



# Connecting Young People, Policy and Active Citizenship



## Research Report National Dialogue and Summit Engaging Young Canadians

Mary Pat MacKinnon  
Judy Watling

May 2006

CPRN  RCRPP

Canadian Policy Research Networks Inc. [www.cprn.org](http://www.cprn.org)

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Research Report  
National Dialogue and Summit  
Engaging Young Canadians

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Canadian Policy Research Networks Inc. (CPRN)  
600-250 Albert Street, Ottawa, ON K1P 6M1  
Tel: (613) 567-7500 – Fax: (613) 567-7640  
Web site: [www.cprn.org](http://www.cprn.org)

Canadian Policy Research Networks Inc. (CPRN) is a national not-for-profit research institute whose mission is to create knowledge and lead public dialogue and debate on social and economic issues important to the well-being of Canadians, in order to help build a more just, prosperous and caring society.

**“Since my appointment as Governor General...I am moved to see just how strong and vibrant a country we are.**

**I have been particularly struck by the words of our young people and by their wealth of ideas. Young people who are looking to carve out their place and be heard. The new generation of Aboriginal entrepreneurs who are creating new opportunities. Young people in our Canadian Forces who, through their extraordinary efforts, offer a promise of hope for the oppressed. More than ever, our young people represent not only the promise of a brighter future, but also the vitality of our present.”**

Her Excellency Governor General Michaëlle Jean, Speech from the Throne, April 4, 2006.

**“We see Canada as a dynamic place to live in, full of activism, participation and inclusion. We want the government not to be something untouchable, but rather a community in which we not only hear what everyone has to say, but we truly listen and care about issues relevant to our people. We want citizens to know why they are paying taxes, to understand how the system works and to have the chance to have their voices heard in decision-making.”**

Quote from Dialogue and Summit participant – November 2005

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## Foreword

When 144 randomly recruited young participants from all parts of Canada arrived at CPRN's Dialogue and Summit in Ottawa in late November, 2005, many thought they had little to offer to a conversation on government, learning, work, health and the environment. They didn't see the relevance of these issues in their lives. But as the days unfolded, that changed dramatically.

When provided with solid background information which laid out some context, and given space and respect to have an informed discussion about public policy issues that were important to them, they began to see the many connections between policy decisions and their everyday lives. It was fascinating to watch as their confidence in their ability to contribute grew during the dialogue process. They realized that by exercising their rights and responsibilities as citizens, their voices could, in fact, be heard.

In short, they got the political bug. Over 90% said their experience was overwhelmingly positive and over 80% said they were more likely to become involved with public issues. At the end of the event, 80% wrote a letter to themselves making commitments for how they would try to build a better Canada. About 75% of those commitments involved becoming more politically engaged.

One participant told us after she returned home that she would share her experience with students in her community, talking to them about the importance of staying in school, voting and enacting change. She also indicated she would be running for Parliament sometime in the future – incumbents beware! Several participants indicated they would be going back to school to finish their education. One said, "I need to know more to be able to understand what is happening in the country and to look after the future of my son."

They deeply appreciate how fortunate we are to be Canadian, but they don't see this country as perfect. They do want to be part of making it an even better place. And they are highly interested in the world around them, aware of the global impact of our decisions and actions, and concerned about those in need around the world.

Canada's next generation has a lot to offer. They have a heightened sense of responsibility for themselves and future generations. Their view of what *can be* is not radical, but the positive change they believe must happen to make the Canada they want requires action on the part of all actors in society - individuals, governments, businesses and communities.

CPRN is very grateful to all those young people who were part of the Dialogue and Summit. We wish we could have bottled that energy and enthusiasm which crackled through the hotel ballroom at the closing session on Sunday afternoon. We hope we have captured some of that in this report, and in two companion documents on access to education and youth entrepreneurship. We believe readers will see the value of tapping into the voices and perspectives of this next generation of Canadians as your organization, whatever its objectives, conducts its affairs. Policies and practices will be better, organizations will be healthier; and communities and society stronger. There is no down side.

Apathetic youth? No way! Our youth are engaged, passionate about Canada and have great ideas about what goals we need to have for Canada.

Sharon Manson Singer, Ph.D.  
President

## Executive Summary

### Dialogue and Summit: context and objectives

Prompted by concern about an apparent democratic malaise in Canada, especially among younger citizens, Canadian Policy Research Networks (CPRN) brought together 144 young people aged 18 to 25, randomly selected, for a deliberative Dialogue and Summit with 40 community, public and private sector leaders. The November 24 -27 2005 event, facilitated by a team of experienced dialogue professionals working with younger facilitators, invited participants to talk together about the kind of Canada they want, what choices and trade-offs they are prepared to make as citizens and what they and others need to do to make their vision happen. Participants discussed four issues that young Canadians had identified as especially important: learning, work, health and the environment.

CPRN's objective was to bring the voices of young adults into Canada's national conversation about our future together. Our hopes - to come away with a better understanding of what would motivate young people to become more engaged in public life (including what needs to change within our institutions to encourage more active citizenship); insight into what is needed to better engage them in decision making processes and effective policies that reflect their values; and guidance for CPRN's future research agenda and efforts to engage young people in our work - were realized.

### This Report

This report complements *"Towards an Action Plan for Canada"*, (March 2006), which captures participants' vision and values and their recommended actions for all of society's actors, including themselves (the complete document is available at [www.cprn.org](http://www.cprn.org)). Building on their Action Plan, this report identifies six cross cutting themes emerging from the Dialogue, offers our perspectives on related implications, and suggests policy and research actions for consideration by policy makers and community leaders. It also outlines CPRN's intentions and commitments post Dialogue. The Appendices provide additional information on participant demographics, a matrix of actions, roles and responsibilities, pre and post questionnaire and evaluation results, and research references.

### Participants' Vision for Canada

Their created vision is ambitious and compelling.

