A WAY FORWARD: A 5-YEAR PLAN
YOUTH FOR BC CLIMATE SOLUTIONS NETWORK

There is a Fire, Hasina (2020)

ACKNOWLEDGEMENTS

Contents

Asterisk identifies appendicies from Interim Report

EXECUTIVE SUMMARY

The *Fraser Basin Council* (FBC) is a charitable non-profit society that strives to further holistic sustainability across British Columbia (BC) by fostering diverse partnerships and enabling collaboration. FBC has a number of exciting initiatives and programs working towards this goal, including *Co-Creating a Sustainable BC (CCSBC)*, a province-wide initiative supporting youth leadership in sustainability. Despite current efforts to engage youth, many lack opportunities to work on climate change issues locally, particularly those in small to medium-sized communities.

In partnership with FBC, we have created *A Way Forward: A 5-year Plan* to engage youth across BC around climate solutions. The project was guided by core objectives, including:

- Align with FBC's goals
- Utilize data from existing FBC programs
- Incorporate FBC's current partnerships
- Integrate lessons from other networks
- Adopt an equity lens with youth
- Provide opportunities for youth across BC

The project was carried out in three phases:

- **Investigation:** involving literature and case study reviews of successful youth engagement strategies in climate change and best practices of various climate networks; and
- **Listening and Learning:** composed of a focus group and interviews with youth, FBC staff, and partner and network organizations; and
- **Development:** which consisted of synthesizing research findings from previous phases in order to create future considations.

The plan highlights key findings and considerations for creating a youth network. These considerations are best understood as principles in building a network rather than prescriptive guide. The major findings include:

Establishing Belonging
Forwarding Financial Momentum
Providing Learning Opportunities
Building from the Ground Up
Finding the Financial Edge

To better understand how these findings can be used to build a youth network, we introduce a **feedback framework** that integrates them alongside the initial objectives in a nested system. This illustrates their connection to one another and emphasizes the importance of an iterative process.

In this way, the plan will guide and strengthen FBC's ability to meaningfully engage and support youth leadership in climate solutions.

BACKGROUND

Context

Objectives

Purpose

*T*he purpose of this project is to assist the FBC Youth Program staff to develop a 5-year "A Way Forward" plan which outlines the creation of a Youth for BC Climate Solutions Network, a self-funded youth program that engages and mobilizes youth across BC on climate issues. The future considerations developed are intended to act as foundational principles that help build the network rather than a prescriptive step-by-step guide.

Understanding the demand for opportunities for youth to get involved in climate solutions, FBC established a youth advisory committee in 2006, mandated to discuss climate issues relevant to young people in the BC region. Since then, FBC has expanded on their mission to include initiatives including CCSBC in order to provide youth with hands-on opportunities to learn more about climate change and create a network of youth to share their experiences with others.

Looking to the future

While these programs have increased engagement and provided valuable opportunities for youth to voice their position on climate change, FBC staff have collected critical feedback from youth and staff to further their work. Some of the key issues identified are that youth have few opportunities to participate in planning processes, particularly marginalized youth or youth in communities outside of Metro Vancouver.

This observation of youth being discounted from decision making processes has also been reiterated by a study in the Lower Mainland, despite the fact that youth are actively and strategically participating in important community activities (Gurstein et al., 2003). Given that young people, particularly marginalized populations, will be greatly impacted by climate change, it is critical that youth be involved in decision making in political systems in order to ensure intergenerational and intragenerational equity (Narksompong & Limjirakan, 2015).

It is especially important to involve young people that are low income, people of colour, or not attending post-secondary school because these youth typically lack opportunities to practice civic engagement (Augsberger et al., 2017), or are alienated from such processes (Wray-Lake & Abrams, 2020).

FBC Youth Program staff value youth innovation and strive to mobilize youth to become sustainability leaders by offering opportunities for youth to foster tangible skills and hands-on experience within local communities. Leveraging the ongoing work of staff and partners, FBC aims to create a larger-scale, cohesive climate network for youth in order to engage young people across the province, especially those in rural areas, to become more involved in climate advocacy.

Objective 1 **Align with FBC's existing goals**

Objective 2 **Utilize data from existing FBC programs**

Objective 3 **Incorporate FBC's current partnerships**

Objective 4 **Integrate lessons from other networks**

Objective 5 **Adopt an equity lens with youth**

Objective 6 **Provide opportunities for youth across B.C.**

Background

*T*he objectives were created in reference to the goals FBC set out for this project, while also including an equity framework as we recognized that youth from marginalized backgrounds may have particular barriers that affect their ability to participate in projects aimed at climate change mitigation.

THE FOCUS ON YOUTH

The key to protecting our climate future

Background

This question was at the core of the literature review, which was aimed to gain broader knowledge regarding the barriers and motivations youth have in participating in climate actions and engagement.

The research explored what barriers youth from small to medium as well as marginalized communities face specifically to engaging in climate action and solutions.

Additionally, the review examined examples of engagement strategies that had been used on rural and marginalized youth in the past in order to gain insights into the lessons learned and feedback from past projects which could inform the creation of FBC's youth climate network. For more information, see Appendix B.

Youth are often underrepresented in climate policy making despite young people being recognized as a necessary component to leading future solutions regarding climate change and resource extraction (Morgan 2020, Sally & Neas 2019, Narksompong & Limjirakan 2015). Youth engagement regarding climate change becomes all the more urgent in terms of rural youth as well, who are impacted both directly and indirectly by the effects of climate change and resource extraction in their community (Narksompong & Limjirakan 2015).

Nevertheless, Mackay et al (2020) describe how policy makers still continue to view youth as "disengaged and apathetic towards policy making" (pp. 3). Therefore, engagement with youth regarding climate solutions is often superficial and frames youth as "problematic, passive recipients of community social services" by policy makers (Narksompong & Limjirakan 2015, pp. 174)

Climate change is an urgent and intergenerational problem, with the impetus for young people to find long-term sustainability solutions. Therefore, finding methods to effectively and meaningfully engage youth, especially those living in medium to small communities as well as from diverse backgrounds, is essential. W

*Youth Education Programs
The Envrionemental Center (2021)*

METHODOLOGY

Research Approach

In our research, qualitative methods were used to better understand foundational principles of creating a youth network. The project was executed in three phases, with milestones for FBC staff input. The work plan can be found in Appendix A.

After reviewing relevant academic literature and case studies, we created an engagement plan to help refine stakeholder groups and our methodological approach (See Appendix C). Our approach incorporated a focus group and semi-structured interviews, all of which were completed virtually over Zoom.

In accordance with our partnership, FBC assisted in participant recruitment by reaching out to all stakeholders directly in order that FBC maintain these important relationships. In particular, the focus group participants consisted of FBC's Youth Advisory Committee (YAC), which was composed of

- 11 youth in the following regions: Greater Vancouver-Sea to Sky, Thompson-Okanagan, Kootenay-Rockies, Cariboo-Chilcotin, and Northern BC (See Appendix D, Figure 2).
- Youth ranged from ages 16-30, with eight (73%) youth identifying their age range between 19-25 years old (See Appendix D, Figure 3).
- Three (27%) youth self-identified as a visible minority, two (18%) identified as Indigenous, and one (9%) youth each identified as a newcomer or with a disability (See Appendix D, Figure 4)

The rationale to host a focus group with the YAC participants was to gather a range of youth perspectives and create an opportunity for youth to build off of one another's ideas. Considering the diversity of the group, it was also an opportunity to parse out potential nuances between regional successes and challenges.

Analytical Framework

In our analysis, the focus group and interview transcripts were uploaded to NVivo, a qualitative data analysis software program, where we coded the transcripts according to major themes that arose in discussion. Codes were then consolidated to categories that captured overarching themes; using this codebook, we were able to explore patterns and refine the discussions into key findings.

Focus Group

The two hour long focus group consisted of: (1) Introductions and an icebreaker discussion; (2) Breakout group discussions; (3) Plenary discussion (see Appendix E for complete focus group guide). To help encourage youth to speak to diverse and unique experiences, youth from different regions were placed together in small breakout groups of about five participants.

This was followed by a plenary discussion to harvest key themes from break group discussions, and then a final round of breakout group discussions. Yasaman acted as the primary facilitator in the focus group, leading the introduction and plenary discussions, while Lihwen and Helen acted as notetakers. During breakout group discussions, we each acted as both facilitator and notetaker. **Participant comments were anonymized to ensure confidentiality, as done so with all stakeholder comments.**
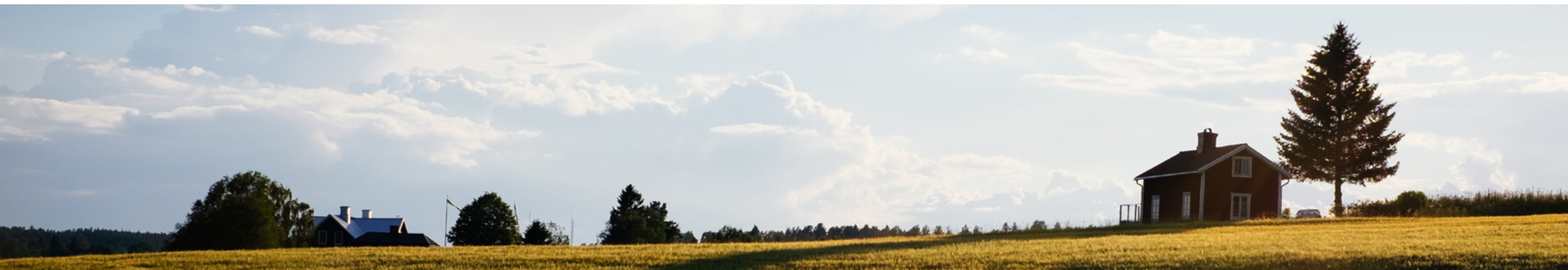
METHODOLOGY

Research Approach

Individual Interviews with Youth

Following the focus group, interested youth participants were asked to take part in a 45 minute semi-structured interview (see Appendix F for interview guides). Three youth participants were recruited for individual interviews, which were designed to build off of focus group discussions and allow participants to dive in-depth into significant themes and experiences. Interviews were conducted with two members of our studio team, one facilitator and one notetaker, to help create a safe, intimate space.

Individual Interviews with Service Providers

Additionally, a stakeholder analysis with input from FBC was conducted to identify specific stakeholders among partner and network organizations and FBC staff in order to recruit for additional semi-structured interviews. Such interviews aimed to draw deeply on stakeholder expertise and experiences, distilling lessons learned regarding engaging youth on climate solutions through a potential youth network.

In fact, a Focused Geographic Scope approach was used to gain deeper insights on a specific region selected by FBC with relatively low engagement and participation by youth in FBC programs in order to better understand the local context and help inform ways to improve engagement; the region selected was Prince George. (See Appendix C).

Ultimately, a total of 7 staff members from the following stakeholder groups were recruited:

- Partner organizations:
  » Prince George Native Friendship Centre
  » YMCA of Northern BC

- Network organization:
  » Indigenous Clean Energy

- FBC staff:
  » Two staff members from the Lower Mainland
  » Two staff members from Prince George

Each of the 45 minute semi-structured interviews with stakeholders were similarly conducted with two members of our studio team, one facilitator and one notetaker, to help create a safe space for discussion (see Appendix F for interview guides).

Individual Interviews with Existing Networks

Our team conducted case studies of pre-existing youth networks in Canada, including Indigenous Clean Energy and YMCA Community Action Network, in order to gain a stronger understanding of opportunities and challenges present in creating a youth network focused on climate change and sustainability. (See Appendix G).

Our team also spoke to staff members at various community organizations serving youth in Prince George to learn more about the specific opportunities and barriers youth face in participating in climate action in small to medium sized communities such as Prince George.

While the research team's **geographical focus in this report focuses on Prince George**, future considerations for this section are intended to be used in considering small and medium-sized communities across BC that may be similar to Prince George as well.

METHODOLOGY

Limitations

The COVID-19 pandemic has introduced challenges to our team in conducting research and public engagement. As engagement activities were conducted online, the team could only reach out to individuals who have access to reliable internet and computers. This may have posed a barrier to individuals who live in remote communities or have financial barriers to participating in online engagement. FBC actively removed financial barriers by offering honorariums to potential participants where possible.

Although we intended to interview and draw learnings from the Youth Climate Lab as a network organization, we were not able to do so due to time restraints. However, an FBC staff member was able to interview the organization, independent of this research.

