigenous and newcomer youth?**

STAKEHOLDER ANALYSIS AND BUDGET CYCLES

LEARNING QUESTIONS

- *Who or what is a stakeholder?*

- *Who are the power-brokers or decision-makers in public policy?*

- *What are the pathways to systems change?*

- *How does systemic change occur?*

- *What is a theory of change?*

- *What skills are required. or need to be strengthened, in order to identify problems in the community?*

- *What is a budget cycle?*

- *Why is it important to have a basic understanding of budgets and finances in policy work?*

KEY DEFINITIONS

Budget	Fiscal year	Stakeholder
Cashflow	In-kind costs	Surplus
Debt	Mission statement	Theory of Change
Deficit	Return on investment	Vision Statement
Expense	Revenue	

Session Guide For Module 3

STAKEHOLDER ANALYSIS AND BUDGET CYCLES

SESSION A
Stakeholder Analysis

- Who or What is a Stakeholder?
- Identifying Stakeholders in a System, Process, Organization, and in Public Policy
- Different Needs and Interests of Various Stakeholders

💬 **Reflection Questions**

Who is a stakeholder? Do all stakeholders have the same power or decision-making ability? Why or why not? How can we increase the voices of key stakeholders who may not be in decision-making roles? How can young people affect the system and spotlight issues to gain support from different stakeholders?

SESSION B
Theory of Change

- Understanding a logical framework for producing a desired change in society
- Vision and mission statement—same or different?
- Practical versus complex changes (i.e. implementing a breakfast program in a high school versus ensuring food security for everyone in a community)
- Society changes that don't directly involve money (i.e. lowering the voting age) versus ones where money is a primary factor
- Project planning
- How does money affect the system?
- Applying Theory of Change
- Contemporary public policies—what is currently being discussed?
- Case studies

💬 **Reflection Questions**

How might the perception of the desired changes differ at a community and provincial level? Who are the power brokers at a community and provincial level? What are key cultural, financial, health, and other impacts in both the short- and long-term of trying to implement the desired changes?

SESSION C
Financial Literacy 101

- The basics of financial literacy (key terms)
- Introduction to budgets and public spending/investments
- Introducing a cash flow and the importance of cash flows in a project

💬 **Reflection Questions**

What are the potential costs and savings of various societal change? Who will be paying for these? What is the cost if this change is not made (opportunity cost), i.e. cost to environment, healthcare costs, etc.? How does timing influence the project/policy planning process?

Stakeholder Analysis

A stakeholder can be a person, group or organization that/who is affected by an issue or action.

Every community is comprised of multiple stakeholders who may have similar or competing interests. A stakeholder can be a person, group or organization that/who is affected by an issue or action. In society, it is well-documented how certain stakeholders have louder voices and influence while others' voices are often ignored.

Cannabis legalization shows one way a policy issue can impact community stakeholders differently. Recreational cannabis was legalized by the Government of Canada on October 17, 2018. As a federal decision, it applies to all communities across Canada.

Activity: Brainstorm

1. **Identify the stakeholders who you feel are impacted by cannabis legalization** (since this was a decision that applies federally, think broadly at a national level). In what ways are these stakeholders impacted? Think about cultural, health, financial, and other potential impacts.

2. **Can you now identify stakeholders in your own community who are impacted?** Can you think of the impacts of cannabis legalization at the provincial or local/municipal level? Do you think the impacts will be different in your particular community? Think of reasons why community members may be opposed to or supportive of cannabis legalization.

3. **Who do you think was consulted and who wasn't when considering this decision?**

4.   **In the chart below, identify all the stakeholders who you think are impacted by cannabis legalization:**

Federal level stakeholder (i.e. US-Canada border security officials)

Community level stakeholder (i.e. parents and children)

How they are impacted? May be an increased number of people who try to transport cannabis across the border.

How they are impacted? Legalization may lead to smoking of cannabis next to small children.

5.   **Below is an example of how different levels of government are involved with the topic of cannabis legalization. How does this compare with your community?**
     🔗 https://www.leduc.ca/cannabis-legalization/government-roles-and-responsibilities

What is a Theory of Change?

A Theory of Change is a helpful tool and process to work through in order to identify the desired outcomes and changes you hope to influence.

Another way to think about a Theory of Change is that it can be a way to inform how and where you decide to focus your energy and effort.

"A Theory of Change (ToC) can be defined as the conceptual model for achieving a collective vision. A theory of change typically addresses the linkages among the strategies, outcomes, and goals that support a broader mission or vision, along with the underlying assumptions that are related to these linkages. Theories of change can be expressed in many forms but ultimately should explain how you get from 'here' to 'there.'"[1]

A (ToC) can be used by individuals, groups, and organizations working towards policy or program changes across various disciplines or sectors. A ToC is a helpful tool and process to work through in order to identify the desired outcomes and changes you hope to influence. Your beliefs, values, assumptions, and how you see the world will shape and inform both the actual policy change you hope to see, but it will also inform the theory of change process that you engage with.

"… [W]orldviews are in actuality, theories of change, whether or not they have been explicitly stated or documented as such. When articulated as theories of change, these strategy and belief system roadmaps can clarify expectations internally and externally…"[2]

Another way to think about a ToC is that it can be a way to inform how and where you decide to focus your energy and effort. For example, if your theory of change perceives the most effective way to make policy change is by having people inside of government push for a specific policy change, you may focus your own efforts on working for a government at some point. You can do this by either working inside a system such as the Education Systems to try and change specific policies affecting students or you run for elected office as a City Councilor or as a Member of the Legislative Assembly. Alternatively, if your ToC is one that views community engagement and public awareness as important aspects of policy work, then perhaps you focus your energy by

1   Organizational Research Services (2007). *A Guide to Measuring Advocacy and Policy.* Prepared for the Annie E. Casey Foundation. Seattle, WA.

2   http://orsimpact.com/DirectoryAttachments/132018_13248_359_Center _Pathways_FINAL.pdf.

Transformative social change work is often complex and "messy" so your Theory of Change will reflect this and take into consideration things such as unpredictability.

getting involved in a grassroots campaign and working with other members of your neighborhood, school, or community.

There is no one-size-fits-all ToC. Some ToC are useful as a planning tool for work that is linear and causal; however, transformative social change work is often complex and "messy" so your ToC will reflect this and take into consideration things such as unpredictability.

DECISIONS, DECISIONS: WHICH THEORY OF CHANGE TO ADDRESS WHICH ISSUE?

A Linear Approach

Below is a link to a video that provides an introductory explanation about Theory of Change, which is more applicable to an issue or problem that would be considered more linear: *What is Theory of Change?* **(YouTube video)** https://www.youtube.com/watch?v=wUiKdwgJpD8

An Approach That Considers Complexity

When working within complexity and problems that require more than a linear path to change, please read this short but helpful blog post: *"Towards the idea that complexity IS a theory of change"* by Chris Corrigan. http://www.chriscorrigan.com/parkinglot/towards-the-idea-that-complexity-is-a-theory-of-change/

💬 Reflection Question

- **Can you think of examples of problems or issues where a linear approach is appropriate and examples where the issue you are trying to solve, or affect would benefit from an approach that recognizes complexity?**

Activity: Mapping Various Theories of Change

Can you think of a change you would like to see in yourself or for your community? You can use a very basic change such as being on time for work/school, or also look at something that would be more a community-wide change.

Below is an example of how the ToC can be applied to a specific issue that you can use as a template. Identify an issue, then map out a change that does not require any monetary resources that you would like to see for yourself or your community. Formulate a ToC for this issue.

ULTIMATE IMPACT: Below is a table to help you map out a theory of change. In the first column is an example of a food insecurity issue. Use the blank column to map out your community issue and change you'd like to see.

	EXAMPLE	**MAP YOUR ISSUE HERE**
PROBLEMS	• Parents do not make enough money to afford healthy food • Children aren't able to concentrate in school because they are hungry	
STRATEGIES	• Increase wages • Introduce a food bank • Start a community garden • Have a breakfast program in schools	
TARGET STAKEHOLDERS	• School children • Teachers • Parents	
SHORT-TERM OUTCOMES	• Children have access to nutritious meals for breakfast and lunch in community XYZ	
LONG-TERM OUTCOMES	• Children and families of all backgrounds have food security in community XYZ	

Activity: Think Big

Now that you have thought about a change that is more linear in approach that you would like to see for yourself or your community, let's think about a more complex issue that you'd like to tackle. We have intentionally left this activity blank in order to create space for creative and engaging activities that guest speakers and faculty for this section will introduce to the group.

"I am humbled to know that I can continue to support YPP participants as they seek to change systems and pause to reflect on how we are transforming our communities rather than replicating the systemic injustices that persist due to poor policy design and implementation."

—Youth Policy Program Faculty

Financial Literacy 101

Whenever one thinks of change, money is often what comes to mind. How much will this cost? Do we have the resources to make this happen? How long before we can see a return on our investment? Talking about money can be intimidating but it doesn't have to be.

Talking about money can be intimidating but it doesn't have to be.

Let's start by reviewing some basic terms. Discuss with your peers the following terms:

- Budget
- Surplus
- Deficit
- Cashflow

- Revenue
- Return on investment
- Debt
- In-kind costs

BUDGETS

A budget refers to the expected revenues and expenses for a given period. It is based on a set of assumptions that include labour costs, expected revenues, cost of materials and services, inflation, expected changes (e.g., if fuel costs are increasing, travel costs will likely also increase), among other factors. A budget is prepared prior to undertaking an activity, to make decisions on whether a planned set of actions is feasible. As an individual, what is your budget for the year? Can you think about what your sources of income or revenue will be and also what your expenses will be?