In our Canada:

- More is expected of citizenship and citizens are taken seriously.
- Everyone in society (citizens, students, workers, employers, educators, businesses, politicians) accepts responsibility to contribute to a more equitable, sustainable, healthier and more knowledgeable society.
- All Canadians can access quality public services that meet national standards and also address provincial/territorial needs.
- People don't face barriers in education, work and health care when they move across provincial/territorial boundaries.
- Our two official languages and our multicultural character are embraced and we have the ability to communicate with ease across cultural communities.
- We value diversity among Canadians while reinforcing our common bonds of citizenship.
- We take a long-term view of what's needed and are prepared to invest in tomorrow as well as today.

Their vision was informed by the following guiding values that were interwoven throughout their deliberations: **accountability and responsibility, long-term sustainability and prevention, equity and efficiency.**

**Key Themes: policy and research implications**

The six cross-cutting themes that emerged from the participants' action plan are presented in the table below.

**Key Themes**

- *Build connections for a stronger Canada*
- *Update Canadian governance: responsibilities, accountabilities, inclusion and participation*
- *Sustainability – strive for holistic, long-term policy decisions*
- *Achieve equity and efficiency in the federation*
- *Connect education, quality of life for all and productivity*
- *Knowledge and information as catalysts for active citizenship*

CPRN offers its perspectives on related implications and suggests policy or research actions for consideration by policy makers and community leaders.

**Build connections for a stronger Canada**

While, participants are clearly proud of their provincial, territorial, or cultural identities, their passion for Canada took centre stage, reinforced by the discovery that despite their diversity, they share so much in common. However, they believe that much more should be done to promote connections among Canadians. This led to a desire to improve bilingualism and increase opportunities for inter-regional travel and learning.

- *Increase support for pan-Canadian experiences.* Governments should partner with communities and the private sector to offer opportunities for exposure to and learning about Canada's rich diversity.
- *Treat bilingualism as a national and personal asset.* More research is required to assess the limitations of our current approaches and promote best practices from Canada and abroad.

**Update Canadian governance: responsibilities, accountabilities, inclusion and participation**

There is a deep sense of reciprocity embedded in this group of participants despite their self-professed lack of knowledge about how Canada is governed. In their view there cannot be rights without responsibilities. While they emphasized the individual citizen's role to act responsibly, they are also looking for a re-structuring of political practices and institutions to foster public participation.

- *Make democratic renewal a necessity.* Political institutions, especially parties, should seize this opportunity to respond to this younger generation's desire for more relevant politics.
- *Foster citizenship skills through a revitalized civics education strategy.* The Council of Ministers of Education of Canada (CMEC) is well placed to convene a national working group to develop a strategy to strengthen the role of the education system in preparing and supporting students for active citizenship.

- *Look to youth for leadership.* Governments should develop action plans to ensure that policies and programs promote the full integration of young Canadians into society and report regularly to legislatures on progress in implementing plans.

**Sustainability: strive for holistic, long-term policy decisions**

These young Canadians recognize the interconnectedness of many issues facing society and appreciate the complexity of policy making. They are concerned that governments and business are trapped in short-term thinking and want decision-making to reflect longer-term, intergenerational and international dimensions.

- *Collaborative policy-making should be the norm.* Initiatives like shared government services and single window delivery offer opportunities for governments to be more responsive to citizens' needs and increase efficiencies.
- *Measure success holistically.* Regular assessments and reports should include a broad set of indicators that go beyond the GDP in order to put sustainability at the heart of decision-making.
- *Take bold environmental action.* This is a win-win scenario for business and public sector leaders. They should build on young people's appetite for stronger action now.
- *Explore different ways of managing the public-private delivery interface.* Governments should facilitate an open discussion that emphasizes importance of high quality, timely and effective health care – public or private. This discussion needs to explore with Canadians the balance we want to strike between what we value as individuals and what we value as a country.

**Achieve equity and efficiency in the federation**

The perceived lack of standards for employment practices, professional and trade accreditation, health care, primary and secondary education and environmental regulation struck participants as unfair and inefficient. For these young people, there should be no question about Canadians' rights to be able to move freely across the country to pursue jobs, learning or retirement options.

- *Develop common standards for critical public services.* Joint federal-provincial-territorial mechanisms and initiatives, which include firm timetables and agendas, tangible goals, and transparent reporting, are needed.
- *Policy frameworks that enable mobility.* Governments, educators, trade and professional bodies need to work together to develop common standards for accreditation that facilitate mobility of workers and for educational credits that support student mobility.
- *Improved mechanisms for governance of the federation.* Establishing mechanisms such as regular First Ministers Meetings, with a commitment to transparency, accountability and collaboration, would go a long way to strengthen public confidence. Mechanisms are also needed to give legislatures a stronger role in the oversight of FPT agreements.

**Connect education, quality of life for all and productivity**

Participants' commitment to equality led to their insistence that the education system is failing far too many students. They see this inadequacy as not only a human rights issue but also one that affects overall quality of life and productivity.

- *Re-examine financial aid to ensure that no qualified students miss out on post secondary education because of financial limitations.* Governments need to collaborate to create a coherent and integrated system of post-secondary student financing. A new balance in the funding of research and improvement of teaching may be needed to ensure that students are not being short-changed.
- *Enable human potential.* Governments need to lead efforts to eliminate unfair barriers that prevent newcomers from working in their chosen fields. Governments and employers need to improve the situation of low wage workers by acting on a balanced strategy that features increased minimum wages coupled with wage supplements and health benefits.
- *Increase the diversity of opportunities to prepare for jobs after high school.* Governments, educators and employers should partner to strengthen vocational and entrepreneurial options. This would help avert future labour market shortages, encourage innovation and provide young people with appropriate choices to match their diverse abilities and inclinations.
- *Promote higher quality workplaces.* Employers and governments are urged to create the appropriate conditions for increased investments in workplace training and the development of quality workplaces.