Due to the qualitative research methodology and our limited sample size, the research team also cannot make any causal claims regarding youth participation in climate action in British Columbia. Additionally, this research project has a strong focus on youth participation in Prince George.

While we hope the lessons learned in the Prince George case study can be used to identify opportunities for youth engagement in other communities across BC, no two communities are identical and therefore the information presented with regards to Prince George cannot be used to make conclusions regarding the state of youth engagement in climate change in Prince George or in the Province of BC.

Positionality

We would like to acknowledge that this research is being conducted by individuals in urban settings in Vancouver BC and Winnipeg MB. The research team is therefore biased regarding the lived experiences of youth outside of these communities. The research team will not be making any prescriptive recommendations regarding engagement of youth in any specific community, but generalized findings from the research. For more information about our background, see Appendix J.

KEY FINDINGS

Establishing Belonging

After review and analysis of the focus group and interview data, our team has developed several key findings regarding future pathways to creating a youth engagement network for FBC.

The key findings section demonstrates the key findings identified by our team as well as future considerations for FBC in terms of next steps in implementing a youth climate action network in BC. These include the following themes:

1. *Establishing Belonging*
2. *Providing Learning Opportunities*
3. *Forwarding Financial Momentum*

Meeting Youth Where They're At

Youth are an incredibly diverse population group with a range of experiences and needs. Because of this diversity, it is important to meet youth where they're at by creating space for a spectrum of knowledge and experience with climate change.

This is critical for those that have been marginalized from such conversations and opportunities. Embracing diversity and offering more inclusive measures will ultimately help to establish a sense of belonging.

Acknowledging Varying Access to Opportunities

A number of youth highlighted that different communities have varying degrees of access to opportunities. Larger cities and communities generally have more opportunities to learn about and engage with climate solutions than small or medium-sized communities. As one youth said, *"I spent my high school years in a town of 50,000, and there were little [climate] opportunities."*

Other youth participants discussed how they lived in small towns and large age gaps existed after high school due to a significant number of youth leaving to gain work opportunities and post-secondary education outside their communities in larger cities. This circumstance made it challenging to foster youth networks, particularly for the purpose of discussing climate solutions.

"I just moved from a town of 1000 [people] and that age gap was a huge issue when trying to form groups [due to] differences in interest and experience."

The out-migration challenges surrounding fostering youth climate engagement was also noted in the literature as a key challenge regarding establishing a sense of connection between youth and their natural

environment (Hood et al 2011). Digital networks were viewed as an opportunity to provide youth who have left their hometowns with an opportunity to stay connected with the natural environment and foster a sense of responsibility towards protecting it (Hood et al 2011).

Therefore, an FBC youth network can be used to help with providing opportunities for youth in small and medium sized communities to foster connections to climate and to connect with their local community and initiate local action.

Adequate support should be provided to help ensure diverse representation and equitable access by all youth. Many youth and stakeholders discussed how more rural or remote communities can have difficulty accessing the virtual environment due to limited internet availability.

Thus, resources and reasonable accommodations should be considered in the recruitment and retention of youth, such as having opportunities for youth to phone into youth engagements instead of relying on internet-based

Future Considerations

1 **Provide technlogical resources** for remote youth to access FBC programming (laptop, internet, phone-in options) programs, as suggested by an FBC staff.

KEY FINDINGS

Establishing Belonging

Representation

Despite increasing awareness and efforts, Black, Indigenous, and People of Colour (BIPOC) are still typically underrepresented and/or marginalized from climate conversations. An FBC staff member shared how one of the cohorts of CCSBC had no BIPOC representation. As well, a youth participant highlighted a lack of representation among environmental issues explaining,

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"I think also for young people, this may not be the case in university, but in high school, there's a lack of diversity and visibility in different identities in the climate movement. This sends a message to young people on who environmentalists are and aren't…

…There's more to it than representation, but different identities, races, disabilities, other marginalized groups, so they feel that they're safe and welcome. That they're getting recognition for it. If they're not getting praised, they won't want to be a part of it."

A youth network should reach and include youth with diverse backgrounds and experiences, particularly those that have historically and continue to be impacted by oppressive systems.

A stakeholder also reinforced the importance of amplifying Indigenous voices when working on environmental and sustainability issues. They shared how in many Indigenous languages, there's a word that depicts that *"we're all one or interconnected, and that there's respect for all creation, a common origin."*

This holistic and integrated principle can provide insight into climate responses today and is important to amplify Indigenous Peoples' deep history and knowledge of the land. Moving forward, a youth network would benefit greatly from having Indigenous youth represented, sharing traditional knowledge and practices.

Future Considerations

(2) Prioritize **amplifying BIPOC and marginalized voices** in youth programming

Knowledge Spectrum

A wide spectrum of knowledge and experiences in climate exists for youth across BC. Some youth are highly engaged with climate issues and projects, while others have little knowledge on the topic. Regardless of where youth fall on this spectrum, creating a space where all youth have an opportunity to engage with climate issues is important. Without a welcoming space that acknowledges a variety of educational backgrounds or lived and work experiences, some youth may feel excluded or disconnected from the issue.

A youth participant described interest in an, *"opportunity to connect with youth at the same level as you,"* explaining how it can be disengaging to interact with youth that may have more knowledge or experience than yourself. Instead, the participant suggested creating a youth network that was inclusive to those beginning their climate journey along with those that were well versed and experienced, thereby offering space for all to grow in their climate journey.

Throughout the research team's focus group and interviews, it was highlighted that the network shouldn't become an *"echo chamber"* of all the same voices and perspectives, but still an opportunity for diversity with *"different backgrounds and experiences,"* as another youth said. Thus, engaging youth in a network must be a balancing act between youth with a similar level of experiences and youth with diverse perspectives and backgrounds.

Future Considerations

(3) Group youth with **shared knowledge and experiences** together

KEY FINDINGS

Establishing Belonging

Fostering Connections to Climate

Youth participants in Prince George discussed that due to their community's resource based economy, many residents disconnect environmental and economic sustainability and believe focusing on climate change could hurt their local economy and individual livelihoods. One participant noted,

> *"Prince George is a challenging place when it comes to environmental issues. It's a pulp mill town that has a lot of forestry at the core. These are industries that people typically think won't jive with environmental sustainability, so some don't believe in climate change".*

Additionally, during the COVID-19 pandemic, residents sense that climate change is not a priority, as the pandemic has led to growing financial instability for many residents, particularly evident in the large homeless population.

Participants expressed that it is vital to establish a connection between the issues youth care about and climate change for a climate network to be successful in communities like Prince George. One participant noted that there are opportunities to connect through shared interests, such as hiking.

Many youth in Prince George spend a lot of time participating in outdoor activities, who may not consider themselves as environmentalists. But, by helping these people make the connection between their recreation and climate action, it would increase youth engagement by "*bringing people together based on shared values.*"

Future Considerations

(4) **Leverage existing youth interests** to connect daily experiences to awareness of climate change impacts
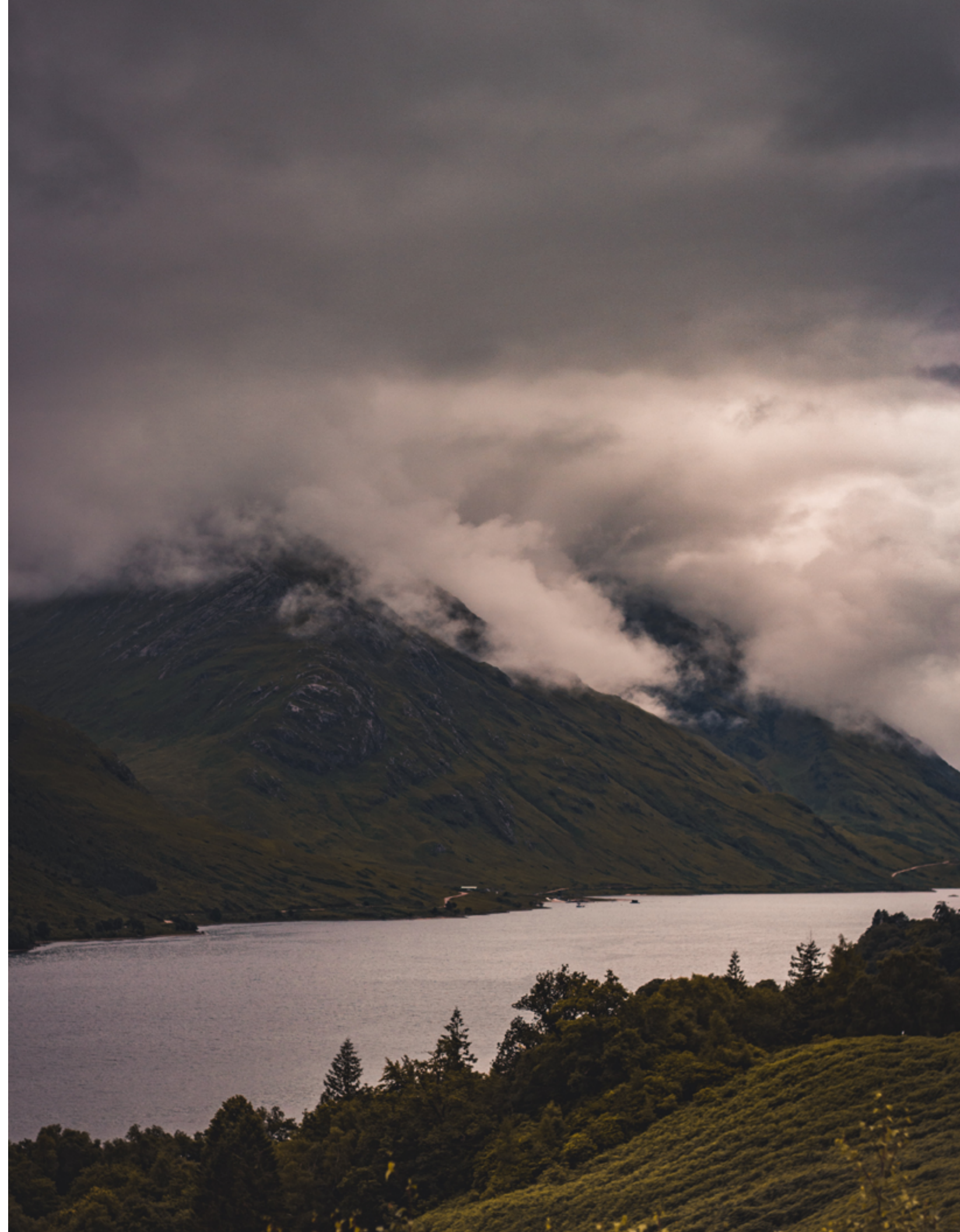
KEY FINDINGS

Providing Learning Opportunities

Complementing Education Systems

Staff and youth in Prince George specifically noted the lack of engagement opportunities for high school aged youth to get involved in climate change solutions outside of formal education channels. Youth noted there were several groups and clubs devoted to sustainability through the University of Northern British Columbia, however if youth were outside of the *"on campus"* culture, they were unaware of any formal organizations devoted to engaging high school age youth in sustainability.

Reaching a Younger Audience

FBC staff noted that the entire cohort in Prince George for CCSBC was university aged youth who attended University of Northern British Columbia (UNBC); when asked why that may be the case, FBC staff noted *"maybe we didn't do the best of recruiting younger folk, or maybe they're not interested, we're not sure. It's something we hope to work on in next year's initative."*

Additionally, staff noted

"I think when you're high school age, your priorities are different. When I think of me as a 16 year old, I don't think I was interested in school work. If we found a way from making it seem separate from education, I think we might be able to reach a broader audience".

As a youth participant emphasized,

"because youth in school age are going to be in post-secondary, if you inspire them at this age, you might see greater uptick in [climate] initiatives."

Future Considerations

(5) Conduct further **research on high school climate education** in BC and **opportunities outside of school curriculum** for youth aged 13-18

Filling the Gap of Climate Education

Contrary to our literature review findings that advised against climate change education as a tool for meaningful youth engagement, the interviews identified that education should be a central theme in youth-centered climate programming. This may be due to the fact that youth participants discussed not receiving much formal education regarding climate change while they were in highschool. One participant noted,

"I don't remember learning anything about climate change in school that I was aware of. I can't say that awareness came from formal education, but, from pop[ular] culture..."