Consider your personal revenues and expenses in the table below:

REVENUES	EXPENSES
For example: employment income, birthday money, lottery winnings, student loan	**For example:** rent, food, clothing, entertainment, cell phone, school tuition, interest on student loans

BUDGET CYCLE

Much like an individual, a government's budget is based on a set of planned activities, priorities, and expectations and similarly, financial considerations are often a primary concern for all levels of government. This site gives a good overview of some financial terms and has three videos that provide insight into how finances impact the federal government. Take a look!
🔗https://budgetconsultation.ca/introduction/

From watching the videos, it is easy to see how a government will have many different sources of revenues and expenses. Similar to an individual, the government will base its budget on a particular period of time (also known as a "fiscal year"). It is common for organizations and governments to base their budgets on a yearly period. Governments, similar to most organizations, need to determine if their planned budget is accurate. They compare the initial planned budget with the actual revenues and expenses at various times throughout the year. Comparing actual financial figures with planned figures is critical to determine if assumptions were accurate to provide an opportunity to revise the projections ("budget") for the following periods. Consider that there may have been significant changes that required these changes (for example: an unexpected emergency that requires more spending, such as wildfires or responding to the opioid crisis).

This page outlines how the federal government sets and monitors the budget and its accuracy. Based on changes, new budgets are planned accordingly.
🔗 https://www.canada.ca/en/treasury-board-secretariat/services/planned-government-spending/expenditure-management-system/reporting-cycle.html

Comparing actual financial figures with planned figures is critical to determine if assumptions were accurate to provide an opportunity to revise the projections ("budget") for the following periods.

🏛 Group Activity: Research & Discussion on Current-Day Issues

It is important to stay engaged and understand the current-day issues and policies that are being discussed and the different perceptions or tensions that exist sometimes between communities and sometimes between various levels of government. The questions below are conversation starters for you to consider in your small group, as a way to start thinking about current/relevant public policies that are being discussed or debated.

Use the space provided in this workbook to capture your responses to the reflection questions below. If you need more space, feel free to use additional notebooks or type your responses. Once you've completed your individual reflections (about 15 minutes), discuss within your group.

1. **Look at articles in the media about cannabis legalization.** Find articles for and against cannabis legalization and answer the following questions:

   • **Who are the stakeholders who support and oppose this policy?**

   • **Think about the public and private interest for and against cannabis legalization. How do these motivations differ?**

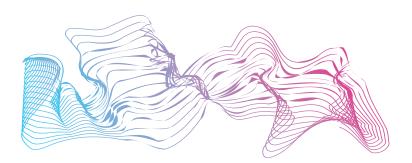2. **In your community, which stakeholders are affected by cannabis legalization?** For example, parents, youth, teachers, businesses, etc.

Reflection Questions

After this module, consider speaking to at least one person in your community who is supportive, and one person who is opposed to cannabis legalization in your community. Find out the key reasons behind why they support or oppose cannabis legalization.

- Are there concerns in your community that are not being talked about in the media?
- Where were their perspectives similar or different than that of the perspectives within your group discussion earlier?

"I think for young people the biggest thing is getting over the hurdle of understanding or believing that we are qualified to do policy work."

—Youth Policy Program Past Participant

MODULE 3
ADDITIONAL READINGS & RESOURCES

THEORY OF CHANGE RESOURCES

The Centre for Youth Impact
http://www.youthimpact.uk/theories-of-change

Youth Together's Theory of Change
https://www.youthtogether.net/theory-of-change

Youth Investment Fund
https://www.youthimpact.uk/sites/default/files/2021-05/YIF%20ToC_user%20guide_Final%20May%2021_0.pdf

Knowledge Institute for CYMHA
Making connections: Applying a 'theory of change' approach (2011-10-20)
https://www.youtube.com/watch?v=sB3ZOaQggSA

FINANCIAL LITERACY

Practical Money Skills Canada
http://www.practicalmoneyskills.ca

BUDGETS

Canadian Centre for Policy Alternatives
https://www.policyalternatives.ca/2018-federal-budget-analysis

BC Budgets
https://www.bcbudget.gov.bc.ca/2019/highlights/2019_Highlights.pdf

Why Boston Let Teenagers Set Its Budget Article
https://www.theguardian.com/cities/2016/mar/31/boston-pizza-teenagers-budget-youth-lead-change
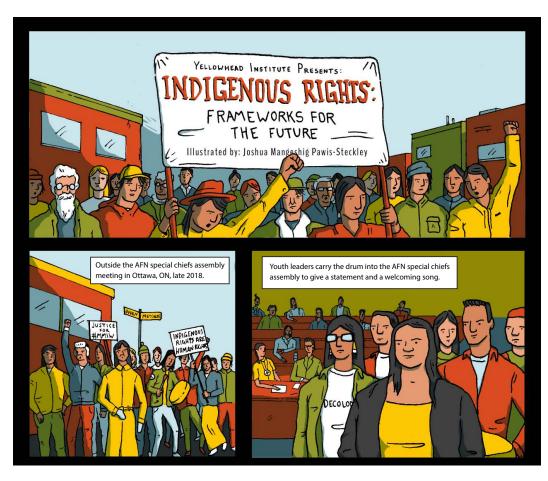
Notes

Pre-Module Assignment 4

RIGHTS-BASED FRAMEWORK

Source: https://yellowheadinstitute.org/wp-content/uploads/2019/04/yellowhead-institute-comic-indigenous-rights.pdf

Complete this assignment before the next in-person module.
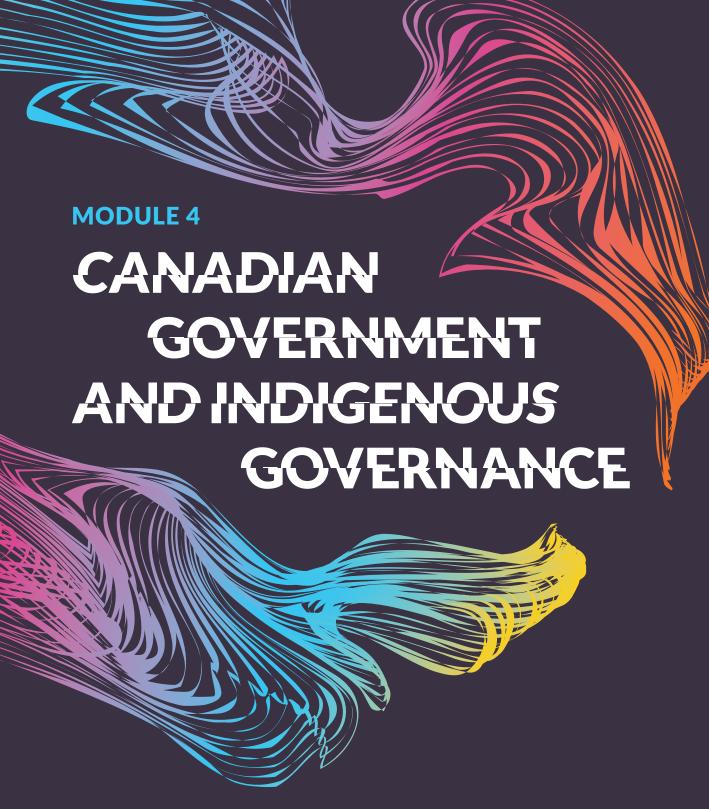
Read the comic above from the Yellowhead Institute, illustrated by Joshua Mangeshig Pawis-Steckley and write down your responses and reflections.

Please come to Module 4 with the following information:

1. **How does the recognition of rights framework support Indigenous rights? How does it undermine them?**

2. **How does consent fit into the federal government's decisions with respect to the Trans Mountain pipeline?**

3. **What do you think true reconciliation would look like in Canada?**

4. **How does gender play into Indigenous governance?**

CANADIAN GOVERNMENT AND INDIGENOUS GOVERNANCE

LEARNING QUESTIONS

- *What questions or clarifications do I still have or need about understanding how government works?*

- *What do I know (or not know) about the history and role of Indigenous governance structures?*

- *How do policies get created or shaped at a municipal, provincial, or federal level? How are they connected or separate?*

- *What is a legal framework for understanding how policy works?*

- *How are budget cycles and policy connected?*

- *Advocacy: What is it? What is allowed? Not allowed?*

- *How do you define leadership in your communities?*

- *How can policy reflect good relations between the different peoples who live on these territories?*

- *If you are Indigenous and a visitor to these territories, how might you support the local Indigenous nations in policy?*

KEY DEFINITIONS

Policy	Budget Cycles	Bands
Legislation	Policy Cycles	Reserves
Law	Government	Treaty/Treaties
Governance	Indian Act	
Bills	Status	

Session Guide For Module 4
CANADIAN GOVERNMENT AND INDIGENOUS GOVERNANCE

SESSION A
Government 101

- An introduction to the "nuts and bolts" of how government works
- Different levels of government and their relationship to one another
- Different approaches to changing or influencing policy

💬 **Reflection Questions**

What are the main priorities of federal, provincial, and municipal governments? How are different policy issues divided between levels of government? What types of issues would require coordination between the levels of government? What happens when there are disagreements between different levels of government (for e.g. carbon tax)? How do governments change policies or implement new ones?

SESSION B
Indigenous Governance and Law

- Indigenous governance structures
- Indigenous governance in Canada
- Understanding the role Indigenous governance plays in shaping public policies

💬 **Reflection Questions**

How do Indigenous governance structures differ from provincial and federal government structures? How do Indigenous worldviews influence Indigenous governance? What is the relationships between Indigenous governments and federal/provincial/municipal governments? What does self-governance and self-determination mean? How does the United Nations Rights of Indigenous Peoples (UNDRIP) framework influence policy work in Canada?