### **Knowledge and information as catalysts for active citizenship**

Young citizens have high expectations of governments and business to provide reliable information to inform their personal choices and behaviour and to support active citizenship, including being able to hold governments and business to account. Participants believe that people who have access to good and timely information are more likely to make better life choices.

- *Public information and reporting should focus on citizens' needs.* Public and private institutions should engage the public to determine what information is meaningful and useful, and how it should be delivered and evaluated.

### **Post dialogue: CPRN commitments and activities**

A key motivation underlying CPRN's interest in the dialogue was to apply what we learned from the young people to inform our policy research agenda. To that end, a number of research projects and initiatives are underway and planned. A snapshot of these include: identifying the characteristics of successful skills upgrading initiatives; assessing the state of career planning services in Canada; clarifying the distinction between 'private' and 'public' and between 'financing' and 'delivery' to inform ongoing discussion about how to sustain our health care system; supporting democratic renewal efforts in Canada through a series of research focused on youth and citizenship; and developing a CPRN youth internship program.

In conclusion, these young participants are intensely committed to Canada. They want to build a better country and they want to be part of that rebuilding process. All Canada has to do is open its doors to this new energy and talent.

## **Acknowledgements**

CPRN was honoured to have The Right Honourable Adrienne Clarkson, C.C.,C.M.M.,C.O.M.,C.D. as a patron of the dialogue and summit.

We wish to recognize and thank the 144 young Canadians who participated in the National Dialogue and Summit and contributed their energy and passion to create a vision for the kind of Canada they want. We would also like to thank the 40 decision makers who enriched these young Canadians' deliberations the last day of the dialogue. A complete list of participants and decision makers is provided in Appendix I.

We would also like to express our appreciation to the financial contributors and advisors who have made the National Dialogue and Summit and follow up activity a reality. In addition to funding from CPRN, the following organizations provided financial and in-kind contributions:

- Canadian Imperial Bank of Commerce
- Canadian War Museum
- Canada Millennium Scholarship Foundation
- Centre of Excellence for Youth Engagement
- Citizenship and Immigration Canada
- Department of Canadian Heritage, Government of Canada
- EKOS Research Associates Inc.
- Industry Canada
- Loblaw Companies Limited
- Social Development Canada
- Pierre Elliott Trudeau Foundation
- Walter & Duncan Gordon Foundation
- The J.W. McConnell Family Foundation
- The Wilson Foundation

This project has been a collaborative effort, drawing on the expertise and enthusiasm of many people. We are grateful to all of them for their insights, advice and hard work. We are delighted to share with them the common objective to create more space for young people in Canada to contribute their voices and actions to making this country, and the world a better place. We look forward to further collaboration with them as we move forward.

- The Advisory Committee on Engaging Young Canadians (for list see <http://www.cprn.org/en/doc.cfm?doc=1345> )
- Expert Roundtable and Youth Workshop participants (for list see <http://www.cprn.org/en/doc.cfm?doc=1345> )
- Workbook reviewers: Caroline Beauvais, Dr. Sharon Cook, David McLaughlin, Jennifer Corriero, Mélanie Doucet, Grégoire Webber, departmental officials within Canadian Heritage and Environment Canada
- Suzanne Taschereau and the facilitation team (Appendix III)
- Analysis Team (Appendix III)
- All CPRN staff, who invested so much energy and commitment to make this project a success.

# 1 Introduction

## CPRN's Youth Dialogue and Summit

On the occasion of its tenth anniversary, prompted by concern about an apparent democratic malaise in Canada, especially among younger citizens, Canadian Policy Research Networks (CPRN) brought together 144 young people aged 18 to 25, randomly selected, for a deliberative Dialogue and a Summit with 40 decision-makers from the public, private and not-for-profit sectors.<sup>1</sup> The event took place in Ottawa on November 24-27, 2005 and was facilitated by a team of experienced dialogue professionals working with younger facilitators. Participants were invited to talk together about the kind of Canada they want, what choices and trade-offs they are prepared to make as citizens and what they and others (governments, business, non-profit organizations and families/individuals) need to do to make their vision happen.<sup>2</sup>

### 1.1 Context and Objectives for the Dialogue and Summit

CPRN is an independent, not-for-profit policy research organization. Our mission is to create knowledge and lead public dialogue and debate on social and economic issues important to the well-being of Canadians. Our goal is to make Canada a more just, prosperous and caring society. In that respect, we believe there are compelling reasons to explore with young people in Canada their vision for the country and the issues they face. While celebrating our first decade, CPRN sought an opportunity to look forward, to celebrate young people and engage them in shaping our agenda for the future.

Existing research reveals that many young Canadians are disaffected from the political process. Their low turnout at election time reflects, at least in part, the perceived lack of relevance of political parties and unresponsive voter registration systems (Gidengil, Blais, Nevite, Nadeau, 2005; Howe, Johnston, Blais, 2005; CRIC Papers, 2004; Pammet and Leduc, Elections Canada, 2003). While young people are the ones who have to live with the ongoing effects of policy decisions taken today, they feel little connection between public decision making processes and their everyday lives, exacerbated by low levels of civic literacy. In *Exploring Young Canadians' Attitudes Towards Government, Politics and Community*, Bishop and Low say, "It is also important to begin a dialogue with young adults to better understand the things that are of interest and value to them, and to define and make meaningful the concept of democracy and the role of both citizens and the public sector in making it work." (Centre for Research and Information on Canada, Bishop and Low, 2004).

The overarching objective of this initiative was to bring the voices of young adults into Canada's national conversation about our future together. Outcomes we hoped to achieve through the dialogue included:

- A better understanding of what would motivate young people to become more engaged in public life, including what needs to change within our institutions to encourage more active citizenship;
- Provide decision makers with more insight into what is needed for effective policies that reflect the values of young Canadians and how to better engage them in decision making processes;
- Guidance for CPRN's future research agenda and our efforts to engage young people in our work.