"...My first experiences with climate change came when I was taking classes about climate in university. That's when I got passionate about it".

Nevertheless, literature found that climate change education in traditional school settings can lead to hopelessness and heightened anxiety among young people (Sally and Neas 2019, Narksompong & Limjirakan 2015, Hood et al 2011, Petrasek et al 2013).
The complete literature review can be found in Appendix B.

Therefore, these interview findings create an opportunity for an FBC youth network to develop new methods of teaching youth about climate, such as through peer-to-peer shared education which can help to instill hope and

Future Considerations

(6) **Create peer to peer youth opportunities** to support knowledge-sharing among youth and empower youth to take action on climate solutions in order to mitigate the negative consequences of climate change education noted in the literature.

KEY FINDINGS

Providing Learning Opportunities

Indigenous Traditional Knowledge

Youth participants also noted a lack of Indigenous Traditional Knowledge. As noted by one participant,

"I think it would be really beneficial across BC/Canada to learn more about Traditional Knowledge of Indigenous people."

Sharing Indigenous knowledge and perspectives in this way could foster more holistic climate solutions while amplifying historically marginalized voices.

Many Indigenous youth also want to engage more with traditional knowledge. As one partner organization shared regarding Indigenous youth,

"At our community night, we used to have one kid there, and then that kid would tell their friend, and then they would bring a friend, and then had to limit it to 10 volunteers for community night! Our kids took up the whole community night, they wanted to be part of those learnings, those cultural teachings, they wanted to be there, they wanted to learn."

Indigenous youth are eager to engage with their peers and learn more about traditional knowledge when given the opportunity. This engagement can help foster deeper connections among youth to their peers, community, and land, and can ultimately create more resilient climate solutions.

Future Considerations

⑦ Incorporate existing FBC programming on climate change and sustainability with **educational activities for high-school aged youth**

KEY FINDINGS

Forwarding Financial Momentum

Youth and FBC staff discussed that for any potential network to be successful, there needs to be sufficient financial investment for the program to ensure the network can be a meaningful platform for youth to engage in, and is not a program that will disappear due to a lack of funding or capacity by FBC.

Funding Cycles

An FBC staff member commented that,

"Having sustainable funding is important to develop momentum. CCSBC is based on a cyclical annual grant funding model, so the program is uncertain if it will secure funding for the next year. My Climate Story was funded through a collaborative model of government initiatives, partnerships and in-kind support, and didn'tdidn't have sustainable funding. My Climate Story started a lot of things and was unfinished because staff don't have capacity or funding to continue..."

"...a network needs to have sustainable funding to ensure it can continue and stand alone and be sustained over several years because I don't want to lose these connections with youth".

Addressing Harm

Unsustainable funding mechanisms and the restriction to plan programs beyond the short term can lead to less meaningful engagement. This may lead to youth feeling as though they are simply being, *"thrown into things but aren't being meaningfully engaged"* as one youth noted. Youth participants noted that when it feels as though they are not being meaningfully engaged it can be *"disheartening"*. This discontent in the length of engagement do more harm than good for youth participation in climate solutions in the long term and therefore must be addressed in the beginning stages of project development.

Impacts to Staff Capacity

Additionally, lack of funding leads to reduced staff capacity to work on youth engagement programs for FBC. An FBC staff member discussed how they are unable to hire full time employees to work on the youth program in a permanent capacity.

"Our funding is always limited, there's an end to it. When we recruit, we can't ever recruit for a permanent position, it's always a contract that expires depending on funding, 6 month, a year - naturally we get less interest because people want more security".

The nature of short term work periods provides a challenge to develop and sustain momentum for future projects aimed at youth engagement within FBC. Youth build trust by establishing an ongoing relationship with peers and staff. If the proposed network is to deepen trust and connections between local communities, FBC staff need to maintain consistent presence in the network in order to support ongoing youth engagement.

Future Considerations

8   Explore methods to provide consistent, multi-year funding options for potential FBC network to maintain and **accelerate financial momentum**

STAKEHOLDER LESSONS LEARNED

Through our network case study analysis and interviews with service providers in Prince George, we wanted to learn what some engagement practices were with young people. With the hopes that the lessons learned in Prince George can be transferable to improve youth engagement in other small to medium-sized communities across BC.

We differentiate this section apart from Key Findings due to the lessons learned in this section focuses on the logistics of implementing a network with a focused geographical scope, derived from service providers in Prince George.

Nevertheless, these findings are not encompassing the various and diverse communities in Prince George.

These include the following themes:

1. *Building from the Ground Up*
2. *Finding the Financial Edge*

Building from the Ground Up

Establishing Grassroots Awareness

In Prince George and communities where there is less climate awareness among residents, network and service provider organization staff recommended starting small on activities in order to build grassroots awareness among youth regarding climate change.

One respondent discussed,

> *"Start small. Let's have recycling bins on the street. Let's try to do a community garden or compost. Youth would probably be pretty receptive to doing some sort of sustainability project, but would have to start small."*

By starting small in tandem with previous considerations to build young people's education regarding climate change, a network could help to facilitate young people's behaviour change regarding the prevalence of climate change in their daily lives.

Growing from Within

Network staff recommended creating programming that is youth driven and provides opportunities for youth to learn that may not be mainstream. Network staff shared that,

> *"[Activities are] driven by what [youth] want...*
>
> *...My opinion is kids want to be part of something, want to do good...A lot of times, some kids don't belong in the mainstream, they're just waiting, and looking for that belonging...Unfortunately some of the more mainstream ways of learning don't fit for [youth]. We need to meet them where they're at."*

This method of youth driven programming and relationship building ensures that any potential network created by FBC would clearly meet the needs of the youth the network is aimed at engaging.

Stakeholders and youth participants highlighted multiple factors that help to engage youth and foster connection. As suggested by FBC staff, *"the opportunity for relationship building between youth is pretty important."*

As reiterated previously, this can be fostered by creating youth cohorts or small groups and peer mentorship opportunities. As a network professional discussed,

> *"the cohort model is phenomenal, knowing people are sharing experience together, peer to peer support, and to offer a bit of mentorship if [youth are] new to [climate issues]."*

Future Considerations

9 **Start with small commitments** and focus on programming areas where there is less climate awareness among youth

STAKEHOLDER LESSONS LEARNED

Building with Shared Values

Network and service provider organization staff echoed comments made by youth shaping climate programming through common values in order to increase engagement, especially in communities where there is less climate awareness. One staff member discussed in terms of building a network, *"When there's shared interest, the community has something to bond over"*.

Additionally, there would have to be common vision and goals between FBC, the community partners, and local youth around,

"Why are we going to this, what is the outcome, how can we help? Be sure to have a clear vision or guideline about it with clear outcomes and goals".

Ensuring the goals of the network are clearly defined and align with the values of the intended users therefore becomes critical for the network's success. Aligning FBC's goals with the values of young people can be a critical stepping stone in order to establish buy-in and interest among youth, especially those who are not yet activated in terms of climate change, to participate in a network.

Future Considerations

10 Create flexible structures and methods that r**espond to youth interests**

Finding the Financial Edge

Diverse Funding Source

Indigenous Clean Energy identified a diversity of funding types and funding pools to operate its programming by working with governments, corporations, foundations, clean energy companies, NGOs, educational bodies, and financial firms (Indigenous Clean Energy, 2020). The organization classifies itself as a social enterprise, with the objective of creating micro energy projects across Canada in addition to its Partnership Hub and ICE Network.

By leveraging its relationships, ICE works flexibly to fund its programs and to address current local challenges and capture new funding opportunities as they come up. ICE staff indicated that their program funding was based nationally from Natural Resources Canada (NRCan), MasterCard Canada Foundation, regional government, energy and transportation companies; and individual charitable donations. For more information on all network case studies, see Appendix G.

Evaluating Impact Investment

ICE Network utilizes a variety of angles to draw capital from different sources. By pooling resources within the organization, the shared funding would deliver climate projects, such as air quality or composting, to focus on impact investing in the network and its youth participants. For instance, the impact generated from the ICE Network's mentorship program is having alumni who would continue partnering with the organization after they finish the program, generating and amplifying diverse voices.

In order to assist in ensuring an FBC climate network is able to maintain long term and consistent funding, FBC may consider tapping into both private and public funding sources used by ICE in order to create a diversity of funding sources that does not make any program dependent on specific short term grants.

Future Considerations

11 **Diversify revenue beyond youth-centric funds** to incorporate partnerships between multiple sectors

12 **Integrate impact evaluation** to measure network success

FUTURE CONSIDERATIONS

In accordance with the key findings, we have created twelve considerations for FBC's consideration as the organization goes into the next phase of planning and developing a youth climate network. These future considerations are rooted in our team's key findings and aim at providing a foundation upon which network programming can be built.

The research team also encourages FBC to adapt these considerations to best reflect the local context of the various communities across BC that youth participants may be coming from in order to best meet the needs of young people across the province when building future youth programming, including a network.

1. **Provide technlogical resources** for remote youth to access FBC programming (laptop, internet, phone-in options)

2. Prioritize **amplifying BIPOC and marginalized voices** in youth programming

3. Group youth with **shared knowledge and experiences** together

4. **Leverage existing youth interests** to connect daily experiences to awareness of climate change impacts

5. Conduct further **research on high school climate education** in BC and **opportunities outside of school curriculum** for youth aged 13-18

6. **Create peer to peer youth opportunities** to support knowledge-sharing among youth and empower youth to take action on climate solutions

7. Incorporate existing FBC programming on climate change and sustainability with **educational activities for high-school aged youth**

8. Explore methods to provide consistent, long term funding options for potential FBC network to maintain and **accelerate financial momentum**

9. **Start with small commitments** and focus on programming areas where there is less climate awareness among youth

10. Create flexible structures and methods that **respond to youth interests**

11. **Diversify revenue beyond youth-centric funds** to incorporate partnerships between multiple sectors

12. **Integrate impact evaluation** to measure network success

FEEDBACK FRAMEWORK

Building Lasting Impact

Inspired by the financing models from our case study research and interviews, our team designed a nested model that distinguishes several phases of implementation. We understand that a youth network has many components and every community is unique in its potential and location. Therefore, our design organizes these challenges by incorporating the project objectives and lessons from network implementation to set a path towards building lasting impact. See Figure 1 for reference.

1. The **future considerations** provide guidance on establishing and sustaining a climate solutions youth network. The 12 considerations shape all parts of this model, connecting these network phases together. More importantly, it is at the center because it aligns the goals of the following model, *addressing objective 1*.

2. The **research and evaluation** implementation phase is a response to the unique local community context to gather initial information to understand how smaller hubs would position itself with the larger network. This phase's objective is to utilize data to determine if and how to connect youth into the larger network, *addressing objective 2*.

3. The **funding and development** implementation phase takes an approach that sources funding from local and regional funding sources that are not only youth-specific, but can be on topics such as social enterprise, innovation, microfinancing, energy, and health. This phase acknowledges that partnerships are critical to ensuring that success is shared with regional and local organizations. Shared success can foster relationships that continue beyond the program, *addressing objective 3*.

4. The **education and capacity** implementation phase delivers climate education and awareness across BC. This phase emphasizes the space to amplify diverse voices and to build capacity with BIPOC youth to influence the local conversations on climate change. The objective of this phase is to continue learning from one another and to adopt a more equitable dialogue, *addressing objectives 4 and 5*.

5. From our research, we found common components from each network that would help frame the implementation of this network. By designing the program with this agile and iterative structure, it keeps providing opportunities for **youth in local communties** to engage in climate solutions, while celebrating the nuances of local context, *addressing objective 6*.