SESSION C
Policy 101

- Policy and budget cycles
- Policy and Advocacy
- Stakeholders that influence, create, and/or impact policies
- Differentiate between policy, bill, legislation, and law
- Preparing for visit to the B.C Legislature

💬 **Reflection Questions**

Who are the main stakeholders who influence policy? What advocacy tools can young people use to affect policy change? What types of campaigns were successful in bringing about major policy changes? What are policy cycles (situation analysis, policy design and planning, policy implementation, monitoring and impact evaluation, advocacy and participatory debate)?

"It's important to remember whose lands we live and work on and each of our journeys that brought us here. You each have your own experiences and stories and they are so important to remember as we look at creating policies that work for all of us and for our communities to flourish together."

—Youth Policy Program Faculty

Government 101

AN INTRODUCTION TO CANADIAN GOVERNMENT

*SOURCE Taken from the online game *"Our Country, Our Parliament"* created by the Parliament of Canada: https://lop.parl.ca/ About/Parliament/Education/ OurCountryOurParliament/game2-e. aspx

Watch the following video created by 🔗 www.studentvote.ca to illustrate the basics of how the government works:
🔗 https://www.youtube.com/watch?v=7C8uDuhLqvg

As you already learned from the video, Canada has three levels of government: municipal, provincial, and federal. Each of these levels work within different areas, called "jurisdictions." Let's practice with different scenarios to see which level of government is responsible for different laws.*

🖼 Activity: An Introduction to Canadian Government

Identify from the scenarios below whether the scenario falls into federal (Canada), provincial (British Columbia), or municipal (your city, township) legislation:

FEDERAL   **PROVINCIAL**   **MUNICIPAL**

1. **You buy a new pair of shoes and have to pay a general sales tax of 5% on top of the purchase price.** (Goods and Services Tax Act)

2. **You go out for dinner with your friends and want to order a glass of wine but the waiter won't serve you because you are not yet the age of majority**, in other words the legal age at which someone can consume liquor in certain jurisdictions. (Liquor Licence Act)

3. **You have just turned 18. From now on you will be able to vote in elections for the Member of Parliament you would like to represent your area.** (Canada Elections Act)

4. **You are unable to get your driver's license until you turn 16.** (Highway Traffic Act)

5. **You are at an outdoor concert. The band has to finish by 11:00PM, because of noise laws.** (Noise By-law)

6. **A member of your family is ill so you take them to the hospital to access medical care.** (Public Health Act)

7. **When you drive downtown, you put money in the meter when you park so that you don't get a ticket.** (Traffic and Parking By-Law)
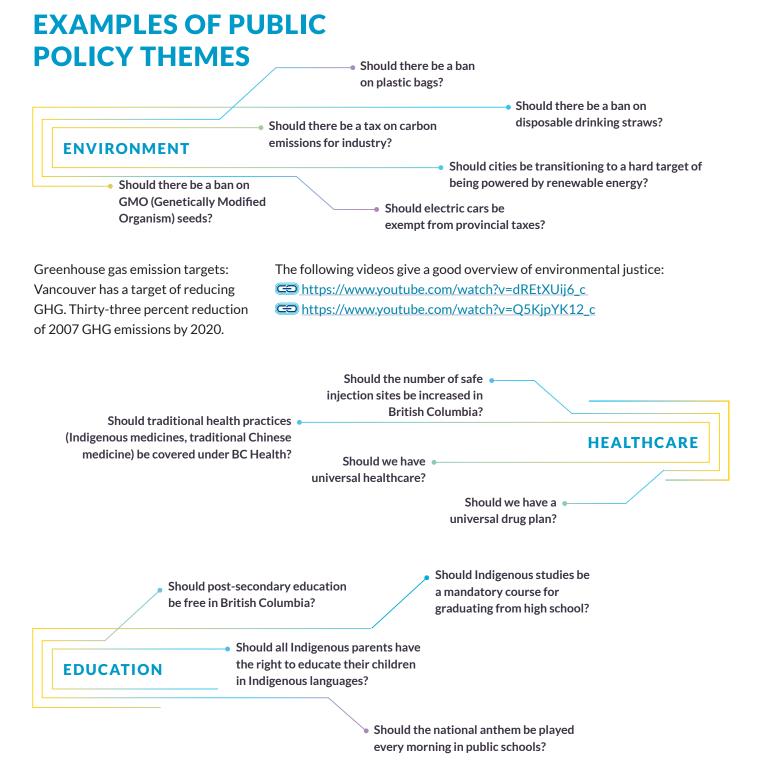
8. **It is sunny outside and you decide to bike to school, so you search for the bike lanes that could connect your home to school.** (Municipal By-Laws)
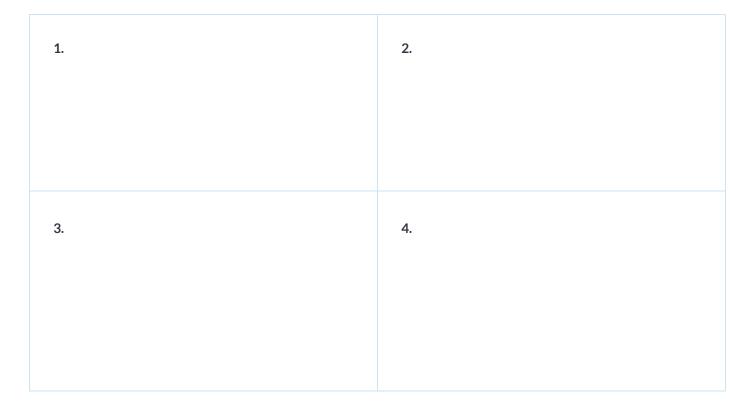
PUBLIC POLICY THEMES

Policy is all around us—we experience it constantly throughout our daily interactions. It controls how we do things, where we can go, how much we pay, transportation, parks, education, immigration, land/territory, etc. In a sense, policy outlines what is socially appropriate and what is not, as well as how resources are allocated. Below are some broad policy themes that reflect some concerns and priorities for citizens. The questions speak to a policy position that reflect a broader goal in society.

EXAMPLES OF PUBLIC POLICY THEMES

ENVIRONMENT

- Should there be a ban on plastic bags?
- Should there be a ban on disposable drinking straws?
- Should there be a tax on carbon emissions for industry?
- Should cities be transitioning to a hard target of being powered by renewable energy?
- Should there be a ban on GMO (Genetically Modified Organism) seeds?
- Should electric cars be exempt from provincial taxes?

Greenhouse gas emission targets: Vancouver has a target of reducing GHG. Thirty-three percent reduction of 2007 GHG emissions by 2020.

The following videos give a good overview of environmental justice:
🔗 https://www.youtube.com/watch?v=dREtXUij6_c
🔗 https://www.youtube.com/watch?v=Q5KjpYK12_c

HEALTHCARE

- Should the number of safe injection sites be increased in British Columbia?
- Should traditional health practices (Indigenous medicines, traditional Chinese medicine) be covered under BC Health?
- Should we have universal healthcare?
- Should we have a universal drug plan?

EDUCATION

- Should post-secondary education be free in British Columbia?
- Should Indigenous studies be a mandatory course for graduating from high school?
- Should all Indigenous parents have the right to educate their children in Indigenous languages?
- Should the national anthem be played every morning in public schools?

EQUITY POLICIES

- Should carding (random street checks) be banned?
- Should all public services be provided in English AND French?
- Should there be a ban on face coverings and religious symbols?
- Should institutions be required to have an equity policy when hiring (i.e. prioritizing the hiring of persons from historically under-represented communities)?
- Should all people who are here without the proper immigration documents be deported?

BASIC LIVING

- Should minimum wage be raised to $15/ hour or higher?
- Should there be rent-control in British Columbia?
- Should people receive a guaranteed basic income?

👥 Activity: Levels of Government

Write down 3-4 issues that affect you and/or your community and identify which level of government they belong to.
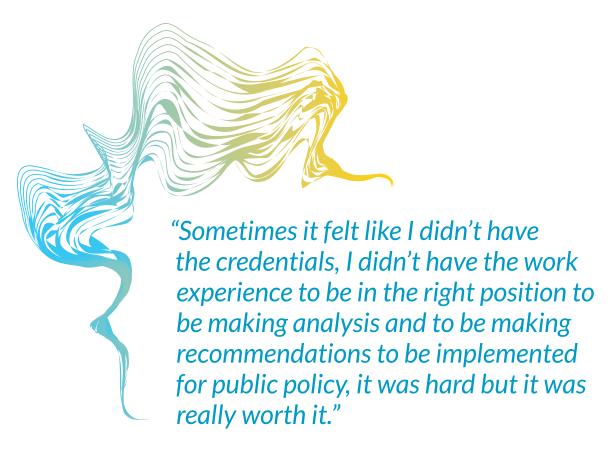
1.	2.
3.	4.

Pick one of the issues identified above, and answer the following (this issue will be used in the next activity so pick one that you care about and is important to you/your community

• Who would make final decisions about this issue?	• Identify what level of decision makers would be responsible: municipal, provincial, federal.

• In some cases, decisions are made at a regional level. Metro Vancouver is an example of regional decision-making. "Metro Vancouver is a federation of 21 municipalities, one Electoral Area, and one Treaty First Nation that collaboratively plans for and delivers regional-scale services. Its core services are drinking water, wastewater treatment, and solid waste management. Metro Vancouver also regulates air quality, plans for urban growth, manages a regional parks system and provides affordable housing. The regional district is governed by a Board of Directors of elected officials from each local authority." (🔗 https://metrovancouver.org/) **Can you think of other examples of regional decision-making bodies in British Columbia or from other provinces and territories? Discuss the pros and cons involved in this type of decision-making body.**

• **If it is a combination of some or both, identify the role that the different levels of government play.**

"Sometimes it felt like I didn't have the credentials, I didn't have the work experience to be in the right position to be making analysis and to be making recommendations to be implemented for public policy, it was hard but it was really worth it."