To help make their discussion more concrete, participants in the Dialogue discussed four issues that young Canadians had identified as especially important: learning, work, health and the environment. Background on how these issues were chosen is provided in Chapter 5.

## **1.2 This Report**

This research report complements “*Toward an Action Plan for Canada*”, released March 2006, which captures the vision and values articulated by dialogue participants and their recommended actions for governments, the private and not-for-profit sectors and themselves (the complete Action Plan is available on CPRN’s Web site [www.cprn.org](http://www.cprn.org)). This report provides CPRN’s analysis of the dialogue results, comments on their policy implications, drawing on existing research, and suggests policy actions for consideration. It is intended to encourage decision makers across Canada (both elected representatives and public servants), community and business leaders and researchers to practice better governance and specifically, to address the needs of young people in Canada, now and into the future.

Chapter 2 of this report provides a summary of the dialogue participants’ *Action Plan*. In Chapter 3, CPRN identifies six cross cutting themes emerging from the Dialogue and Summit, offers our perspectives on related implications and suggests policy or research actions for consideration. Chapter 4 outlines CPRN’s intentions and commitments flowing from the Action Plan and our interactions with the remarkable young people who participated in this dialogue. The last chapter describes the dialogue methodology and provides a demographic profile of the participants. The Appendices supply further information on the dialogue participants, the facilitation and analyst teams, a matrix table on policy directions, roles and responsibilities, the pre and post questionnaire and evaluation results and research references.

CPRN used a team of analysts (CPRN and other researchers) at the dialogue to take detailed notes, using reporting templates, for all the dialogue sessions. (See Appendix III for a list of the analysis team members.) These notes, along with plenary transcripts, graphic recordings (prepared under the guidance of a professional graphic recorder working with facilitators and participants), flip chart notes, presentations, pre and post questionnaire results and participant evaluations provided comprehensive data sets for analysis, which informed this report, the Action Plan and other related reports.

Two additional papers, one focusing on participants’ perspectives on education and the other reporting on their views on entrepreneurship and small business are being released with this report.<sup>3</sup> Another paper that will draw lessons from the Dialogue and Summit on how to engage young people in democracy is planned for later this year.

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<sup>1</sup> A list of participants can be found in Appendix I.

<sup>2</sup> Appendix II includes a summary agenda for the Dialogue and Summit as well as an explanation of the difference between dialogue and debate.

<sup>3</sup> The education paper is funded by the Canada Millennium Scholarship Foundation and the entrepreneurship paper by Industry Canada. These documents are being released at the same time as this report and will be available on the CPRN Web site [www.cprn.org](http://www.cprn.org)

## 2 What the Young People Had to Say

The following section summarizes the key elements of the participants' action plan, as captured in the document *"Towards an Action Plan for Canada"*, and is presented in their voice. Additional detail on the participants' discussions that led to their vision, values, recommended actions, and assignment of roles and responsibilities, is also provided in that report. We encourage you to read the full *Action Plan* to learn more about their hopes for Canada. We hope that you will share it with others and heed the advice of these young people as you develop policies and programs in your respective spheres of activity. The Action Plan can be found at: <http://www.cprn.org/en/doc.cfm?doc=1415>

*"We see Canada as a dynamic place to live in, full of activism, participation and inclusion. We want the government not to be something untouchable, but rather a community in which we not only hear what everyone has to say, but we truly listen and care about issues relevant to our people. We want citizens to know why they are paying taxes, to understand how the system works and to have the chance to have their voices heard in decision-making."*<sup>1</sup>

In November of 2005, CPRN invited 144 randomly selected young people between the ages of 18 and 25 years to meet in Ottawa for a three and a half day dialogue and summit. The challenge: to determine the kind of Canada we, the youth of Canada, want. Over the course of the weekend we discussed in detail what we value about Canada and what we would like to change. This is our vision. We worked with CPRN, youth facilitators, decision makers and experts to turn our vision into an action plan that includes recommendations in five key areas: learning, work, health, environment and citizenship. We then outlined key roles and responsibilities of governments, businesses, community organizations, and citizens, including youth themselves, to take the action plan forward. We know that it will take all of us working together to realize the changes we want to see in Canada. In that spirit, it is our hope that this Action Plan is put to use by Canadians of all ages, in contributing to a more engaged democracy and a better Canada.

The Canada we want to help build is compelling and ambitious:

- More is expected of citizenship and citizens are taken seriously.
- Everyone in society (citizens, students, workers, employers, educators, businesses, politicians) accepts responsibility to contribute to a more equitable, sustainable, healthier and more knowledgeable society.
- All Canadians can access quality public services that meet national standards and also address provincial/territorial needs.
- People don't face barriers in education, work and health care when they move across provincial/territorial boundaries.
- Our two official languages and our multicultural character are embraced and we have the ability to communicate with ease across cultural communities.
- We value diversity among Canadians while reinforcing our common bonds of citizenship.

- We take a long-term view of what’s needed and are prepared to invest in tomorrow as well as today.

## 2.1 Our Values

In the course of our discussions we arrived at a set of values to guide our vision and to help us identify priority actions to move from vision to reality. The following table summarizes the values that underpin our vision.