Ensuring future planning ties back to project objectives
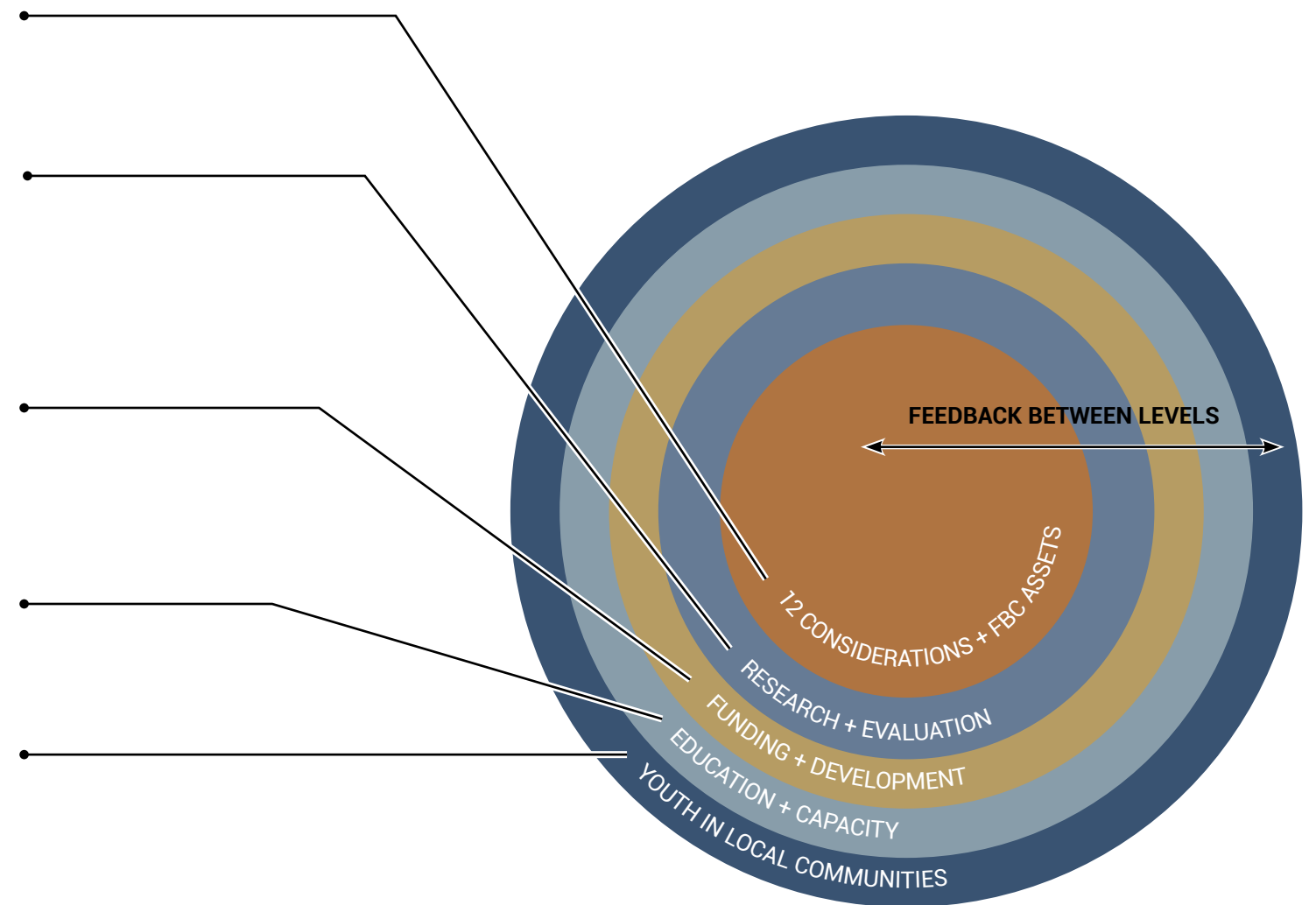

Figure 1. Nested feedback structure

CONCLUSION

Final Thoughts

This report provides FBC with the groundwork and pathways to create a Youth for Climate Change network that will amplify youth voices that are left out of discussions regarding climate.
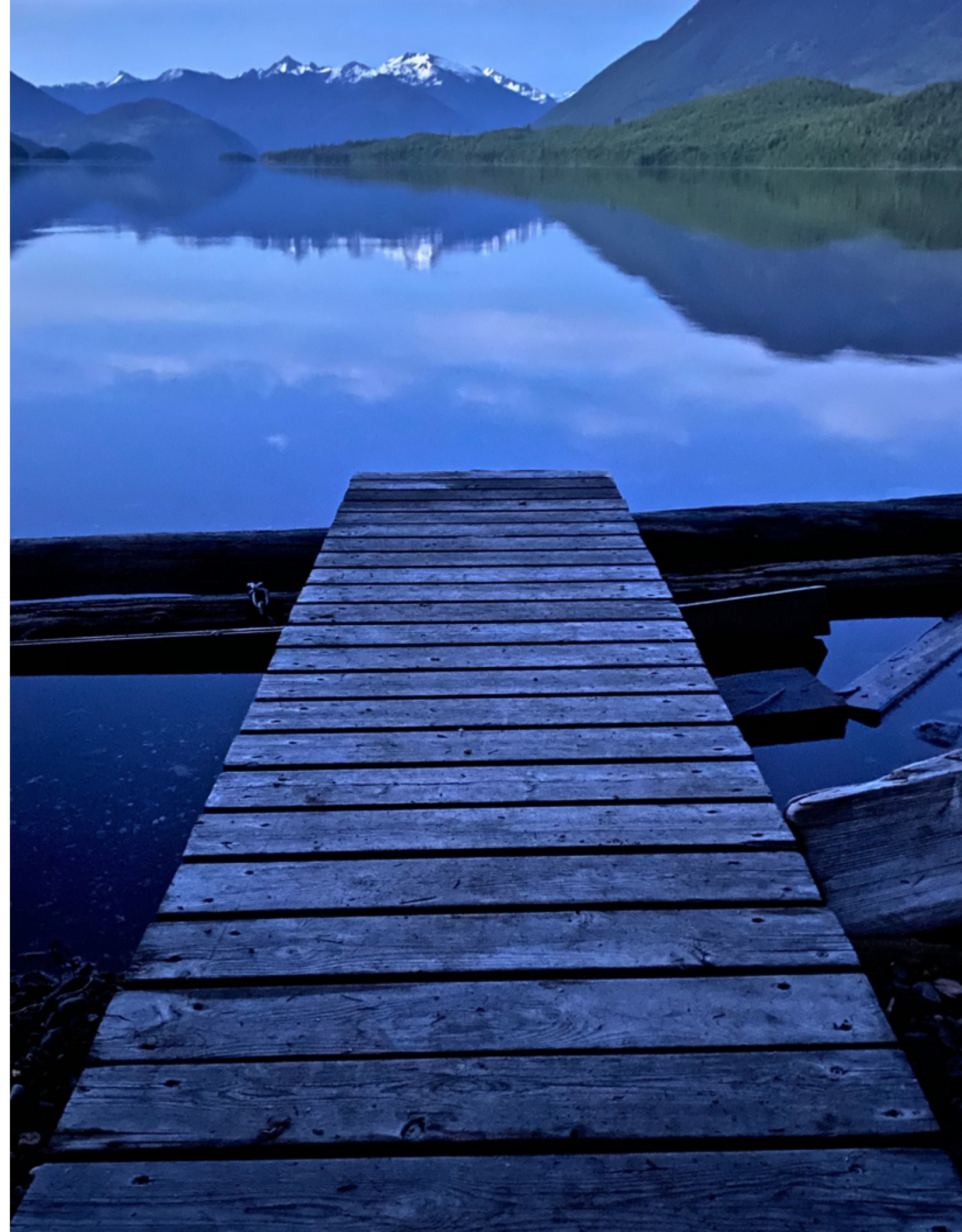
Our team has highlighted

• The value of creating a central space where young people can share their experiences and learn from their peers across the province.

• The importance of creating programming that allows sustainability practices to become more rooted in young people's everyday lives, where youth can create climate change solutions for their communities that they can take with them throughout their lives.

The findings demonstrate a strong desire by youth to engage with their peers about issues that are relevant with a desire to share the importance of sustainability with those who may not be as connected to climate change as impacting their own lives. Additionally, we have noted the importance of setting the tone to be hopeful and engaging while educating young people to increase climate awareness in communities where these conversations are absent.

The considerations made in this report are thus less prescriptive and are intended to be principles that root the foundation of a successful youth network. This includes allowing programming to be driven by the interests of youth, and prioritizing meeting youth where they're at, even if that means starting small in terms of sustainability projects in their communities.

Activating and connecting youth around climate change remains essential to maintaining the well-being of the natural environment for future generations. Through a network that facilitates the connection between sustainability and young people's daily lives and personal values, FBC has the best chance to ensure young people grow to be the next leaders of climate change solutions across BC.

APPENDICIES

A: Work Plan + Timeline

Investigation (Sept - Dec 2020)

Phase 1

- Research into existing regional networks (case studies)
- Literature review on youth engagement strategies (focus on non-urban communities, equity-seeking groups)
- Preliminary engagement options for FBC consideration

Listening and Learning (Jan- Mar 2021)

Phase 2

- FBC staff to confirm engagement option
- Combination of focus groups and interviews (youth, key stakeholders, FBC staff, and partner organizations)

Development (Mar - Apr 2021)

Phase 3

- Synthesis of research findings from Phase 1-2
- Creation of draft plan (considerations and framework)

Urban Utopia
Christina Su (2020)

B: Literature Review from Interim Report

Why youth?

Underrepresentation in climate change

While youth are often underrepresented in climate policy making (Morgan 2020, Sally & Neas 2019, Narksompong & Limjirakan 2015) there is a growing literature that recognizes youth as being a necessary component to leading future solutions regarding climate change and resource extraction. This is more important with rural youth, who are impacted both directly and indirectly by the effects of climate change in their community (Narksompong & Limjirakan 2015).

Despite a growing interest among youth towards climate action and activism, Mackay et al (2020) describe how policy makers still continue to view youth as "disengaged and apathetic towards policy making" (pp. 3). Therefore, engagement with youth regarding climate solutions is often superficial and frames youth as "problematic, passive recipients of community social services" by policy makers (Narksompong & Limjirakan 2015, pp. 174).

Nevertheless, climate change and solutions continues to be an intergenerational problem, with the impetus for young people to find long-term sustainability solutions , growing youth interest in climate change literature on how to meaningfully engage youth, especially with rural communities and diverse backgrounds.

Climate Change and Mental Health

Education regarding climate change in traditional school settings can lead to hopelessness and heightened anxiety among young people (Sally and Neas 2019, Narksompong & Limjirakan 2015, Hood et al 2011, Petrasek et al 2013). This sense of hopelessness can lead to apathy and disengagement regarding climate solutions (Sally and Neas 2019). Moreover, increased climate change education and awareness does not lead to "behavioral change" among youth (Narksompong & Limjirakan 2015, pp. 175).

To encourage behavioral change, Sally and Neas (2019) suggest that engaging youth in climate solutions must allow youth to use their creativity and foster collaboration to inspire hope for the future. Mackay et al (2020) echo this sentiment and specify that for rural and indigenous youth, it is vital to tap into young people's social networks and create methods for engagement that are relatable to them (pp. 2).

How do we work with youth?

Engaging Rural Canadian Youth

Studies exploring how to engage youth in rural BC, Newfoundland and Labrador, and the Arctic provide valuable insight as to how climate change has impacted the daily lives of young people in Canada.

Mackay et al (2020), speaking on Indigenous youth in rural BC, highlights the importance of creating opportunities for "collaborative learning, where students problem-solve together" as well as opportunities for cross-cultural learning from Indigenous youth across different nations (pp. 2). Family is viewed as a large driver for engagement, and being able to create strong bonds between youth, family, and the environment was seen as the most effective manner to engage youth on climate solutions.

Youth-driven activities and workshops that spoke to their interests, including music and dance are favoured in order to meaningfully engage youth. They can demonstrate a desire from policymakers to want to understand their point of view and go beyond superficial engagement which felt "extractive" to youth (Mackay et al 2020).

Mackay et al (2020) suggests "that expanding social networks can enable youth, particularly from remote communities, to tap into new opportunities which they may be otherwise unable to access in their own communities" (pp. 14). Mackay et al. argue that this method has the most potential for engaging youth in creating solutions to the unique problems posed by climate change in rural communities.

Lack of employment opportunities

Hood et al, describing youth in rural Newfoundland and Labrador, emphasised how communities with high levels of out-migration of young people occur due to the lack of employment opportunities, fostering apathy and disengagement around climate change. As the lack of opportunities is compounded with the perspective that youth do not see themselves tied to their home, young people do not see the issues of climate change as one that pertains to them. (Hood et al 2011).