— Youth Policy Program Past Participant

Understanding the Policy Cycle

Every policy, regardless of political system, party in power, issue or idea, has the same basic guidelines that outline its cycle from definition to evaluation.

1. (Problem definition) Agenda setting/situation analysis/changing an existing policy
2. Policy design, planning, and formulation
3. Decision-making
4. Implementation
5. Monitoring and impact evaluation
6. Re-formulation with feedback information

Please watch the following video on public policy cycles:

https://www.khanacademy.org/humanities/ap-us-government-and-politics/foundations-of-american-democracy/federalism-in-action/v/introduction-to-the-public-policy-process

As defined in the video from the Khan Academy, the public policy cycle is a fancy way to streamline or simplify the cycle in which policy is created.

SOURCE http://pipka.org/2014/07/08/essays-improving-the-public-policy-cycle-model/

POLICY IDEAS CLOUD

Where policies originate:
Public service recommendations, political ideas, lobbyists/advocates, international examples

POLICY TRIGGERS

DESIGN
Policy definition, success criteria & planning

SCOPING
Policy goals, resourcing & research

CONTINUOUS PUBLIC ENGAGEMENT

IMPLEMEN-TATION
Programs, legislation, regulation

EVALUATION
Reporting, reviews, recommendations

EXTERNAL FACTORS

POLICY FINALISATION
Completion and/or consolidation

The policy ideas cloud is where policies originate. They can be developed in response to an issue or can be pre-canned by a number of policy actors.

The policy trigger is what gets the policy prioritised above competing issues and acted upon. Includes responding to an emergency or high public priority, a new government priority or commitment, international factors, response to media/lobbyist pressure.

There are always a number of external factors that policy makers must take into account and plan for. These are a continual pressure on the process and can include competing interests, the waxing and waning of political and public engagement, emergencies, etc.

Most policies should reach end of life at some point, usually after some external or internal evaluation process and the policy is thus finalized in some form.

🏛 Activity: Mapping a Policy Cycle

1. **Form groups of 3-4 people.**

2. **In your group discussion, each person will identify or share an issue that is important to them or their community.** Explain to others in your group why you picked this issue.

3. **Then, as a group, select one issue you would all like to understand more deeply and map out a policy cycle for the issue.**

• **What is the problem? Why is it a problem? And equally important to keep in mind: What is the opportunity?**	• **What are some possible solutions to either solve or lessen the issue?** Brainstorm as many as possible.

• **As a group, pick one solution to propose back to the group. Who legislates over it? What level of government is responsible? What office/ministry oversees the issue?**	• **How would you frame the issue and the solution you are proposing as a group to someone who might not be sympathetic to either?**
• **How can this solution be implemented? What are the possible challenges? What is the intended outcome?**	• **How would you plan to get feedback about the proposed solution? Who would you involve?**

Indigenous Governance and Law

Indigenous laws and governance structures long pre-dated colonization and the establishment of the nation-state of Canada. Before European contact, Indigenous Peoples managed their lands, resources and relationships through sophisticated systems of governance and social structures.

Before European contact, Indigenous Peoples managed their lands, resources and relationships through sophisticated systems of governance and social structures.

However, colonization has affected or erased many Indigenous governance structures and laws. Some governance structures we see today are directly created by these colonial systems, others are in the process of revitalization, and there is a growing movement for the recognition of Indigenous governance by colonial systems.

A prime example of governance structures created by colonial systems is **The Indian Act**. Some of the original parts of the Indian Act pre-dated Canadian confederation in 1867. In 1876, the Indian Act passed into law in Canada.

A prime example of governance structures created by colonial systems is The Indian Act.

The Indian Act creates and governs Indian **status**, **bands**, and Indian **reserves** and historically was responsible for the potlatch ban and (absence of) voting rights in Canadian elections, among other things.

The imposed band structure gave rise to the elected chief and council system which continues today. Band councils are responsible for matters on reserve, such as housing, land management, and social services.

As the late Indigenous scholar and activist Arthur Manual wrote: "Our Indian reserves are only 0.2 per cent of Canada's land mass yet Indigenous Peoples are expected to survive on that land base. This has led to the systematic impoverishment of Indigenous Peoples and this impoverishment is a big part of the crippling oppression Indigenous Peoples suffer under the existing Canadian colonial system."

The Indian Act band chiefs and councils gave rise to larger political groups and affiliations: from umbrella groups like the **Assembly of First Nations** (formerly National Indian Brotherhood), to regional groups like the **Union of BC Indian Chiefs** (UBCIC), the **Association of Manitoba Chiefs** (AMC) or the **Association of First Nations—Quebec Labrador** (AFNQL). Each of these organizations has their own governance structures, but often elect a Grand Chief to act as the primary spokesperson.

Did you know? The total land mass of all Indian reserves equals only 0.2% of Canada.

Traditional governance structures continue to exist within most Indigenous communities but vary from one nation to the next. Often, chieftainships, titles and responsibilities are passed down through generations, and formalized through potlatches, feast houses or other traditional processes. Training and mentorship are usually part of a traditional system, where chiefs are appointed as spokespeople, rather than decision makers. Hereditary chieftainship can also be removed through a potlach.

One example of traditional governance: the **Gitxsan traditional governance** is a matrilineal system with four clans: Lax Gibuu (Wolf); Lax Seel or Lax Ganeda (Frog); Gisgaast (Fireweed); and Lax Skiik (Eagle). Within each clan there are several Wilps, or house groups, each with their own territory and hereditary chief.

Some First Nations have combined the Indian Act chief and council positions with their own traditional governance. For example, the **Council of the Haida Nation constitution** provides for representation from elected band councils, hereditary chiefs and regional representatives.

Similarly, the **Grand Council of Treaty 3**, the traditional government of the Anishinaabe Nation in Treaty #3 gives voice to elected chiefs from each member First Nation, as well as a youth council, women's council, and Ogichidaa, who are traditionally selected in the roundhouse to represent their respective people and advise Grand Council Treaty 3.

Discussion Questions

- **Who are the First Nations (Indian Bands) in the territory where you live?**

- **What language do they speak?**

- **Can you learn a word in their language?**
  https://www.firstvoices.com

- **What are the traditional governance structures of those Indigenous Peoples?**

- **How do you see yourself (as either an Indigenous visitor or a new person to Turtle Island) building relationship with the first peoples of these lands?**

- **Can you think of other traditional governance structures from around the world?**

Indigenous laws, or the laws of Indigenous peoples, are a part of Indigenous governance and were never extinguished by Canadian law. Indigenous laws come from many sources including: ceremony, song, stories and teachings, language, art and the land itself.

Aboriginal law, by contrast, is the Canadian law as it relates to Aboriginal peoples. This includes Aboriginal rights and title, which has given rise to the consultation and accommodation framework.

Canadian law has recognized the continued existence of Indigenous laws, but has not yet had to grapple with a direct conflict between Canadian and Indigenous laws, even though many important Aboriginal law cases such as **Haida** and **Tsilhqot'in** arose from decisions grounded in Indigenous laws, but litigated within the Canadian Aboriginal law framework.

Watch:

🔗 https://www.cigionline.org/multimedia/revitalizing-canadas-indigenous-constitution (John Borrows on revitalizing Canada's indigenous constitution (video))

Indigenous laws come from many sources including: ceremony, song, stories and teachings, language, art and the land itself. Aboriginal law, by contrast, is the Canadian law as it relates to Aboriginal peoples.
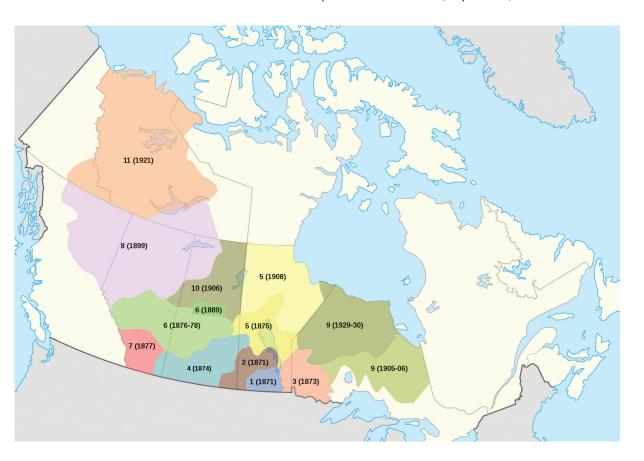
TREATIES

The 11 Numbered Treaties were negotiated between 1871 and 1921 as the Canadian government sought to extend its sovereignty over western, and portions of northern Canada. Confederation in 1867 set the stage for Canada's purchase from the Hudson's Bay Company of Rupert's Land and the North-Western Territory. As a result of the transfer, the Canadian government legally assumed responsibility for the "protection" and "well-being" of the region's Indigenous peoples.

As a part of many of the treaties, Indigenous people also retained the rights to hunt, fish, and use their traditional lands in their traditional ways. Education funding was a key part of many of those treaties as well, as many First Nations bands believed that education was going to be the bridge allowed their young people to transition into a changing new world.

The 11 Numbered Treaties were negotiated between 1871 and 1921 as the Canadian government sought to extend its sovereignty over western, and portions of northern Canada.

Starting in 1975, a number of 'modern treaties' were signed, including comprehensive land claims.