<b>Accountability and responsibility</b>	<ul style="list-style-type: none"> <li>• All actors in society - governments, individuals, community, and business - are accountable. We all have a role to play;</li> <li>• We accept responsibility for our actions and their consequences, both at home and abroad;</li> <li>• We all demonstrate honesty and ethics in public, private and personal spheres.</li> </ul>
<b>Long-term sustainability and prevention</b>	<ul style="list-style-type: none"> <li>• Decisions consider intergenerational and international dimensions (choices and investments made today affect tomorrow’s population; decisions taken in Canada affect other countries’ well being);</li> <li>• Decisions look beyond short term fixes for political expediency to address longer-term needs;</li> <li>• We are prepared to invest up front, to prevent problems;</li> <li>• We have a holistic approach that takes into account the inter-relationships among actions (e.g. learning - work – health - environment) at home and abroad.</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>• National standards give everyone a good quality of life and help to equalize opportunity (e.g. education, health);</li> <li>• We reduce poverty and the gap between the rich and the poor in Canada and abroad;</li> <li>• We give particular attention to those facing the highest barriers: disabled persons, Aboriginal Canadians and newcomers.</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>• We are more efficient in how we manage and use our natural resources in a sustainable way;</li> <li>• We have a more efficient and sustainable health care system;</li> <li>• Common, high quality, standards in education/training, employment standards, health services – these all work to strengthen our global competitiveness;</li> <li>• Workers and students can move freely across the country for work and education;</li> <li>• Labour market needs better match supply and demand;</li> <li>• We facilitate foreign-trained workers’ accreditation to help address shortages in fields like health care and to increase productivity.</li> </ul>

*"Voting is....the most minimal form of participation. We need to be informed... we need more education... and more participatory institutions."*

*"I would like to see youth more active and involved or concerned with Canadian society. Being aware of something as simple as voting is so important. Give up apathy!"*

*"Most people don't really know how government operates. This isn't being taught in the education system. Diagrams are too distant – too generalized. People need to be taught how the system works and how they can influence it. They don't know who the person on the ballot is or how the system works."*

*"Young people are not well represented because the youth population has no confidence in its representation." [translated from French]*

*"A lot of people are discouraged...their representatives aren't listening because youth don't vote. People who call to complain and set up meetings with the MP are never young. Mechanisms are not being used. Young people don't understand how they can get involved."*

## 2.2 Our Vision for Learning, Work, Health, Environment and Citizenship

During the dialogue we applied these values and deepened our vision for the four policy areas of learning, work, health and environment. We also talked a lot about the role of citizens and discovered that we value our democracy as a good in its own right and we believe that it is through participating in our democracy that we will get a stronger, more unified Canada. We discovered many common elements of our vision and they are summarized here.

Policy Area	Common Vision Elements
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Education is for life, not just for a job: we embrace life-long learning (early childhood, in high-school, post secondary education and on the job);</li> <li>• Access to post secondary education and training for all who qualify (based on willingness to learn not ability to pay);</li> <li>• Non-university, vocational and trades paths are valued and supported (co-op placements, apprenticeships);</li> <li>• Students concentrate on learning rather than struggling to balance work and school due to financial need;</li> <li>• Evaluation and skills upgrading systems are in place for educators;</li> <li>• Canadians have more opportunities to travel across Canada, learn from each other and break down the barriers that separate us; and,</li> <li>• More of us speak to each other in our two official languages, and other languages spoken in Canada.</li> </ul>

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<p><b>Work</b></p>	<ul style="list-style-type: none"> <li>• Teamwork / collaborative approach (employers and employees) in workplaces that support work/family/personal balance;</li> <li>• Employees are valued - not seen as easily replaceable;</li> <li>• Employers provide learning opportunities on the job;</li> <li>• More high-quality, well paid work and fewer low-wage jobs;</li> <li>• High quality child care program to support people with low-incomes earn a decent living;</li> <li>• Small businesses and entrepreneurship supported and presented as attractive options; and,</li> <li>• Employment standards are known and respected by all.</li> </ul>
<p><b>Health</b></p>	<ul style="list-style-type: none"> <li>• Promotion of healthy lifestyles and prevention of disease is the first line of attack rather than treating illness;</li> <li>• People take more responsibility for their physical and mental health and are supported to make informed and better lifestyle choices – a healthier population;</li> <li>• Universal access to coordinated, integrated health care networks (rural/urban and north/south);</li> <li>• Different health disciplines work together to provide service oriented health care based on individuals’ needs; and,</li> <li>• Education about healthy living starts early and is reinforced in school, at home, at work and in the community.</li> </ul>
<p><b>Environment</b></p>	<ul style="list-style-type: none"> <li>• Canadians, our governments and businesses work in partnership to achieve a sustainable environment - we are all responsible and accountable;</li> <li>• We look at the long-term implications of our choices and actions and do what is right for this and future generations, both at home and globally;</li> <li>• We embrace and invest in renewable energy and green technologies;</li> <li>• Businesses and governments provide credible and accessible information about environmental impacts of products and manufacturing processes;</li> <li>• We reduce our consumption and pay more for non-renewable goods, reflecting the true costs to society; and,</li> <li>• Canada is a global leader in sustainability and we share our knowledge and practices with the rest of the world.</li> </ul>
<p><b>Citizenship</b></p>	<ul style="list-style-type: none"> <li>• A population of critical thinkers who take responsibility for becoming informed;</li> <li>• Canadians are engaged in civic and political life;</li> <li>• We support each other within our communities, to improve the quality of life for everyone;</li> <li>• Parliaments and legislatures mirror the populations that they serve;</li> <li>• Our political and public institutions are more open and routinely engage Canadians for their ideas and contributions;</li> <li>• Balanced and accessible information and analysis on public issues is readily available to the public; and,</li> <li>• Governments (federal-provincial-municipal), businesses, community organizations and individuals accept their respective responsibilities and are accountable to each other.</li> </ul>

*"I want a Canada that has EQUALITY in every aspect, all over. National, not provincial, territorial. I think that in order to get the Canada we want, we all need to work for it. Ideas are good but actions are better. I want Canadians to work for a better nation not just sit around and whine without any actions."*

*"My dream for Canada would be for young people to have a greater voice because we are the future, not seniors. So I would like the government to assist us more in fostering young people's awareness about taking an interest in our country." [translated from French]*

## 2.2 Actions

This section summarizes some key recommendations that emerged from the dialogue and summit.