Hood et al (2011) explain how "youth in the community who have expressed interest in environmental stewardship have few opportunities to learn about, or participate in, stewardship activities" which has led to a lack of engagement (pp. 622). Nevertheless, youth maintained that if there were increased opportunities to get involved, they would be interested in participating (Hood et al 2011).
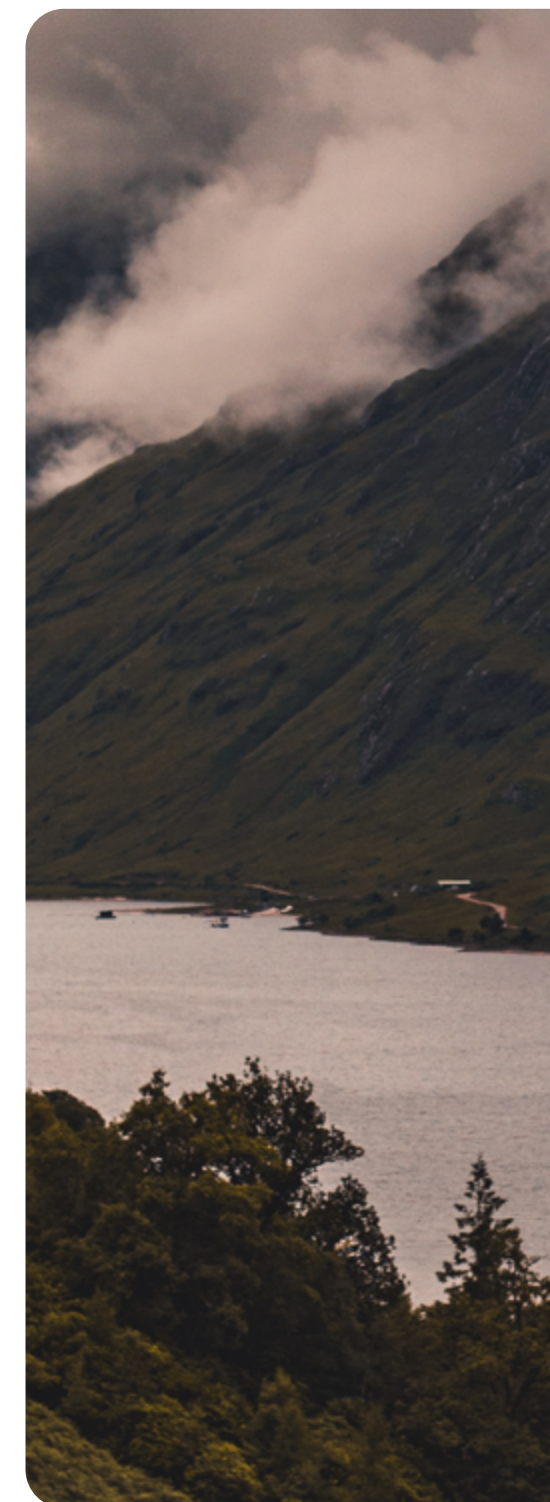
B: Literature Review from Interim Report

What is the importance of establishing roots?

Growing up in place

Petrasek et al (2013) describes how youth living in arctic regions have first hand experiences with the negative impacts of climate change on their day-to-day lives. Petrasek et al (2013) describe how most of the arctic economy is being threatened with warming temperatures, impacting the land through hunting and fishing.

Nevertheless, youth are disengaged because they feel that they have no place in policy making due to the lack of opportunity and involvement by decision makers. Instead of undertaking climate solutions, youth convey hopelessness and anger towards the loss of their natural environment (Petrasek et al, 2013). Despite youth have been mobilizing their own social networks to foster change. In arctic regions, this often happens with community and family elders, to learn adaptive strategies to keep the traditions alive if the snow no longer returns in the winter (Petrasek et al, 2013).

Petrasek et al (2013) recommends "not only can youth contribute unique and important perspectives, they represent the future leaders who will carry out adaptation strategies. These adaptation strategies should be developed in collaboration with youth so they are more effective and sustainable" (pp. 369).

Understanding local context and adult allies

Eberstein (2013) notes the various resources that can be used to engage marginalized youth in vulnerable communities. Eberstein signals the importance of "adult allies" in local community organizations to identify youth to form supportive networks of engagement (pp. 113). Adult allies can connect to youth through their shared experiences in order to build trust. Adult allies can also establish rapport through personal and organizational networks to engage youth with opportunities and resources (pp. 114).

Collaborating with adult allies is critical in remote communities, emphasizing the importance of partner organizations in youth engagement. Youth are drawn to opportunities that build skills for leadership and advocacy that includes, "academic literacy, public speaking, writing, project planning" (Eberstein 2013, pp. 114).

Programs such as CCSBC can be incredibly useful at engaging youth as they include hands-on experience while exvpanding their knowledge and expertise around climate solutions. Engagement opportunities should aim to eliminate barriers to participation that youth may face, including "allocating funds to cover all costs associated with participation or tap social and organizational networks to pay for these needs: activity costs, substantial after-school snacks and meals, project materials, transportation, and equipment required for particular activities" (Eberstein 2013, pp. 119). Additionally, Eberstein notes that organizers should have "flexible timelines" and consider the "unstable or challenging life circumstances" that limit youth participation (Eberstein, pp. 121).

How do we connect with youth?

Potential for Digital Networks

Sally and Neas (2019) describe that "one way" educational campaigns led by adults have been ineffective at engaging youth, whereas digital storytelling can be useful to get youth involved in climate action (pp. 6). Digital storytelling allows youth to use their own creativity to reflect on how climate change has affected their lives on their own terms.

A California project adopted a model similar to FBC's "My Climate Story", which allowed youth in high school to create videos and photo voice essays about their own climate change experience. It could inspire participants' sense of hope and form creative solutions to their climate problems. Digital storytelling's success demonstrates how it can expand and enhance a future climate advisory network by FBC.

In order to mitigate concerns related to "out-migration" of rural youth, Hood et al also recommends the use of "virtual stewardship", which maintains a sense of responsibility to youths' environment after they leave home for other opportunities (Hood et al. 2011, pp. 623). Hood et al. (2011) describe how leveraging young people's social networks through online forums can allow youth to build connections remotely. Therefore, Hood et al. (2011) recommend "engaging youth from rural communities in many virtual forms of environmental stewardship activities to encourage the protection of natural resources" (pp. 624).

Key Takeaway

T his literature review confirms the effectiveness of previous FBC projects in engaging youth including MCS and CCSBC while also providing insights as to how to gain participation from youth from marginalized backgrounds through partnerships with local community organizations and "adult allies".

Understanding barriers to participation youth face in various rural communities across Canada, and learning the various ways youth mitigate these challenges can also inform methods we will use to create considerations to FBC regarding the creation of a climate network.

C: Engagement Plan

In our first phase of our review, we identified literature ranging from youth engagement with climate solutions in urban and rural communities, exploring the topics of Indigenous youth; education; cross-cultural learning; mental health and well-being; and advocacy in decision-making.

What will the engagement inform?

Understanding the landscape

These key pieces of literature inform our understanding of the environment to situate the work and the key deliverables of this project. The case studies showcase multiple network approaches to creatively solving the challenges youth face in climate action, with a variety of tools and lessons to be learned across each case.

However successful these lessons may be for other networks, these creative solutions may not always translate into successful or relevant practice in our challenge statement. Working with youth to collectively form these inputs and decisions will lead to the highest degree of success in the implementation phase.

Incorporate appropriate local culture

This engagement will guide how the network incorporates the local culture that youth are working in, identify tangible opportunities that they can work within and to mitigate the barriers to participation. By utilizing youths' own experiences and providing local network opportunities to activate solutions, the network considerations can foster buy-in within their own communities and signal to other youth and partner organizations that great work is done all over the province.

British Columbia's youth community is spread out across many regions, each with their own community context and unique challenges. Shown in the Map of regions in (Appendix I), FBC's offices and working capacity reaches across BC, allowing us to work with a wide reach. The feedback developed through this engagement phase will help disaggregate that information so the network can include elements that can inspire local-regional connections and undergo scrutiny of its network funding feasibility.

What does success look like?

As we move through each phase, it is key that the engagement is supported by FBC's staff input on what success looks like. The following initial statements are preliminary and require further input and approval from FBC staff.

- **Incorporation of feedback** from Youth Advisory Committee in final draft plan.
- **Involvement from community partners** through participation and supportive partnerships.
- **Integrate perspectives** of marginalized youth and partner organizations to provide local context
- **To increase knowledge** of the importance of including youth in all planning processes.
- **To build support** of the creation of a Youth for BC Climate Solutions Network

This Place: Now, Then, Reimagined
Sylvie Stojanovski (2020)

Who's the audience?

Context

It is important to identify and understand which audiences will be engaged in phase. Below we have outlined the key audience groups that may potentially be engaged and how this engagement will address our project objectives.

Youth

Addressing Objective 6

6 **Provide opportunities**

As described in the literature, young people are often underrepresented in discussions regarding climate change and solutions, despite being a group that will be most affected by the consequences of climate change in the future. Therefore, it is important to know how they would like to be engaged and what barriers they feel are in place that inhibit them from getting involved.

We will engage with youth by participating in FBC's Youth Advisory Committee (YAC) meetings as well as engaging in one-on-one interviews from the committee and various communities. As FBC's programs range from 16-30 years of age, it is advantageous to gain insight from someone on both sides of the range as youth go through various life stage developments as they age.

Partner Organizations

Addressing Objective 3 & 6

3 **Incorporate partnerships**

6 **Provide opportunities**

It is important to understand what limitations youth in specific communities have to participate in climate action. By engaging with various community organizations, especially in rural communities, we will be able to utilize the organization's local knowledge and networks in order to gain a more nuanced and complex understanding of the strengths and weaknesses involved in creating a youth climate advisory network. Established partner organizations have the benefit of providing historical knowledge while new organizations can inject new perspectives into the conversation.

Fraser Basin Council Staff

Addressing Objective 1, 2 and 5

1 **Align goals**

2 **Utilize data**

5 **Adopt equity**

We wish to gain a broader understanding regarding past initiatives across FBC on how to engage youth and what considerations staff must examine in their decision-makings. In order to create meaningful considerations in our final report, it is important to gain internal knowledge regarding what has worked and what has not in the past in order to keep considerations as useful and relevant and possible. The considerations need to be grounded in achievable and measured actions to ensure the network is sustained into maturity.

Networks

Addressing Objective 4

4 **Learn from others**

We will be able to learn more regarding the operational and financial models of pre-existing climate networks in order to inform potentially similar models for FBC. By engaging network members, we will be able to learn from their successes and failures as to what has worked and not worked to engage youth in a meaningful way regarding climate solutions. These can be critically analyzed to identify new value streams for the network participants as well as for FBC's youth program.

How would we connect?

Focus Group

Addressing Objective 1, 4, 5 & 6

The focus group will provide a focused discussion with FBC Youth Advisory Committee (YAC) members on the engagement process and provide insights to what a youth network would look like across the province. Recognizing how a network would show up in their communities and how different communities work with others in the network. The focus group will have a representation of perspectives from all FBC regions and from the FBC Board of Directors liaison. Roles, responsibilities and resources will be confirmed with FBC staff.

Focus group format and discussion questions will be confirmed with FBC staff prior to the focus group, with us leading the engagement session, data collection, and report back to FBC Staff. FBC Staff will determine if a report back to YAC will be necessary.

1 Align goals
4 Utilize data
5 Adopt equity
6 Provide opportunities

Interviews

Addressing Objective 1 - 6

Interviews will be conducted with stakeholders, youth participants, and individuals who work on networks that can be found in the "Audience" section of this report. FBC staff will be the primary community liaison to establish initial contact, while we would be responsible for scheduling and conducting the interviews, informing FBC staff of the ongoing status of interviews.We will work with FBC staff to follow any guidelines with working with people who require consent and to remove as many barriers to participation.

Interviews may provide an understanding of the BC-wide and local context of different regions across BC, including the Cariboo-Chilton, North-Central BC, and/or the Thompson regions. Recruitment for interviews will prioritize stakeholders who come from rural communities. Participants can be identified as potential organizational partners, youth participants and network collaborators. **The number of interviews conducted will need to be confirmed in the scope of FBC's option selection with consideration of workload, time and budget constraints.**

In Phase 2 of the Studio project timeline, we will be creating and finalizing interview questions for FBC's review and approval.

These tactics need to be confirmed with FBC staff and SCARP instructors.

1 Align goals
2 Utilize data
3 Incorporate partnerships
4 Learn from others
5 Adopt equity
6 Provide opportunities

C: Engagement Plan Options

How do we work together?