While many of the historic treaties are not considered to cede or give up control of the land, the absence of treaties in much of BC and Quebec have allowed for Canadian courts to recognize that the underlying title (ownership) of the land is not exclusively Canadian. However, in practice, Canadian federal

NUMBERED TREATIES OF CANADA

SOURCE https://en.wikipedia.org/wiki/Numbered_Treaties#/media/File:Numbered-Treaties-Map.svg

and provincial governments continue to act as if they are the sole decision makers, resulting in escalating land disputes around resource development.

The interpretation of treaties has created a divide between the Canadian government's perspective and that of Indigenous peoples. On the one hand is the government's view of treaties as legal instruments that surrendered Indigenous rights. On the other is the Indigenous view of treaties as instruments of relationships between autonomous peoples who agree to share the lands and resources of Canada. Seen from the Indigenous perspective, treaties do not surrender rights; rather, they confirm Indigenous rights. Treaties recognize that Indigenous peoples have the capacity to self-govern. Bridging the gap between these two views of treaties poses a huge challenge to people and lawmakers in Canada.

At the core of the United Nations Declaration on the Rights of Indigenous Peoples is the concept of self-determination: the ability of Indigenous peoples to make decisions about their lands and culture.

The Indigenous peoples have upheld their side of the treaties (sharing the land) while Canada has yet to live up to their side of the agreement, as there are still a lot of Treaty First Nations (reserves) that do not receive adequate funding for education, and the destruction of homelands and territories continues.

For more information:
🔗 https://www.thecanadianencyclopedia.ca/en/article/aboriginal-treaties

UNDRIP

The **United Nations Declaration on the Rights of Indigenous Peoples** is an international legal instrument developed by Indigenous people from around the world. At the core of the Declaration is the concept of self-determination: the ability of Indigenous peoples to make decisions about their lands and culture. A critical element of self determination is the standard of Free Prior and Informed Consent (FPIC).
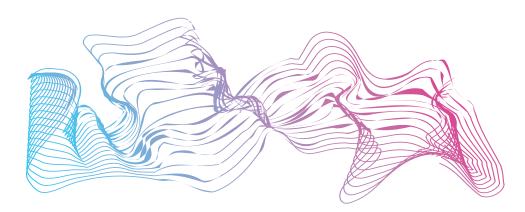
There is a growing movement to implement UNDRIP in Canadian law. In 2019, the Province of British Columbia enacted the first piece of legislation to do so. *The Declaration on the Rights of Indigenous Peoples Act* provides a framework for BC laws to be made consistent with UNDRIP, and provides a mechanism for Indigenous governing bodies to sign agreements with the Provincial government.

WATCH: How UNDRIP changes Canada's relationship with Indigenous peoples. Be prepared to discuss with your peers and faculty and raise questions where you feel you need more support to understand. You likely will not be the only one!

🔗 https://www.cigionline.org/multimedia/how-united-nations-declaration-rights-changes-canadas-relationship-indigenous-peoples

"It is so important to have Indigenous and racialized newcomers' voices in the conversations about public policy. We are all public policy analysts, know that what you have and what you bring to the table is more than enough."

— Youth Policy Program Past Participant

📖 Discussion Questions

- **Do you think Canada is living up to its treaty commitments?**

- **What are the implications of failing to honour treaties?**

ADDITIONAL READINGS & RESOURCES

INDIGENOUS GOVERNANCE

First Nations Governance Centre—Our Roadmap to Information Governance

https://www.youtube.com/watch?v=y32aUFVfCM0

Centre for First Nations Governance

http://fngovernance.org

Questioning the Status and Possibility for Reconciliation

https://understandingtreaties.ca/wp-content/uploads/2021/05/Indigenous-Governance-Ladner.pdf

Indigenous Youth Raise their Voices at the United Nations

http://wickedideas.ca/education/indigenous-youth-raises-their-voices-at-the-united-nations/

The Meaning of Political Participation for Indigenous Youth

http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.555.4162&rep=rep1&type=pdf

Indigenous Governance Toolkit—Australia

http://toolkit.aigi.com.au/about

Land Back—Yellowhead Institute

https://redpaper.yellowheadinstitute.org/

Got Status? Indian Status in Canada, Sort of Explained

https://apihtawikosisan.com/2011/12/got-status-indian-status-in-canada-sort-of-explained/

Making The Most Out Of Canada's New Department Of Indigenous Services Act

https://yellowheadinstitute.org/2019/08/12/making-the-most-out-of-canadas-new-department-of-indigenous-services-act/

Video on Indigenous Law, Gender and Sexuality

https://www.youtube.com/watch?v=m9Lsda4lDoo

GOVERNMENT 101

Canada's Youth Council

https://www.canada.ca/en/campaign/prime-ministers-youth-council.html

A Guide to Government in Canada

https://www.youtube.com/watch?v=UNcrSnufvc8

PUBLIC POLICY 101

5 Stages of Public Policy—Introduction to the Public Policy Process

https://www.khanacademy.org/humanities/ap-us-government-and-politics/foundations-of-american-democracy/federalism-in-action/v/introduction-to-the-public-policy-process

Collaboration on Policy

https://maytree.com/wp-content/uploads/772ENG.pdf

Public Policy Advocacy: A Best Practice Guide

https://ccednet-rcdec.ca/sites/ccednet-rcdec.ca/wp-content/uploads/2022/09/public_policy_advocacy_-_best_practices.pdf

How to be an Everyday Political Citizen

https://www.youtube.com/watch?v=6v1H9vZTz18&list=PLqOGjB42ufYZkKv6hQ0Y9LNMWdrD9Z76S&index=1

Would Your Neighbours Save You From a Flooding Home?

https://www.youtube.com/watch?v=-C6UQiUt-eg&list=PLq2GhdQeV96PR-Xuo2OHFUWQ1euDtPVso

Notes

Pre-Module Assignment 5

POLICY, BILLS AND LAWS:
WHAT'S THE PUBLIC CONVERSATION OR STORY?

Complete this assignment before the next in-person module.

Research at least one private members' bill that became law in British Columbia. Research a public bill that became law. Select a law that directly impacts you or your community.

- **Was your community consulted or included when this bill was drafted?** What kind of consultation took place?

- **What tools would you suggest for ensuring that people like yourself have a stronger voice on future bills?**

Please come to Module 5 with the following information:

The links below contain several radio public announcements created by youth in care for the Society of Children and Youth (SCY). Listen to at least three public service announcements (PSAs) and watch at least three videos created by youth in care to raise awareness about the rights of youth in the system.

▶ **Radio PSAs from SCY created by youth in British Columbia**
https://www.scyofbc.org/projects/#1461176850593-f60c9c0f-c398

▶ **SCY videos—Youth in Care campaign**
https://www.scyofbc.org/projects/#1461178128576-0b4b0450-f545

- **Come prepared to discuss what you thought was effective in these videos and public service announcements (PSAs) and what you found ineffective.** If you were helping to redesign one of the PSAs or videos what would you add/adjust?

STORYTELLING AND NEW NARRATIVES IN SHAPING POLICY

LEARNING QUESTIONS

- *Why the need to understand journalism's relationship to public policy?*
- *How do you shape, frame, or re-frame the public narrative?*
- *What is media's role in portraying or not portraying issues?*
- *How does Indigenous storytelling influence public policy?*
- *How does diversity in media influence and impact public narrative?*
- *How has the rise of social media affected systems change work?*
- *What are some helpful and practical tools and skills needed to develop effective community organizing?*
- *How can community-based research and grassroots organizing bring attention to complex issues?*
- *What do I need to understand about the role of opposition or counter-narratives in strengthening public policy?*
- *What else is critical to know and understand about how municipal or local government works in relation to policy change?*

KEY DEFINITIONS

Activism	Petitions/E-Petitions	Local or Municipal Government
Advocacy	Fake news	City Councillors
Campaigning	Community-based and	School Trustees
Grassroots Organizing	Participatory Research	Grassroots Organizing

Session Guide For Module 5

STORYTELLING AND NEW NARRATIVES IN SHAPING POLICY

SESSION A
Journalism and News Consumption

- The role of journalism in harnessing public support
- Developing a critical lens to consuming news
- Who is the writer? Who is the audience? How does this shape perception?

💬 **Reflection Questions**

How can we read/watch news with a critical eye? How is "fake news" developed? How do we contribute to spreading false information? What can we do to ensure that we are reading/watching information that is accurate?

SESSION B
Creating Campaigns & New Narratives

- Centering the voices of those most impacted
- Grassroots organizing and the role of research
- Learning how to use social media for policy campaigning

💬 **Reflection Questions**

What are effective ways of framing an issue for an advocacy campaign? What are creative ways of conveying a message to a wider public? How can you create effective ways to build a movement? Who is the intended audience for a given message?

SESSION C
Developing a Policy Ask

- Developing a clear policy ask or an "elevator pitch"
- Preparing to speak and engage with Local Government
- Preparing for counter-narratives or pushback
- Learning and growing from feedback

💬 **Reflection Questions**

Who are the stakeholders who will be concerned about my policy ask? How can I make a campaign or policy ask more concise? How can I adapt my policy ask to a specific audience (i.e. one that is supportive, one that is unaware, one that is opposed)? How are decisions made at the municipal level? Who are the local elected officials that would support my issue? What is their jurisdiction?

Journalism

Journalism has a huge impact on shaping the public's understanding of societal issues. News reporting can bring important issues to light and expose injustice and wrongdoing—which can result in direct policy changes. But historically, news reporting has also contributed to the negative framing of marginalized groups, especially Indigenous people, while maintaining having an "unbiased" viewpoint. Mainstream media has also often overlooked stories about these marginalized groups, privileging stories of interest to white audiences. However, journalism is changing.