### **Learning**

- Reorient our public education to reflect a 'right to learn' and to **promote lifelong learning**. To achieve this we need to bring schools into the community and the community into schools.
- **Create a pan-Canadian system of education** with high quality common standards and accreditation systems to support mobility of learners and workers and improve labour market efficiencies. Create and maintain an on-line national education resource data-base that includes course learning materials, tools and best practices (education institutions and governments). Consider the creation of a student portfolio system (personal, volunteer, work and education credits) to replace the transcript system.
- **Create accountable, higher quality, student-centred and relevant education**, with particular attention to those most left behind - this means the creation of a creative, engaging and relevant curriculum and appropriate teaching methods. Establish a national youth ambassador program that brings young adults back to schools to serve as mentors.
- **Increase access to and quality of post-secondary education for all qualified** students through a mix of increased student loans and grants, increased investments in institutions, employer sponsored bursaries and richer tax incentives to encourage families to save for their children's education.
- **Improve and promote alternative pathways** (non-university) to learning and jobs through increased investments in and attention to vocational, trades and technology education, including more partnerships with businesses and community organizations.

### **Work**

- Develop, publicize and **enforce common (and higher) employment standards across Canada**. Federal government to show leadership in convening provincial / territorial governments and employer associations to develop standards.
- Improve conditions and standards for non-standard jobs and for low-wage jobs across Canada. This should be done through a combination of actions:

- employers raise minimum wages and governments provide wage supplements** and health benefits, and support for a child care system across the country.
- Promote higher quality work-places that respect healthy life-work balance and provide opportunities for skills upgrading and on the job training. **Create a national job quality and classification resource** to help workers identify quality jobs.
  - Promote and **support small business and entrepreneurship** work options for young people in schools and in partnership with financial institutions.
  - **Enable the mobility of workers across Canada**, including removing barriers facing foreign trained workers. Governments and employers to collaborate on the creation of a national accreditation system.

### **Health**

- **Establish and enforce common standards for quality health care** across Canada and increase accountability for health results through transparent and meaningful reporting on progress made on health outcomes.
- Reorient the health care system to **emphasize prevention** and coordinated, multi-disciplinary, holistic patient-centred care. Reallocate funds from the health care system to health promotion and prevention.
- Improve public information and education strategies to better support decision making on health and lifestyle choices.
- **Sustain a universal, publicly funded health care system.** Open up a national dialogue to explore the best options on how to sustain our publicly funded system and address mounting costs (including discussion on private/public delivery, greater use of private insurance and user fees).

### **Environment**

- Promote a **culture shift in how we think about the environment.** Inform and educate the public, business and community on the need for environmental sustainability and the consequences of failing to take decisive action now. Implement a pan-Canadian social marketing strategy and employ consumer programs like Environmental Choice to encourage this culture shift.
- Encourage more environmentally friendly behaviours and strengthen public and private accountabilities through a combination of **better enforcement of stronger regulations and penalties, intelligent incentives and better information** to support informed decisions.
- Push our commitment to the 3Rs (reduce, recycle and reuse) to a higher level and aggressively promote green technologies and **aggressively promote green technologies and renewable energy.** Increase availability of environmentally friendly public transit and provide incentives to encourage use.
- Price products and services using non-renewable resources to better **reflect the true costs of production and disposal** (full life cycle of products). **Strive for zero waste in a generation (ZWIG).**

### **Citizenship**

- Ensure that our education system properly equips us to become active citizens engaging in political and civic life through a rethink and **redesign of civic education to emphasize participation.** Move from civics as an 'option' to building it into the core curriculum throughout school.

- **Increase public trust in public leaders by redefining the relationship between people and politicians** to encourage greater transparency and accountability.
- **Reform our democratic institutions and practices to encourage greater participation** and to make them reflective of our diversity. Strengthen the role of the Member of Parliament / Legislatures in shaping the policies that reflect what Canadians want.
- **Transform the culture of intergovernmental bickering to one of collaboration** where governments are guided by what is good for Canadians.
- **Take citizenship seriously and take citizens seriously.** Governments need to support Canadians in our citizenship roles and make space for us at the policy table. Canadians need to become more engaged.

*“This dialogue has really stretched my thoughts and opinions – I leave with a greater understanding and motivation to be an active participant in my community.”*

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<sup>1</sup> Quotations in italics are direct quotes of dialogue participants, from transcripts or written notes.

### 3 Policy and Research Implications

This chapter describes six cross-cutting themes CPRN has identified through analysis of the dialogue results. It then offers CPRN's assessment of important policy implications or research gaps associated with each theme, drawing on our own research and that of others.<sup>1</sup> It identifies opportunities and actions that governments, policy makers, employers, educators and others could take to advance the vision articulated by dialogue participants.

The cross-cutting themes are:

1. *Build connections for a stronger Canada*
2. *Update Canadian governance: responsibilities, accountabilities, inclusion and participation*
3. *Sustainability – strive for holistic, long-term policy decisions*
4. *Achieve equity and efficiency in the federation*
5. *Connect education, quality of life for all and productivity*
6. *Knowledge and information as catalysts for active citizenship*

#### 3.1 Build Connections for a Stronger Canada

While the young people are clearly proud of their provincial/ territorial or cultural identities, their Canadian identity surfaced early in the dialogue and gained intensity throughout their time together. This was fuelled by new friendships with young people from other parts of the country and the discovery that they shared much in common despite coming from very diverse regions.

Many of the dialogue participants had not previously traveled beyond their province or territory but clearly expected to do so in the future. Others had moved from one province to another and encountered barriers to mobility – in changing schools, looking for work or accessing health care. Both groups quickly coalesced on the need to break down these barriers. This led them to call for a nation-wide approach to things like education, work and health care.

The dialogue also whetted their appetite to be able to communicate with each other in both official languages. They expressed frustration that Canada has not done a better job of making bilingualism a reality.