Due to the limited time and budget constraints, the engagement process will need to be focused to achieve proposed timelines upon FBC staff consultation and approval. The scope to conduct an extensive engagement process that captures a wide geographic scope of youth across BC and the diversity of partner organizations was thoughtfully examined to produce two options for staff consideration as displayed in table 2..

Both options will incorporate the approaches of IAP2 principles of public participation (International Association for Public Participation, 2007), Arnstein's Ladder of Participation (Arnstein, 2019), Renn and Webler's normative theory of public participation (Webler & Tuler, 2000).

These options will be interviewing staff from partner organizations that work directly with youth to reach the local community. These established service providers impart a wide environmental analysis regarding youths' motivations and provide a conduit to connecting with youth they work with.

The options intend to engage youth for deeper insights regarding their daily experiences and challenges in their distinct communities. However, FBC staff will need to balance the scope with the limited time frame of the project, to achieve a reasonable scope by prioritizing FBC's vision of the network. Both engagement options will begin with a focus group with the YAC, informing the engagement process and overall project considerations. As the YAC represents a great diversity of regions and youths' individual intersections, their outputs will be fundamental to the project.

C: Engagement Plan

Option 1: Diverse Geographic Scope

The first option would ensure that all regions across BC are represented in the engagement strategy by working with partner organizations in order to provide a large breadth of knowledge regarding youth engagement across the province. Along with FBC's approval and connections, we would reach out to select partner organizations in each region to engage in an interview. The regions can be found in Appendix I.

This approach will provide more general feedback regarding barriers and opportunities to engage youth across BC, and may not be as focused on youth in rural or hard to reach areas. This option has a larger perceived workload for FBC staff, as they remain the community-facing liaison for us.

Option 2: Focused Geographic Scope

The second option will focus on a region selected by FBC with low engagement and participation by youth in FBC programs, but provide the largest room for improvement because of its number of established local partners. Analyzing the stakeholder lists that were used for CCSBC cohort outreach, the Williams Lake area provided the largest diversity of potential partner organizations to work with.

After consultation and final approval by FBC, we will work with FBC staff to connect with partner organizations in the Williams Lake region to understand the barriers for youth and ways they work to reduce those barriers. These interviews can provide more context of the local culture to better inform the implementation of considerations. This scope has the potential of working closely with organizations and can lead to future partnerships. This option has a moderate workload for FBC staff as it is important that they hold the community relationship after the Studio project concludes.

Table 1: SWOT Analysis of Options

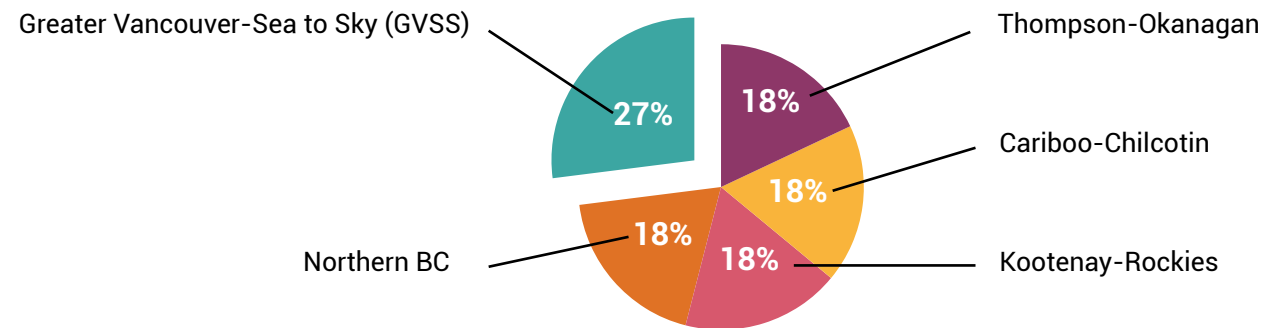|	Strength	Weaknesses	Opportunities	Threats
Option 1: Diverse	• More regional representation • Comparison across hubs	• Less focus on hard to reach communities • Less time on local nuances	• Utilize existing FBC relationships • Check in with old connections	• May appear transactional • High staff involvement
Option 2: Focused	• Prioritize focus on local barriers and opportunities	• Less regional representation • Unable to compare different hubs	• Utilize existing FBC relationships • Deepen relationships in community	• Individual relationships take more effort • Moderate staff involvement

D: Focus Group Demographics

Regions

Greater Vancouver-Sea to Sky (GVSS)

Thompson-Okanagan

Cariboo-Chilcotin

Kootenay-Rockies

Northern BC

27% 18% 18% 18% 18%

Figure 2. Where Youth Advisory Committee members reside

Age

16-18 (9%)

19-25 (73%)

26-30 (18%)
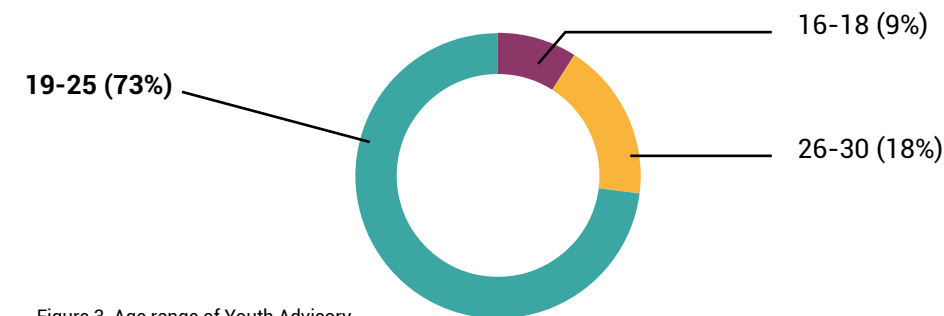
Figure 3. Age range of Youth Advisory Committee members

Background

9% 27% 9% 18%

- Visible Minority
- Indigenous
- Disability
- Newcomer
- Not applicable
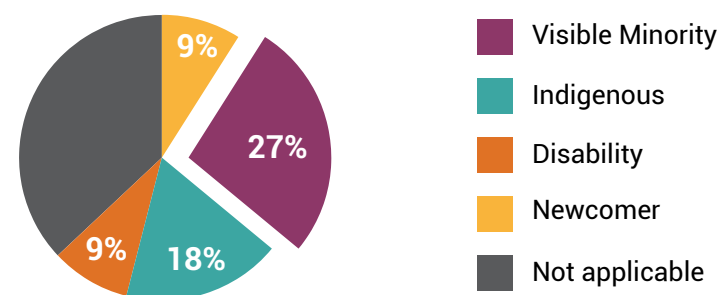
Figure 4. Additional background of Youth Advisory Committee members

E: Focus Group Guide

Agenda with Youth Advisory Committee Meeting
Thursday, January 28, 4-6pm PST

- Welcome and Overview
- Ice Breaker in Plenary
- Breakout Groups
- Shared Lessons between Regions
- Wrap up

Roles: Yasaman (Lead Facilitator), Helen (Time checker), Lihwen (Mood checker). Everyone facilitates breakout session notes*.

Focus Group Questions

- How do you network? Why do you use these networks?
- How would you like to engage with climate solutions in a FBC network?
- What are the opportunities that you experience in your own community in addressing climate solutions? Any differences between rural and urban communities? (networks, programs, etc)
- What are the barriers that you experience in your own community in addressing climate solutions? Any differences between rural and urban communities? (access to reliable technology, etc)
- What is FBC currently doing that can be connected to a future network?
- What values/motivations would make a network successful?
- What are some things about a network that would turn you away?

*Youth Advisory Committee Notes and Analysis have been separated from this report and can be obtained with FBC Youth Program staff.

F : Individual Interview Guide

Following our discussions regarding interview audiences and how these interviews address our broader project objectives, we have drafted up some interview questions for youth, Prince George community organization staff, FBC staff and network staff.

Youth interviews
For youth, we have taken the questions that garnered the most feedback from youth in the focus group and reworked them to be more specific to an individual's experiences and learn about their personal experiences with climate action in their communities.

1. Tell us about your community, what opportunities are there currently to get involved in climate solutions where you are?
2. How did you get involved in climate solutions/FBC? Why is it important to you?
3. What was your school's climate change curriculum like?
4. Are you a part of any networks right now? What components do you like/don't like about them?
5. What would you identify as barriers for participating in climate change solutions in your community? For you personally?
6. If FBC were to create a youth climate network, what are some activities/opportunities you would like to see?
7. What would you like to get out of joining a climate network?

Prince George Community Organizations
For the community organizations, we are seeking to gain a bit broader and nuanced perspectives regarding the opportunities and challenges a youth climate network would face in their community with the knowledge they have with regards to the youth they have served in their community over the years.

1. Tell us about your community, what opportunities are there currently for youth to get involved in climate solutions where you are?
2. Does your org provide opportunities in the climate space? Why or why not?
3. What would you identify as some of the main challenges facing your community, and specifically young people in your community today?
4. What would you identify as a barrier for youth to want to get involved in climate solutions?
5. What challenges are there for youth getting involved in climate solutions related to living in a remote community?

Pre-existing Networks (ICE and YCL)
For networks, we are trying to learn best practices and lessons learned regarding operating a network, including financial sustainability and youth engagement.

1. How did your organization begin? What was the need you were trying to address?
2. How has your organization evolved? Are there things you would have done differently in the beginning if you could go back?
3. How is your network connecting with youth? Has this changed over time?
4. What is your funding and governance structure like? Why did you choose this structure as opposed to something else?
5. What has been one of the biggest lessons you've learned since starting at this organization?

FBC Staff
Lastly, for staff we are seeking to understand how the youth program at FBC fits within the broader organization's goals and what operational opportunities and challenges there may be for staff regarding operating a youth climate network.

1. How does the youth program operate and work with the larger FBC organization? Who do you report into / advise with?
2. What are some challenges that you've come across in your work in the organization?
3. Can you share how your annual work program is like? Are there side projects off the side of your desk?
4. How is working with youth organizations that are based in your local community compared to working with youth organizations around BC?
5. Do you still keep in contact with youth that have finished the CCSBC programs?

*Potential participants were contacted through FBC staff, intending to ensure the relationship is maintained with the organization.
**FBC staff were able to provide a honorarium to external interviewees for their support on this project.
***Youth Climate Lab was not interviewed by SCARP due to scheduling conflicts while FBC was able to connect with YCL independently.

G: Case Study Analysis

Case Study Rationale

Fraser Basin Council provided us with ten networks focusing on youth and/or climate which have potential to draw learnings from and serve as inspirational models for a future FBC youth climate network. We reviewed and evaluated each network based on a number of guiding objectives and criteria, such as their youth network structure, financial models, and involvement of rural or marginalized participants; these notes can be found in the Case Study Analysis (see Appendix G).

Our guiding rationale was influenced by the following questions:
- How do youth engage with one another? (online, in person, etc)
- Is it fully or semi-autonomous?
  » If semi-autonomous, how do organizations or institutions support the network?
- Size of the network?
- Location of the network?
- How do you join the network or who decides who joins the network?

How did we compare?

After reflecting on these questions, a note-taking template was created to refine such questions into key themes with sub-questions, and to ensure a degree of consistency while researching each network. Detailed notes on each network can be found in the Case Study Analysis (See Appendix G).

These themes included:

1. **Key Partners** (Who are they? What do they do? Who leads it?)
2. **Key Activities** (What activities do the right hand side of the canvas require?)
3. **Key Resources** (What do we need to achieve the right hand side of the canvas?)
4. **Value Propositions for the Community** (What value are the networks providing? What problems are the networks solving for them?)
5. **Participant Relationships** (What form of relationships do youth have with each other?)
6. **Channels** (Through which channels do they use to reach participant segments?)
7. **Participant Segments** (Who are we creating value for? Importance of certain participants?)
8. **Cost Structure** (What are the most expensive resources and activities? Compensation awarded?)
9. **Revenue Streams** (What are some funding streams? Are any of them complimentary or exclusive of each other?)

Case Study Analysis

To better understand the relative strengths of each network, we developed a decision matrix to analyze networks collectively, as displayed in **[Table 2]**. The matrix includes key objectives that align with FBC*'s* youth network vision, along with evaluation criteria that measures such objectives. We then assessed on how well each objective was met using a likert scale of (1) does not meet objective; (2) partially meets objective; (3) mostly meets objective; and (4) fully meets objective, which resulted in a total score.