While Canadian journalism has historically been dominated by mainstream news outlets like the CBC, the Globe and Mail and the Toronto Star, diverse new digital media startups are beginning to emerge, each offering their own style and viewpoint.

While Canadian journalism has historically been dominated by mainstream news outlets like the CBC, the Globe and Mail and the Toronto Star, diverse new digital media startups are beginning to emerge, each offering their own style and viewpoint. The rise of social media, podcasting, vlogs and other forms of media have also brought new and diverse voices to the forefront.

Traditional news media is also changing. Newsrooms are becoming more diverse, and so are the types of stories covered. The idea that a journalist can and should be "unbiased" is shifting.

These changes have resulted in more and more stories which help to re-frame traditional narratives, highlight underreported issues, and lead directly to policy change.

As a policy-maker or someone trying to influence policy, you can work with journalists and media makers to garner greater public awareness of an issue.

As a policy-maker or someone trying to influence policy, you can work with journalists and media makers to garner greater public awareness of an issue. Journalists are always looking for good stories, and having a compelling policy proposal, and people who can be interviewed about its impact, can encourage interest. While not every news outlet may want your story, be aware of different types of news media and where your story might fit best.

Alternatively, you can create media about the issue yourself. There are many ways to connect with an audience about an issue you care about, including podcasting, blogging, newsletters, and more.

TIP

One of the most helpful ways to understand how media can influence policy issues is to familiarize yourself with new forms of communication in shaping or re-shaping new narratives. Here are a few examples below of ways that digital media can help to highlight policy issues, elevate traditionally marginalized voices or help re-frame dominant narratives.

Spotlight: Child Welfare collaboration on child welfare reporting:
https://www.spotlightchildwelfare.com/wp-content/uploads/2019/05/Best-Practices-child-welfare-journalism-dylan-cohen-FINAL.pdf

CBC's **Matheson** series on life at a Surrey high school: https://www.cbc.ca/news/canada/british-columbia/community/cbc-vancouver-explores-high-school-life-as-a-surrey-teen-1.5136118

Discourse media's **Fake Art** investigation into counterfeit Indigenous artwork: https://thediscourse.ca/deep-dive/fake-art

Not My Territory series on urban Indigenous perspectives:
https://www.huffpost.com/archive/ca/entry/not-my-territory-urban-indigenous-perspectives_ca_5cd5764ee4b07bc729784ee2

Crackdown podcast, produced by people directly affected by the opioid crisis: https://crackdownpod.com/

CASE STUDY

A 2017 series published in independent media outlet The Tyee highlighted sexism toward workers in the restaurant industry, leading directly to a provincial law being introduced to ban workplaces forcing workers to wear high heels.

Read the three stories in the series called "**Slaves to Tips.**" Then see if you can research and find some responses to this story and share within your small groups, the following discussion points:
• Where you aware of this issue prior to reading or learning about it in this case study?
• What do you see as the pros or cons of having an independent media outlet break this story versus a more mainstream media outlet?
• Who were the voices that emerged on this issue? Were any of them politicians or elected officials? If yes, who were those individuals and what perspective did they share?

THE RISE OF FAKE NEWS

"Fake news" is a term that has become more prominent in politics. It's key to knowing what's true and what's false online as you absorb, read and consume information; therefore, thinking critically and developing habits of verifying and identifying trusted lists of information sources is good practice.

Optional Activity: Personal Privacy

As an exercise you might want to download your own Facebook data to find out what has been collected about you. You may be surprised by how much you find: https://www.facebook.com/help/1701730696756992/. You are not required to share the information you discover!

Optional Activity: News Consumption with a Critical Analysis

Visit this website: http://newswise.ca

The website above has content sections under "Videos" (fundamentals, journalism & the news, and verification). We encourage you to watch as many of these videos as possible to enhance your ability to assess the accuracy of the information you're accessing. Each section has videos and assignments to accompany them and we encourage you to watch and complete as many of those assignments as possible. Take a look at each question and write down your answers:

• **What is the role of journalism in our everyday lives?** How does it impact what we know and how we learn things?	• **What influences and shapes the news?** Who decides what and how something gets reported?
• **How has the Internet changed the way information is spread?** How can we be critical of what we read/consume online?	• **What is fake news and how can we know whether what we are reading is true or not?**

Creating a Campaign

It will be important to keep in mind who has the power to decide on the issue that you're working on. Who are the public and personal influences you know of? Who could be institutional allies, and how can you reach out to them?

As you are able to hone in on an issue that you would like to work on? You might have established that creating a campaign to bring awareness to an issue, and gaining more supporters, is the next logical step in advocating for policy change. As you engage in this step, it will be important to keep in mind who has the power to decide on the issue that you're working on. Who are the public and personal influences you know of? Who could be institutional allies, and how can you reach out to them?

Read this short article to reflect on the difference between organizing (building your power) and mobilizing (using the power you have built).
🔗 http://netchange.co/organizing-vs-mobilizing

Take a look at the Fostering Change campaign, which focuses on bringing awareness to the challenges youth face after leaving the foster care system in British Columbia. It's a youth-led campaign, and an excellent example of a website that provides information about this issue and how to take action.
🔗 https://web.archive.org/web/20200512025549/https://www.fosteringchange.ca/our_campaign

What caught your eye about the Fostering Change website? What are elements you think you could use on your own campaign? Is this an issue you think you can get behind? If so, what is it about the website that made you want to support the issue?

Here is an excellent case study detailing a campaign to stop fossil fuels, and to raise funds for First Nations' legal fees.
🔗 http://netchange.co/casestudies/pull-together

💬 Reflection Questions

When it comes to social media, what are some of the tools you could use to help mobilize around an issue?
How was social media used in the last issue you read or learned about?

NEW NARRATIVES—THE ROLE OF COMMUNITY-BASED PARTICIPATORY RESEARCH AND GRASSROOTS ORGANIZING

Red Women Rising: Indigenous Women Survivors in Vancouver's Downtown Eastside

On April 3, 2019, The Downtown Eastside Women's Centre (DEWC) released *Red Women Rising: Indigenous Women Survivors in Vancouver's Downtown Eastside* based on the lived experience, leadership, and expertise of Indigenous survivors. This comprehensive report is the culmination of a participatory process with 113 Indigenous women and 15 non-Indigenous women regarding the National Inquiry into Missing and Murdered Indigenous Women and Girls. This report is authored by Carol Muree Martin (Nisga'a and Gitanyow) and Harsha Walia with 128 collaborators.

Visit the website of the **Downtown Eastside Women's Centre** and learn about how the Indigenous women survivors are at the center of this report and how they share their powerful first-hand realities of violence, residential schools, colonization, land, resource extraction, family trauma, poverty, labour, housing, child welfare, being two-spirit, police, prisons, legal system, opioid crisis, healthcare and more: 🔗 http://dewc.ca/resources/redwomenrising

You can view the report online on this link:
🔗 https://dewc.ca/dewc-news/summary-of-the-mmiwg-inquiry-final-report-by-harsha-walia/

💬 Reflection Questions

You can follow **#redwomenrising** and **@DEWCVancouver** on Twitter and answer the following questions:

- **How can social media be an effective way to raise awareness about the issue of Murdered and Missing Indigenous Women and Girls?**

- **What could be some challenges in using social media?**

- **Was there any negative reaction on social media about this report?** If so, what were those reactions and perspectives?

- **How would you use social media to raise awareness about an issue that you care about?**

- **Do you think there are different social media channels that serve different purposes in amplifying an issue?**
  For example, how would you use Facebook, Twitter, Instagram and so forth, differently from one another or do they all serve the same purpose?

Formulating Your Policy Ask

By this point in the program, you have received several tools (stakeholder analysis, needs assessments, theory of change, budget, existing policies) that can be used to identify key issues in your community. There may be wide-spread support for an issue within your community, but there may be varying degrees of opposition outside of it. It is important to seek feedback and input from stakeholders who are likely opposed to your policy. How have you considered the perspectives of these stakeholders?

A petition must also meet certain requirements established by the rules and practices of the House. The Clerk of Petitions, a non-partisan House of Commons employee, holds the authority to certify that these requirements have been met.[1]

1   https://petitions.ourcommons.ca/ en/Home/AboutContent?guide =PIGuideForPetitioners

PETITIONS

One way to raise awareness about a specific issue is to create a **petition**. A petition allows you to inform more people about the specific impacts the issue you are focusing on is having on community, and can demonstrate broad support for a cause. Some petitions trigger mandatory governmental processes (i.e. the House of Commons electronic petitions).

A petition pushes officials to engage in conversation about the issue: Whether it is because of public pressure, or because they are legally obliged to pose the issue for discussion by a Member of Parliament.
- **A paper petition is designed to collect signatures and addresses of citizens or residents of Canada.** In order for a paper petition to be certified, it must have 25 valid signatures with their respective addresses. Once you have the required signature, you might want to present this petition to an MP at their local constituency office.
- **Electronic petitions must have a minimum of 500 electronic signatures from citizens or residents of Canada.** In order to do this, you must create an e-petition here: https://petitions.ourcommons.ca/en/Home/Index. The petition must be sponsored by an MP so that it is then presented in the House of Commons.

Alternatively, you might want to start a petition on 🔗 https://www.change. org/about. Petitions on this website allow you to gather support and create

💡 **TIP**

We encourage you to role play, making the roles as realistic as possible. In your role play groups ensure that you have people representing differing positions, even if you don't agree with these positions. Provide feedback to each other in small groups, and anticipate some of the questions and concerns that you may encounter.

awareness on specific issues. E-petitions make campaigns easy for you to share on social media platforms and to create some media awareness so that legislators feel pressured to engage in the issue. The petition on this website cannot be used as an official platform to be presented to an MP, but it serves as a means to bring awareness. Building a list of supporters for your cause also allows you the ability to amplify your ask, and who you can then communicate with throughout your campaign as a way to keep them engaged and informed.