#### **Implications**

- *Increase support for pan-Canadian experiences.* The participants believe investments in exchanges and learning (both formal and informal) experiences in other regions will reinforce common bonds, improve civic literacy, encourage civic engagement and strengthen social cohesion across the country. They recommend a partnership approach that draws on funding from a variety of sources including individuals, governments and the private and not-for-profit sectors. **Programs such as those sponsored by Canadian Heritage, the Rotary Club youth programs and the Council of the Federation's youth internship offer a model for others to learn from. They should be evaluated**

**with young people participating in the design of the next generation of programming. Care should be taken to ensure exchanges are offered to youth from all backgrounds and abilities.**

- *Treat bilingualism as a personal and national asset. We need more consistent and effective language instruction at the earliest stages of our education system. **More research is required to assess the limitations of our current approaches and explore best practices used within Canada and elsewhere in the world. Young people should be involved in shaping language training programs that would work best for them.***

### **3. 2 Update Canadian Governance: responsibilities, accountabilities, inclusion and participation**

These young people demonstrated a deep sense of reciprocity, despite their self-professed lack of political knowledge about how the country governs itself. In their view, there cannot be rights without responsibilities - we are all in this together and we are responsible to each other for creating and sustaining the world we want. We give and we get: as individuals, as families, as employers and employees, as learners and teachers, and as children and parents.

In this respect, participants are working from the same core values articulated in other CPRN citizens' dialogues.<sup>2</sup> In short, there is no generation gap with respect to core social values. Like others, they are insistent in their call for decision makers to re-structure political institutions and practices to embrace and foster public participation.<sup>3</sup> The key distinction is that young people place even more emphasis on the role of the individual to make choices and take actions that are socially responsible (e.g. individuals in choosing healthy lifestyles and individual consumers, corporate and government leaders in choosing environmentally friendly behaviours).

Throughout their discussions, the dialogue participants were concerned about the people who are being excluded, whether for economic, social, political or cultural reasons. Hence, their social contract is a framework for a more inclusive society that places greater priority on enabling newcomers, Aboriginal peoples, persons with disabilities, and those living in poverty to become full members of society.

#### ***Implications***

- *Make democratic renewal a necessity not a frill. In their present form, political parties and political practices are not seen as relevant or attractive options for engagement. These young people are calling for meaningful opportunities to participate in public policy at the constituency level, with government departments, with Parliament and legislatures and with political parties.<sup>4</sup> In our public life, political parties and institutions are not tapping into the potential that is harnessed when young people become engaged in public interest issues. **There is a remarkable opportunity here for political parties to connect with young Canadians to expand their political base and for governments to become more relevant to young people.***

- *Foster citizenship skills through a revitalized civics education strategy, including a community service learning component.* The civic knowledge deficit is not just among students: teachers of civics also lack essential knowledge and tools. **The Council of Ministers of Education of Canada (CMEC), in collaboration with the federal government, is well placed to convene a national working group, bringing together provinces, territories, municipalities, educators, academics, and students, to tackle the issue of how education can do a better job of preparing and supporting students to be active citizens. At a minimum, individual provinces should act as leaders in strengthening citizenship-related education and share their practices with other governments.**<sup>5</sup>
- *Look to youth for leadership.* Young people have much needed enthusiasm, energy, adaptability and innovation. They are especially well placed to provide leadership in those areas where fundamental cultural and behavioural change is required, such as environmental practices, healthier living, and collaborative government. Youth should be given a full and respected place at the decision making table in ways they are comfortable with. The City of Vancouver recognizes young people's expertise by bringing them on staff to design programs for and work with youth. The Youth Civic Engagement initiative in Hampton, Virginia gives young people the skills to participate and contribute to decision making, ensuring that "young people not only have a powerful voice but have the power and authority to be equal contributors to the decision making..."<sup>6</sup> These approaches offer models for other governments and organizations. **All levels of government should develop action plans to ensure that policies and programs promote full integration of young Canadians into society and report regularly to Parliament / legislatures on progress in implementing this plan. Consideration should be given to designating a minister with specific responsibilities for young people, in those jurisdictions that do not already have one.**

### **3.3 Sustainability: Decisions to reflect a holistic, long-term approach**

These young Canadians are keenly aware of the responsibilities and roles they take on as adults. Some are already parents or running their own business. More than any generation before them, today's young people have grown up in a world of rapid and constant change. Unlike many of their elders, they are not 'change averse' but rather experienced in adapting and living with ambiguity. They are looking for transformative change, not quick fixes. They recognize the interconnectedness of many issues facing society and appreciate the complexity of making policy decisions to address these challenges. They worry that governments and business are trapped in short-term thinking.

The participants see a serious disconnect between decision-making based on short-term election cycles and the need to factor in longer-term, multifaceted, intergenerational and international dimensions of policy making, especially in social, economic and environmental policies. Their view of sustainability has implications for what decisions are made and how they are made.

### **Implications**

- *Collaborative and horizontal policy making should be the norm.* While governments have been talking for years about the need to collaborate in research, policy making and service delivery, progress so far falls well short of what young people want to see. **Initiatives like shared government services or single window service delivery offer an opportunity for all levels of government to be more efficient, while responding to citizens' needs. Young people's skills should be sought in designing accessible, easy to navigate, citizen centred government Web sites.**
- *Measure success holistically.* There is a strong appetite to get beyond narrow economic measures of success and include indicators that address the health of a population, the state of the environment and the contributions from those who are not in the paid workforce. **Regular assessments and reports should therefore include a broad set of indicators that go beyond GDP in order to put sustainability at the heart of decision-making.**<sup>7</sup>

### **Action on the environment**

- *Take bold environmental action.* This group of young people expressed serious concerns about the state of the environment, and prospects for a grim future if bold action is not taken now. They recognize the need for individuals and businesses to play a larger role, and look to governments for leadership in addressing environmental challenges. This is similar to messages CPRN has heard in other citizens' dialogues.<sup>8</sup> **Public and private sector leaders should build on this appetite for stronger action to address Canada's environment problems and demonstrate and demonstrate strong leadership. It should be seen as a win / win situation.**