Accordingly, *Indigenous Clean Energy (ICE)* and *Youth Climate Lab* (YCL) were found to be the most relevant and have the most potential for informing the creation of a similar network for FBC. Key learnings can also be drawn from each network as each network has its own unique strengths and approaches.

Some of these lessons learned include:
- Building awareness and capacity of mental health through youth-led networks
- Organizational partnerships can help build financial capacity
- Peer coaching sessions build youth expertise and knowledge in meaningful ways

Observing ICE and YCL together, both networks complement each other's strengths and weaknesses. By further researching both networks, we can display a significant range of strengths that can be applied to FBC*'s* network.

Indigenous Clean Energy Network (ICE)

Assessing ICE in particular, ICE directly furthers climate and sustainability solutions while engaging with rural and diverse communities. The organization does this through their focus on building the capacity of Indigenous communities across Canada to be leaders in clean energy projects. ICE also has a diverse revenue stream, receiving funding from various levels of government, Crown transportation corporations, and private-energy corporations. As well, ICE has attained charitable status for funding, which incentivizes donations for individual donors. Moreover, ICE is working towards developing a clean energy training and careers program for Indigenous youth to help foster their ability to create sustainable solutions.

This Place: Now, Then, Reimagined
Sylvie Stojanovski (2020)

Youth Climate Lab Network (YCL)

In comparison, YCL*s* strengths primarily lie in its global focus to connect, educate, and mobilize youth on climate issues through a variety of approaches. For instance, YCL*'s Greenpreneurs* competition is a green entrepreneurship incubator that supports youth worldwide to develop solutions that address sustainability challenges. Through programs like these, YCL offers youth a range of opportunities to gain relevant skills, cultivate innovative ideas, and even financial support to implement youth-led climate solutions. Additionally, YCL offers creative opportunities to engage with climate issues, such as through their virtual art gallery and *Climate Creatives Camp*, a program which bridges climate education with performance art to reimagine climate futures. With a diversity of approaches, YCL reaches a large network of youth and connects youth to climate issues through various mediums.

While the decision matrix displays ICE and YCL as the strongest networks as aforementioned, it is important to note that the matrix is an imperfect tool to help identify and compare strengths between networks based on the objectives outlined; new learnings can still be drawn from understanding other network's distinct focus, approach and funding models.

Other Lessons

While *Jack.org* does not immediately stand out within the decision matrix, it is an important network to highlight because of its focus on building youth capacity to address mental health issues. As aforementioned in the literature review, addressing climate issues can raise feelings of anxiety and thereby lead to disengagement. In this way, it is integral that we draw learnings from *Jack.org's* approach to providing mental health resources for youth and building capacity for youth to foster positive change.

Other lessons learned that can be drawn from several networks is the importance of leveraging organizational partnerships, which can aid in diversifying revenue sources; for instance, *Climate Reality Canada* partnered with the *David Suzuki Foundation* to leverage their financial and human capacity. As well, *Pivot 2020* showcases its peer support network by offering individual and group coaching sessions on tangible employment skills, thereby helping ensure youth are able to grow their expertise and leadership.

Table 2: Decision Matrix Analysis

		Network Alternatives									
		Village Vancouver	**Pivot 2020**	**Climate Reality Project**	**Sunrise Hub**	**Jack.org**	**CityStudio**	**Global Shapers**	**Student Energy**	**Indigenous Clean Energy**	**Youth Climate Lab**
		Volunteer-driven Metro Vancouver network facilitating neighbourhood connections and resiliency	Network that is developing an open-data set of information based on research by youth, for youth	Canadian charity organization that raises awareness about urgent climate issues	Network connecting youth to their local community, and leveraging political campaigns to further climate action	Canadian charity that trains and mobilizes youth on mental health issues	Innovation hub uniting students, faculty, city staff, and community to co-create sustainable projects	Global network of youth addressing local and global needs and challenges	Global youth-led organization mobilizing youth capacity to advance sustainable energy transitions	Social enterprise that advances Indigenous inclusion in the clean energy sector	Global non-profit empowering youth to develop creative, sustainable climate projects
Objectives	**Evaluation Criteria**										
Builds a youth network	Includes and is centered on youth	2	4	2	3	4	4	4	4	3	4
Participants have autonomy to develop and implement solutions	Provide tangible opportunities for participants to develop and implement solutions	3	1	1	2	2	4	4	3	3	4
Furthers climate and sustainability solutions	Addresses climate and sustainability challenges	2	2	4	4	1	3	2	4	4	4
Network and projects are financially sustainable	Network has a diversity of revenue streams	1	3	4	4	4	4	2	3	4	3
Engages rural and/or marginalized communities	Actively includes and integrates rural and/or marginalized voices	4	1	2	2	4	2	3	2	4	3
Engages participants from different regions	Provides opportunities for participants to connect with others from different geographic areas	1	4	4	2	3	2	4	4	4	4
	Total Score	13	15	17	17	18	19	19	20	22	22

Legend:
- 1 = Does not meet objective
- 2 = Partially meets objective
- 3 = Mostly meets objective
- 4 = Fully meets objective

G: Case Study Analysis

CityStudio

Key Partners	Key Activities	Value Propositions for the community	Participant Relationships	Participant Segments
Who are they? What do they do? Who leads it? • Innovation hub, uniting city staff with post-secondary students, faculty, and community members • Partners: City of Vancouver and local post-secondary institutions.	*What activities does it require?* • City of Vancouver projects, and growing CityStudio model globally.	*What value is the network providing? What problems are they solving? (equity)* • Solutions developed for local municipal issues by local youth. • Hands-on opportunities for youth to develop innovative City solutions. • Inspire greater youth civic engagement. • Opportunities for the community to engage with youth projects.	*What form of relationships do youth have with each other?* • Youth primarily work in small project groups based on their academic institution.	*Who are we creating value for? Importance of certain participants?* • Creating opportunities for post-secondary students to mobilize and develop solutions to local challenges.
	Key Resources *What do we need to achieve this?* • Partnerships with municipalities, academic institutions.		**Channels** *Through which channels do they use to reach participant segments?* • Academic institution networks.	

Cost Structure	Revenue Streams
What are the most expensive resources/activities? Compensation awarded? • City staff salaries and operational costs	*What are some funding streams? Are any of them complimentary or exclusive of each other?* • Civic and academic partners, donations from local businesses and community.

Global Shapers Network

Key Partners	Key Activities	Value Propositions for the community	Participant Relationships	Participant Segments
Who are they? What do they do? Who leads it? • Global network of youth (18-27) addressing local and global challenges and needs, from disaster recovery to climate change issues. • Founded by the World Economic Forum.	*What activities does it require?* • Local and regional projects, addressing diverse issues and needs.	*What value is the network providing? What problems are they solving? (equity)* • Holistically address global challenges, including environmental, social, education and employment issues, through local youth teams.	*What form of relationships do youth have with each other?* • Regional groups self-organize and collaborate on projects based on interest. • Cross-pollination through regional/international showcases.	*Who are we creating value for? Importance of certain participants?* • Amplifying youth voices and ideas by equipping youth with knowledge and skills to drive action.
	Key Resources *What do we need to achieve this?* • Global staff to connect hubs, encourage collaboration.		**Channels** *Through which channels do they use to reach participant segments?* • Largely social media, website	

Cost Structure	Revenue Streams
What are the most expensive resources/activities? Compensation awarded? • Projects, staff (payroll costs?)	*What are some funding streams? Are any of them complimentary or exclusive of each other?* • Primarily dependent on World Economic Forum through financial and in-kind contributions (staff time, technology tools, etc). Donors (Salesforce, Social Enterprise Institute) and grants.

Climate Reality Canada

Key Partners	Key Activities	Value Propositions for the community	Participant Relationships	Participant Segments
Who are they? What do they do? Who leads it? • Canadian component of global movement to raise awareness among Canadians about urgent climate issues. • Charity organization. • Provide training by Al Gore. • Partnered with David Suzuki Foundation.	*What activities does it require?* • Trainings, engaging the public through presentations, promoting initiatives to solve the climate crisis.	*What value is the network providing? What problems are they solving? (equity)* • Skills and resources to develop presentations addressing urgent climate change issues and climate sciences.	*What form of relationships do youth have with each other?* • Some focus on presentations for youth in schools (age 10 and +). • Some relationship building during training sessions. Otherwise mainly through presentations. • National reach, though mainly in urban centres. Lacking in territories.	*Who are we creating value for? Importance of certain participants?* • Educating the public on urgency of climate change, to encourage the public to take action.
	Key Resources *What do we need to achieve this?* • Mentors, regional organizers.		**Channels** *Through which channels do they use to reach participant segments?* • Website, social media	

Cost Structure	Revenue Streams
What are the most expensive resources/activities? Compensation awarded? • Mentors, organizers - annual/monthly honorarium	*What are some funding streams? Are any of them complimentary or exclusive of each other?* • David Suzuki Foundation, Gov of Canada, foundations, CN, donations.

Indigenous Clean Energy (ICE) Network

Key Partners	Key Activities	Value Propositions for the community	Participant Relationships	Participant Segments
Who are they? What do they do? Who leads it? • Social enterprise that advances Indigenous inclusion in clean energy sector • Work in 4 areas • ICE Network director: Ian Scholten • Director of Strat Partnerships and Comms: Terri Lynn Morrison • CoLabs: Bonnie Van Tassel	*What activities does it require?* • Cross-share resources, CoLab forums to network and knowledge share. Youth training and career programs to come	*What value is the network providing? What problems are they solving? (equity)* • Enable collaboration on projects • Allow individuals to dive deeper into a topic through access to articles, presentations, tools • Foster continued learning on clean energy news • Support collective action on key issues	*What form of relationships do youth have with each other?* • Collaborators, mentorship	*Who are we creating value for? Importance of certain participants?* • Share funding, programming and jobs with each other
	Key Resources *What do we need to achieve this?* • Partnerships/collaborators • Board of directors		**Channels** *Through which channels do they use to reach participant segments?* • Online platform	

Cost Structure	Revenue Streams
What are the most expensive resources/activities? Compensation awarded? • Online platform • Maintenance of network (staff hour)	*What are some funding streams? Are any of them complimentary or exclusive of each other?* • Free membership • Charitable status for funding: NRC, Federal and Provincial gov, Energy companies, Transportation crown companies

Jack.org

Key Partners	Key Activities	Value Propositions for the community	Participant Relationships	Participant Segments
Who are they? What do they do? Who leads it?	*What activities does it require?*	*What value is the network providing? What problems are they solving? (equity)*	*What form of relationships do youth have with each other?*	*Who are we creating value for? Importance of certain participants?*
• They partner with individual students to bring on sponsorship, recruitment, activites. • It is designed to each unique student chapter. They initiate start up fee but will eventually shift the funding model to the student club and sponsorships.	• Talking Speakers (List of people to come to event) • Online educational resource • Jack summits • Jack chapters • Jack talks **Key Resources** *What do we need to achieve this?* • Board • Network representatives	• Utilize youth to hire them to connect with more youth • Want to make it comfortable to talk about mental health • Have talks to bring out a peer to peer connection	• Only within student chapters. They can also opt into the summit. People often go through trainings together as well. **Channels** *Through which channels do they use to reach participant segments?* • Online, Social Media, Summit	• Peer to peer presentations • Connection on common interests

Cost Structure
What are the most expensive resources/activities? Compensation awarded?
• Staff (35+) - most are marketing, finance, fundraising (biggest)
• National Summit
• Speaker, Chapter creation expenses

Revenue Streams
What are some funding streams? Are any of them complimentary or exclusive of each other?
• Corporate Sponsorship (Banks, insurance companies, government, telecommunications, retail, recreation), Foundations, Nearly half of donations are from government
• Donations (50%)

Sunrise Hub

Key Partners	Key Activities	Value Propositions for the community	Participant Relationships	Participant Segments
Who are they? What do they do? Who leads it?	*What activities does it require?*	*What value is the network providing? What problems are they solving? (equity)*	*What form of relationships do youth have with each other?*	*Who are we creating value for? Importance of certain participants?*
• Youth network that have people opt into local networks in their own community (school, city, town, workplace) • Utilize political election timeline to pressure government to adopt Green New Deal • Cofounder/ED: Varshini Prakash	• Trainings • Elect champions • Community organizers **Key Resources** *What do we need to achieve this?* • Online platform, staff resources to share information and make connections	• People power: donations, volunteer through active support • Political Power: public officials • Political alignment: grouping of social, economic, and political forces on a shared agenda	• Local relationships, but limited interaction across the country **Channels** *Through which channels do they use to reach participant segments?* • Online platforms (social media, email) • Phone calls	• Localized organization that has tangible, unique action that is reflective of their own needs.