👥 Group Activity & Discussion: When To Use A Petition

• **What is one issue that you have all identified as a group that you might want to start a petition about?** Draft the text!	• **How would a sample tweet look?**
• **How would you convince people to sign?**	• **What impact does signing have?**
• **How many signatures do you want as your goal?**	

"Come in with an open heart, come in being respectful, come in with an open mind to learn from all the other participants, the staff, and the faculty, and it will all be worth it."

— Youth Policy Program Past Participant

Engaging Municipal Or Local Government

Having your voice heard at the municipal level is more accessible and easier than many people think. For instance, think of one municipal issue you are concerned about. Is it already being discussed, or is it a new issue that no one is considering at the municipal level?

If you reside in Vancouver, the City of Vancouver website is a good starting place. If you reside in another municipality, check the Internet to see if past City Council meeting minutes and agendas are posted. For example, the City of Vancouver has their schedule of future meetings accessible on their website: 🔗 https://covapp.vancouver.ca/councilMeetingPublic/CouncilMeetings.aspx

HOW TO GET YOUR ISSUE ON THE CITY COUNCIL AGENDA

Getting a new item on the City Council agenda will require you to have support from at least one City Councillor. If you have never raised an issue to City Council before and want to bring forward an issue, you may want to start with an issue that will not require City Council spending money. Changes involving finances will likely take longer and you may not be able to have City Council decide on this within the duration of the program.

If you choose an already discussed issue, find out where it is in the agenda process. If it is not on the agenda, research and get at least one City Councillor to champion the issue. For best results, it is important to have at least a few City Councillors who will support your motion.

In order to do this you should call, email and/or meet with City Councillors. Come prepared with evidence about your issue, such as research and collective feedback. This may include examples from other municipalities. Once you have at least one City Councillor who has agreed to champion your

It will be helpful to not only have yourself and your peers registered as speakers, but also supportive stakeholders who may represent other demographics.

issue, they will bring forward a motion to a City Council meeting to get it added to the agenda. In policy work, it is important to do some background work and come prepared. This will only serve to strengthen the ask of your policy goal. It might be helpful to draft the motion for your City Councillor as they are typically understaffed. The City Councillor and their staff may be able to help you with what is needed to draft a motion. Again, you will need to do research and pull information together from various sources.

Only members of City Council can bring forward a motion; members of the general public cannot raise a motion to have an item added to the City Council agenda. For this reason having all City Councillors and the Mayor in support would be ideal. Once a motion is approved, it will be added to the City Council agenda. In Vancouver, the agendas of City Council meetings are made public one week in advance of the meeting.

Once an item is on the agenda, the Standing Committee Days (in Vancouver it is usually scheduled for every second Wednesday, the day following a City Council meeting) is where members of the public can register to speak on that issue. This is where you will need to ensure that you have gathered many stakeholders who can speak to the issue. It will be helpful to not only have yourself and your peers registered as speakers, but also supportive stakeholders who may represent other demographics (seniors, adults, business owners, etc). In Vancouver, each member of the public can request up to five minutes to speak to the issue.

Refer to the following webpage for the guidelines on speaking: 🔗 https://vancouver.ca/your-government/prepare-to-speak-at-a-meeting-or-hearing.aspx#prepare

An effective speaker list can be a great part of a campaign. Speakers may share what other cities are doing to address this issue and what other precedents have been made. It is important for speakers to tell their own stories. A good story is difficult to contest and is rooted in someone's experience. Once all the speakers have concluded, City Council votes. Depending on the issue, even after a successful vote on City Council, a public hearing may be required. Any motion that requires a by-law change requires a public hearing.

Getting a new item on the City Council agenda will require you to have support from at least one City Councillor.

Come prepared with evidence about your issue, such as research and collective feedback.

MODULE 5

ADDITIONAL READINGS & RESOURCES

5 Tips to Build your Advocacy Campaign
https://callhub.io/advocacy-campaign-build/

Developing Effective Advocacy Campaigns
https://learningpartnership.org/sites/default/files/resources/pdfs/Guide_DevelopingEffectiveAdvocacyCampaigns.pdf

Video: How to Create a People-Powered Campaign
https://advocacyassembly.org/en/courses/20/#/chapter/1/lesson/1

Fostering Change Campaign
https://web.archive.org/web/20200921052555/https://firstcallbc.org/fostering-change/

Start a Petition: Youth Central
https://www.youthcentral.vic.gov.au/get-involved/getting-politically-active/publicise-an-issue/start-a-petition
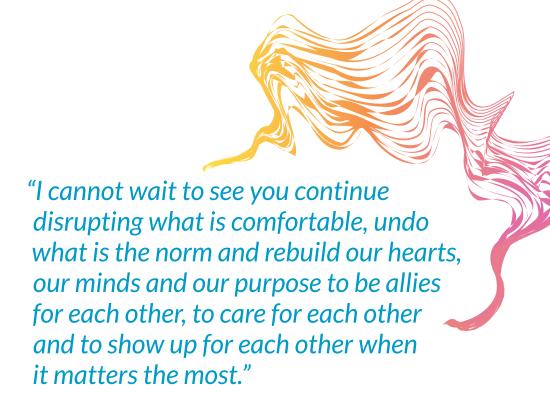
Advocates for Youth
https://advocatesforyouth.org/youth-activist-toolkit/

Heal the Divide—Setting the "Youths'" Record Straight on 105 Keefer
https://www.chinatown.today/heal-the-divide/

"I cannot wait to see you continue disrupting what is comfortable, undo what is the norm and rebuild our hearts, our minds and our purpose to be allies for each other, to care for each other and to show up for each other when it matters the most."

— Youth Policy Program Faculty

Notes
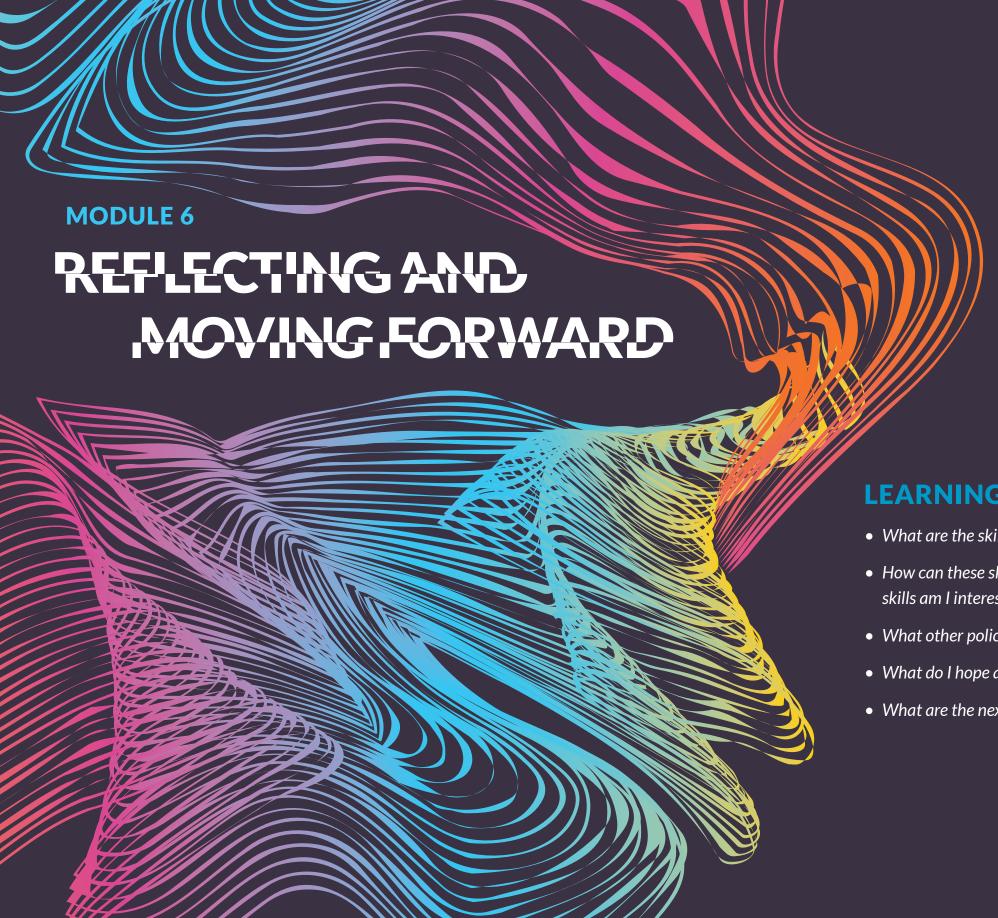
Pre-Module Assignment 6

REFLECTING AND MOVING FORWARD

Complete this assignment before the next in-person module.

1. **In preparation of the last in-person module, please revisit the asset map in Module 1 (see page 16).** Please list all the skills and knowledge you gained from the program to date. Be prepared to share the inventory of skills with your peers.

2. **If there are skills or knowledge that you feel are missing, please identify areas for further learning and think through who can support or help you develop these skills.** This may include your peers in the program, some of the faculty or guest speakers you met, or maybe it is someone in your own community.