Cost Structure
What are the most expensive resources/activities? Compensation awarded?
• Political campaigns to make calls
• Trainings and resources for leaders to build power and organize
• Provide training and coaching

Revenue Streams
What are some funding streams? Are any of them complimentary or exclusive of each other?
• Grassroots donations (monetary, service)
• Volunteer base for online or in person

Student Energy Network

Key Partners	Key Activities	Value Propositions for the community	Participant Relationships	Participant Segments
Who are they? What do they do? Who leads it?	*What activities does it require?*	*What value is the network providing? What problems are they solving? (equity)*	*What form of relationships do youth have with each other?*	*Who are we creating value for? Importance of certain participants?*
• BRICS Youth Energy Agency • Clean Technology Hub • European Youth Energy Network • Jonge Klimaatbeweging • Leading Change • Sustainable Energy for All • SDG7 Youth Constituency • Energy Policy Group Romainia	• Student post-secondary clubs • Mentorship **Key Resources** *What do we need to achieve this?* • Skill building • Mentors • Board of Directors	• Collaborate with government, companies to facilitate youth engagement • Youth-led energy solutions • Space for youth to be change agents • Encourage what is appropriate for their community	• Learning workshops together • International Student Summit **Channels** *Through which channels do they use to reach participant segments?* • Online website • Self-selected social media	• Post-secondary students • Energy Sector actors • Alumni Network • Entrepreneur incubator • Fellowship program (10 months) • Indigenous Youth Energy Summit https://studentenergy.org/program/sevengen/

Cost Structure
What are the most expensive resources/activities? Compensation awarded?
• Full staff team across two cities (20+ people)

Revenue Streams
What are some funding streams? Are any of them complimentary or exclusive of each other?
• Registered charity, corporate sponsorship, grant, program income
• Suncor, Eco Canada, North Growth Foundation, Microsoft, Venovus, Fortis, Real Estate Foundation.
• Majority of partnerships are resource sector and corporate foundations

Pivot 2020

Key Partners	Key Activities	Value Propositions for the community	Participant Relationships	Participant Segments
Who are they? What do they do? Who leads it?	*What activities does it require?*	*What value is the network providing? What problems are they solving? (equity)*	*What form of relationships do youth have with each other?*	*Who are we creating value for? Importance of certain participants?*
• Connect a network of young people with similar ideas around city-building and future employment. • They will work to develop an open-data set of information from interviews, surveys of youth by youth. • Led by SFU Wosk Centre for Dialogue (Robert Barnard) • Canadian Council for Youth Prosperity	• Data collection intended to be open source set that can inform how youth can be a part of covid recovery. • Turn into work opportunities **Key Resources** *What do we need to achieve this?* • 14 Coordinators in each city • Online platform	• Index that can help governments and companies plan better for city-building • Develop jobs for youth to shape COVID-19 recovery • Connect a network	• Could be from school programs, similar adjacent networks and jobs. • Relationships mainly from surveys and interviews, then to create a network. **Channels** *Through which channels do they use to reach participant segments?* • Website, blog, social media	• Youth can connect with youth coordinators in other cities. Share knowledge on shared interests

Cost Structure
What are the most expensive resources/activities? Compensation awarded?
• Staff time - 14 coordinators, 130 teams, 1040 team members
• (Co-op student position)

Revenue Streams
What are some funding streams? Are any of them complimentary or exclusive of each other?
• Government of Canada (Ministry of Employment)
• SFU Mosk Centre for Dialogue
• Canadian Urban Institute
• Tamarack Institute
• Institut de Nouveau Monde
• RBC Future Launch

Village Vancouver Transition Society - Transition Village Support

Key Partners *Who are they?* *What do they do?* *Who leads it?* • Connecting communities to form groups to share knowledge and build local capacity • Transition groups can consist of towns, villages, cities, universities, schools. The approach is used in over 50 countries in thousands of groups	Key Activities *What activities does it require?* • Range of community activities, depending on the desires of the community (skill share, food market, street carnival) Key Resources *What do we need to achieve this?* • Community organizers	Value Propositions for the community *What value is the network providing?* *What problems are they solving? (equity)* • Foster a sense of belonging and community. Creation of informal networks. • Transition groups address local challenges and problems in their own communities	Participant Relationships *What form of relationships do youth have with each other?* • Build relationships with community members within their neighbourhoods or schools Channels *Through which channels do they use to reach participant segments?* • Online platform, email • website	Participant Segments *Who are we creating value for? Importance of certain participants?* • Addressing local issues by crowdsourcing solutions in order to benefit the community holistically and further social justice issues and sustainability.
Cost Structure *What are the most expensive resources/activities? Compensation awarded?* • Human capacity to organize groups • Communication. • Provide training resources to help form transition groups • Maintain international hubs			Revenue Streams *What are some funding streams? Are any of them complimentary or exclusive of each other?* • Grants from charitable trusts, foundations, donations (Turdor Trust led to a shared governance model) • Program-based funding attached to certain funders • Largely dependent on relationship from Board of Trustees. • Seed funding establishing to start new international transition network	

Pivot 2020

Key Partners *Who are they?* *What do they do?* *Who leads it?* • Youth for youth global non-profit, based in Ottawa, ON. • Integrate arts approach into climate solutions. Mobilize youth to develop creative, sustainable climate projects. (4 main projects currently). • Co-founders: Dominique Souris, Ana F Gonzalez Guerrero.	Key Activities *What activities does it require?* • Leadership and business training, artist-in-residence, project planning & implementation. Key Resources *What do we need to achieve this?* • Global partnerships, online platform (modules, webinars), global staff team, YCL associates.	Value Propositions for the community *What value is the network providing?* *What problems are they solving? (equity)* • Skill shift: equip youth with skills to create climate futures • Policy shift: design projects that foster collaboration to create policy solutions • Finance shift: scale youth ideas, develop innovative financing mechanisms	Participant Relationships *What form of relationships do youth have with each other?* • National and global relationships. Some online, some in person depending on project. Channels *Through which channels do they use to reach participant segments?* • Online platforms (social media, website)	Participant Segments *Who are we creating value for? Importance of certain participants?* • Supporting youth as entrepreneurs and artists. Youth learn from one another. • Youth range from 17-35 depending on the project.
Cost Structure *What are the most expensive resources/activities? Compensation awarded?* • Funding to scale up youth projects.			Revenue Streams *What are some funding streams? Are any of them complimentary or exclusive of each other?* • Federal governments and departments, foundations, universities, climate focused organizations.	

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I: Map of Working Regions

Fraser Basin Council Working Areas

Legend:
- Northern BC
- Cariboo-Chilcotin
- Thompson
- Greater Vancouver & Sea-to-Sky

Prince George

Williams Lake

Kamloops

Vancouver
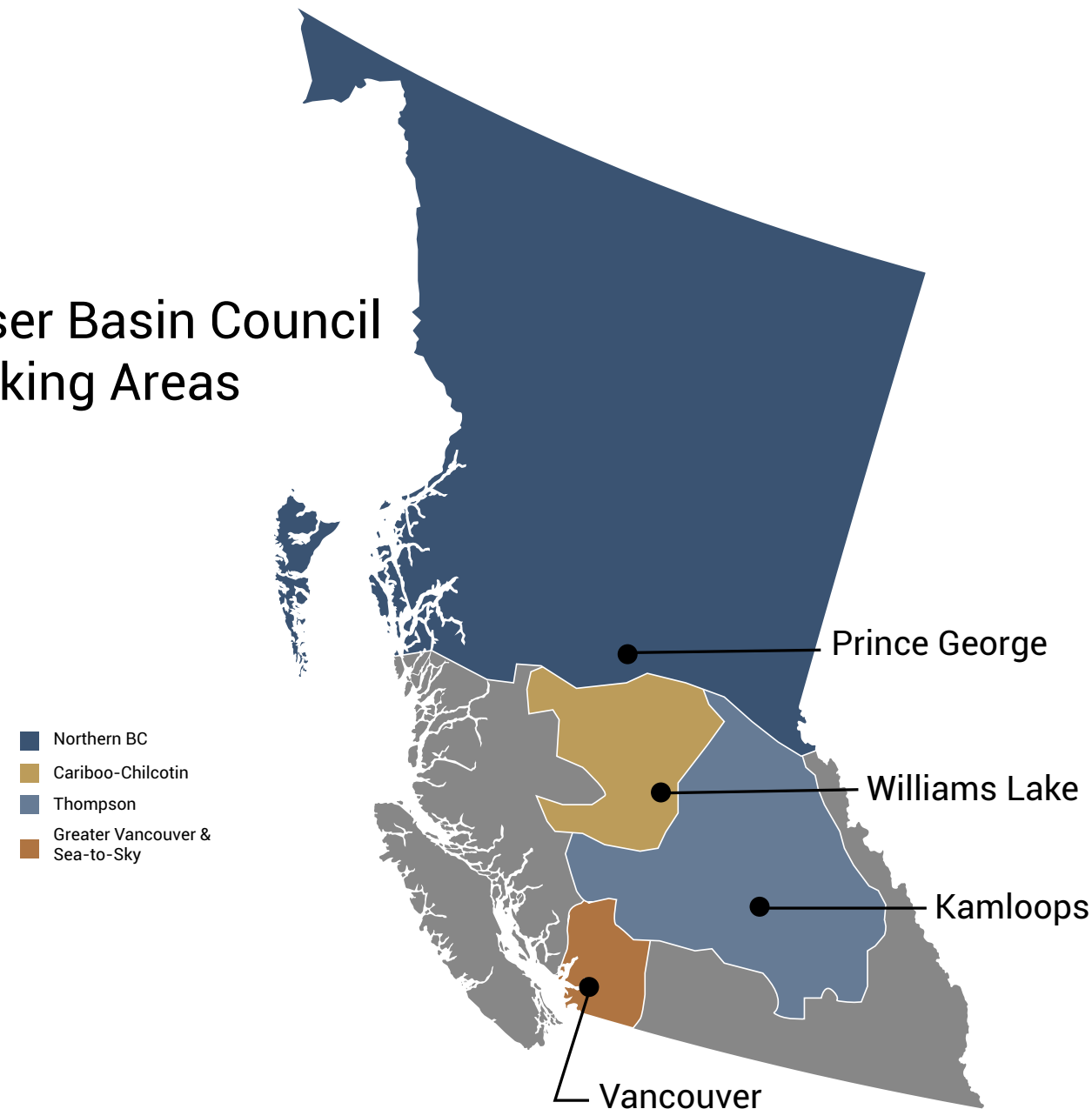
J: Our Team

Yasaman Mohaddes

Yasaman is a second year Master of Community and Regional Planning (MCRP) student at the University of British Columbia, specializing in social planning. With extensive experience in the non-profit sector, she is passionate about working with youth, especially visible minorities and those who face accessibility challenges. Since coming to SCARP, Yasaman has found a passion for working in public engagement, working on projects with the National Filipino Canadian Cultural Centre as well as with the Vancouver Foundation. Yasaman holds a Bachelors of Arts (Honours) in Political Science and Sociology from the University of Toronto.

Helen Garbiec

Helen is a second-year Master of Community and Regional Planning (MCRP) student focused on food justice and community planning. Having worked with a number of non-profit organizations, she values opportunities to work with local community members and support community capacity building. She also has experience engaging youth on a wide range of topics, including food security, climate change, and resilient cities using a strengths-based approach. She currently works with Park People, working on community engagement and outreach projects, and Beringia Community Planning Inc, supporting Indigenous community planning work.

Lihwen Hsu

Lihwen is a second year Master of Community and Regional Planning (MCRP) student interested in the intersection of disaster planning and land-use. He is a public engagement practitioner for the last few years with experience in various capacities related to event management and community outreach. He has previous experience working with the City of Vancouver public engagement team working on Pop-Up City Hall, updating the Youth Engagement Policy and the Inclusion and Access Framework for engaging under-represented residents. Most recently, he worked with the Kerrisdale Earthquake & Emergency Preparedness community group to understand the impacts of COVID-19 on local businesses to strengthen their preparedness for future disasters.