REFLECTING AND MOVING FORWARD

LEARNING QUESTIONS

- *What are the skills gained from the LEVEL YPP?*

- *How can these skills be applied to your local community context? What other youth leadership skills am I interested in developing?*

- *What other policy skills do I want to further refine or deepen?*

- *What do I hope and want for the next group of LEVEL YPP participants?*

- *What are the next steps I plan to take to implement what I've learned?*

Reflections On Your LEVEL Youth Policy Program Journey
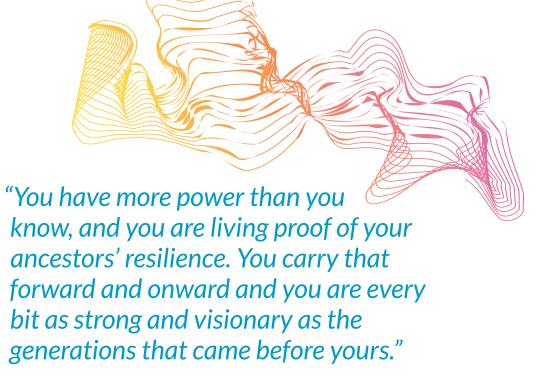
Congratulations on successfully completing the program! With all the experiences, skills and knowledge you have gained, we are excited for your journey to create change that is meaningful to you and your communities.

Please use the space below to write or draw what completing this experience with the LEVEL YPP has meant to you. Be creative—it can be a poem, a map, a hope or aspiration, a puzzle…

"You have more power than you know, and you are living proof of your ancestors' resilience. You carry that forward and onward and you are every bit as strong and visionary as the generations that came before yours."

—Jess Housty, LEVEL Advisor

🏛 Individual or Group Activity: Identify Your Policy Ask

Now that you've reached the end of your LEVEL Youth Policy Program journey and identified an issue you are passionate to move forward, you likely will have also learned from your peers the various and diverse policy issues that are important to them. Please break into smaller groups, and use the issue you are focusing on to complete the following assignment below and share with your peers some of the ideas you have for advancing your policy ask once the program ends.

For example, do you think you will use a petition? Maybe you will contact a journalist? Or perhaps you feel you need more time to identify others working on the same issue to increase collective power. Will you need to fundraise and if so, approximately how much in funds do you believe you need to raise? What other stakeholders will you engage in your long-term goals? You can use this activity in a group setting or as a reference document post-YPP to help you further refine your policy ask.

SMARTER goals are Specific, Measurable, Achievable, Realistic, Timely, Ethical, and Recorded. Breaking down your goals, and determining what success looks like for your team's campaign, will be key steps in understanding what goals will be accomplished, and how.

1.   **What is the issue that your campaign will be focusing on?**

•   **What are the goals of your campaign?** Be as specific as possible. For example, "We want to have a meeting with the representative of children and youth; we want to host three public events to bring awareness to the specific issue. This is the problem we've identified, and here are some solutions to that problem, etc."

•   **How are you going to measure progress of your goals?** How will you know you have achieved them? What does your campaign look like:

•   **two weeks before launching it?**

•   **once you launch it?**

•   **a month after you launch it?**

•   **six months after you launch it?**

•   **How will you know when you have achieved your goals?** It is important to dream big and to reach for the stars as a long-term end goal, but are your goals achievable in the short, medium, and long-term?

•   **Are your goals realistic, relevant, reasonable, and results-oriented given the resources you have access to?**

- **When do you plan to achieve each goal?** Are there milestones along the way that will help you measure progress? Are your goals specific to a timeline, tangible, and trackable?

- **Is everyone in your group comfortable with the goals you have set?** Do these goals sit comfortably within everyone's moral compass? Will your community get behind these goals?

3. **Clearly communicate.** Is your message simple and clear? How are you going to reach your target communities or groups (i.e. blogs, videos, calls to action, newspaper articles, social media, etc)?

- **Have you recorded your goals and is everyone in your campaign group aware of them?** How can you make them visible or how can you revisit them every time you meet?

- **Remember to celebrate when you do reach a goal**, and take some time to talk about what worked well, what could have worked better, and if you would want to do anything differently for your next goal.

4. **Use social media.** How will you utilize your online presence? Which platforms will you use to reach a wider audience? Think of your peers: What platforms do they use and how might you bring awareness about your campaign to them?

2. **Create the strategy.** What is the plan? What are the concrete actions that will help you meet your goals? Which tactics do you think will be the most effective to use? Be creative! Are you using your team's strengths? Think back to the Asset Mapping activity from Module 1. Bridging the gap between goals and actions is where your strategy comes into play. Have in mind that the strategies you use might differ depending on your target audience (i.e. you might want to use different strategies to engage your community than you would use to engage policymakers).

5. **Fundraise.** Even if you are volunteering your time, you will still need resources for advertising, campaign tools, and feeding/transportation of volunteers. This should be an important consideration of your campaign so it would be good to know some basics of fundraising. Examples of funding sources could be local/national foundations, private businesses, NGOs, online fundraising. Fundraising doesn't just mean getting money, it can also mean having access to space for meetings, to computers, to printing, being able to use an organization's video equipment, etc.

6.   **Build coalitions.** It's important to have a solid base of supporters that will get behind your cause. It might also help you to identify gaps or areas that you might not have considered regarding your issue, but will help to make your issue relevant to wider communities. When you seek to build coalitions, think of individuals, communities, groups, and organizations that might get behind your work. Who will be most effective? What groups are less important, and why? It's often faster to work together on policy change than to work alone. When you have a coalition, you can also identify things other groups are working on and find gaps you hadn't considered.

7.   **Organize communities.** This is where you start to execute on your strategy. Whether it is through formal events, directly on social media, through door knocking, or via your partnering coalitions. How you organize should be focused on both how to motivate communities individually and as a group.

8.   **Engage policy-makers.** Policy-makers rely on their constituents to gather information in order to make the right decisions.

- **What do you know about the policy-maker you are about to meet?** What kind of issues have they supported in the past? Do you have a sense of whether they have more of a to-the-point kind of approach or if they prefer to hear the whole story? Craft the style of your ask to person you are asking. Consider the style of your ask (how you frame it, and what you incorporate to prove its importance) with that target. Understand and/or pre-empt what they will likely say, and be prepared to counter it. Experienced lobbyists say that interest groups spend too much time talking, and not enough time listening. Ask yourself: What is in the way of this happening for you?

- **Put emotion aside and make the direct ask. Be specific!** Having a meeting with a policy-maker takes time and effort, so make it count. Be direct on what change you want to see and why it's important.

- **Make a checklist of important points you want to get across** before you send your letter, or write your email, or take the in-person meeting. Practice, practice, practice! If you are meeting in-person, practice with a peer; if you are writing a letter or an email, make sure that a couple of people on your team get a chance to review it before sending it.

Notes

Notes

ABOUT VANCOUVER FOUNDATION

Vancouver Foundation is Community Inspired. We are a community foundation that connects the generosity of donors with the energy, ideas, and time of people in the community. Together, we've been making meaningful and lasting impacts in neighborhoods and communities since 1943. We work with individuals, corporations, and charitable agencies to create permanent endowment funds and then use the income to support thousands of charities. We recognize that communities are complex and that collaboration between multiple stakeholders is needed to help everyone thrive and evolve. Vancouver Foundation brings together donors, non-profits and charities, government, media and academic institutions, local leaders, and passionate individuals to build meaningful and lasting change in the province of British Columbia. We see young people, their voices and experiences as part of that vision to building meaningful change.

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Dylan Cohen

Dylan Cohen is a Métis facilitator, organizer, writer, and community builder originating from Treaty One territory in Winnipeg. He resides on Coast Salish lands in East Vancouver, and is committed to community organizing through youth empowerment and creating stages for change. He seeks to challenge the status quo through collective action and creative demonstration, and leverages skills and resources of marginalized communities to fight oppression.

Nathalie Lozano-Neira

Nathalie Lozano-Neira came to Musqueam land, Coast Salish territories (Vancouver) as a refugee from Muisca territory (Colombia) 17 years ago.

She has been engaged in migrant community work for the past 14 years as a facilitator, youth worker, and community member. Nathalie completed her MA in Gender, Sexuality, and Women's Studies at Simon Fraser University where she focused on the well-being of racialized community workers and settler-Indigenous relationships. She strongly believes in the power of creating meaningful ally-ships with Indigenous peoples as a base in order to advance any social justice cause. In her spare time she enjoys dancing salsa, playing soccer, and eating.

vibhor garg

vibhor garg grew up in the Robinson-Huron Treaty in Sudbury, Ontario with ancestry from India. He currently has been splitting his time living in Coast Salish territories in Vancouver and Dish with One Spoon Treaty Territory in Toronto. vibhor has has worked in the non-profit sector for nearly 20 years and has held roles overseeing national youth organizations. Much of his work has focused on ensuring young people from Indigenous communities and communities of colour have space to lead and are involved in key decision making roles. In his work he has learned to work through systems and help young people involved in social justice movements gain more equitable access to resources. vibhor serves as a volunteer board member with Groundswell Social Justice Trust Fund. vibhor likes to exercise regularly and in Vancouver he can often be found climbing the Grouse Grind. He also is a big fan of the Toronto Raptors and finding new vegan restaurants.

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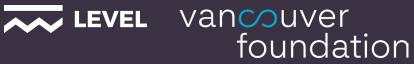
Vancouver Foundation Staff Project Management

This work would not be possible without the dedication and hard work of the individuals behind the scenes. We extend our sincere gratitude to the amazing team members who have made invaluable contributions and continue to steward this important work.

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LEVEL

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We honour the traditional, ancestral, and unceded territories of the
Coast Salish people; home to the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh
(Squamish) and Sel̓íl̓witulh (Tsleil-Waututh) nations, whose lands Vancouver
Foundation is situated on. We acknowledge how the false story of terra nullius
legitimized the expropriation of land and cultural erasure. As settlers and
stewards on these lands, we are committed to shifting and sharing power and
continuing to honour the stunning acts of resistance that keep Indigenous
stories alive and strong.

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