### **Action on health policy**

- *Focus on determinants of health and prevention.* The public understand that social, environmental and economic conditions are just as important to creating healthy populations as health care services. **The emphasis participants placed on a preventive approach to maintaining a healthy population gives health planners and politicians considerable scope to re-orient health care services.**
- *Expand the teamwork approach to primary health care.* Participants embrace the principles of primary health care built around interdisciplinary, patient focused teams.<sup>9</sup> **This acceptance of a key set of health system reforms provides an opening to fully integrate primary health care teams into the Canadian health system.**
- *Explore different ways of managing the public-private delivery interface.* The young people were reluctant to endorse any particular policy option because they felt they lacked analysis of the options, their costs and impacts. But they were very interested in exploring different options around managing the public / private interface within the health care system and exploring both old and new

mechanisms to make the system more sustainable - including some discussion of user fees.<sup>10</sup> They therefore called for a serious, informed national conversation about health care reform and in particular the relative roles of the private and public health care sectors.<sup>11</sup> **Governments should be facilitating an open discussion that emphasizes the importance of high quality, timely, and effective health care - public or private. This discussion also needs to explore with Canadians the balance we want to strike between what we value as individuals (e.g., speedy access to all forms of care) and what we value as a country (e.g., equity).**

### **3.4 Achieve equity and efficiency in the federation**

The lack of common standards for employment, professional and trade accreditation, health care, primary and secondary education and environmental regulation struck participants as incredibly unfair and inefficient. It makes Canada less competitive in international markets and threatens equity across the country. If we are one country, then we need to behave as one and align our various education, work, health and environment systems to work in harmony.

This pan-Canadian approach was a clear message from the young people in their first evening together and gathered strength throughout the course of their dialogue. It was driven by their desire for greater equity, mobility and connection with each other across the country.<sup>12</sup>

They know that the constitution divides responsibilities among the orders of government but reject this as a valid reason as to why progress has been so elusive. They expect governments to work together, in the interest of Canadians, while still respecting the diversity of regions across the country. They think governments should find creative ways of coming to consensus on broad but meaningful common standards that reinforce a more robust notion of Canadian citizenship. This call for a federation where governments work together is underpinned by fiscal prudence: they do not want to inherit growing public debt. They want governments to eliminate duplication and provide effective and efficient public services. They did not express a desire for less government - they want better government and they view waste that results from a lack of cooperation and collaboration between and among governments as unacceptable.<sup>13</sup>

For these young people, there should be no question about Canadians' right to be able to move freely across the country to pursue employment, learning or retirement options. This is seen not only as a right but as smart economics for Canada. They expect to be very mobile in their future years.

They are also very aware that it is not uncommon for families and individuals to experience problems in getting health care services when they move across boundaries. So, while portability is enshrined in the Canada Health Act, their lived realities reveal a disconnect between the law and its implementation.

#### ***Implications***

- *Leadership from governments to develop common standards in critical public services.* The young people, like most Canadians, have little tolerance for spats over jurisdictional authority hijacking the provision of critical public services in

education, labour standards, health and the environment. All levels of government should respond to this public expectation and bring a fresh spirit of collaboration to their relations with each other, focusing outward on the people of Canada, rather than inward on the institutions of government. **Joint federal-provincial-territorial mechanisms and initiatives, co-chaired by the federal government and a lead province or territory, and which include firm timetables and agendas, tangible goals, and transparent public reporting, are needed. Such initiatives should engage front-line service providers and recipients who are most implicated by these services, to ensure decisions best meet their needs.**

- *Policy frameworks that enable mobility.* Barriers to mobility of students and workers across Canada have been a long-standing irritant and the cause of great frustration for many Canadians. Many people live and work in more than one province over the course of their life time, and policy frameworks should embrace and facilitate this movement. Mobility has become a key principle of citizenship for this young generation. **Governments, employers, educators, trade and professional associations need to work together, building on initiatives like the Red Seal<sup>14</sup> program for tradespeople, to develop common standards of accreditation that facilitate the movement of workers between provinces, and to develop and implement common standards of educational credits that support students moving between educational institutions.**
- *Better collaboration to enforce common employment standards.* The participants' recommended federal and provincial action on common employment standards. Much could be gained in **convening a pan-Canadian meeting to focus on compliance and enforcement, under the umbrella of the Canadian Association of Administrators of Labour Legislation (CAALL). There is a real opportunity for progress through collaboration among jurisdictions in this area.**<sup>15</sup>
- *Improve mechanisms for governance of the federation.* There is a compelling need for governments to get beyond partisan positioning and demonstrate real commitment to working together. **Establishing mechanisms such as regular First Ministers meetings, with planned agendas and a commitment by all to transparency, accountability and productive collaboration would go a long way to strengthening the confidence people have in their governments. Governments should also implement mechanisms that give parliamentary / legislative committees a stronger role in the oversight of federal-provincial-territorial agreements.**

### **3.5 Connect education, quality of life for all and productivity**

Participants' commitment to equality of all Canadians, regardless of an individual's region or socioeconomic circumstances, was repeated throughout the dialogue. It has particular vigour in their insistence that our education system is failing too many young Canadians:

- those who are denied access to post-secondary education due to financial or social barriers,

- those who are short-changed by under-developed or poorly marketed trades and technology options,
- those who lack good guidance and support in making career choices, and
- those who leave school without ever really understanding the power and responsibility of active citizenship.

They see exclusion not only as a human rights issue but also one that affects the quality of life and productivity of the country. It is also seen in their lament for the personal and collective loss created when newcomers are not able to work in their chosen fields and when Aboriginal peoples and persons with disabilities are underemployed.

### **Implications**

- *Re-examine financial aid to ensure that no qualified students miss out on post secondary education because of financial limitations.* Studies show that the current system is a morass of uncoordinated federal and provincial programs and moreover, much of it disproportionately benefits the well-off. The recommendation of the dialogue participants for a mix of measures to secure both access and quality in post secondary education, such as an increased funding to the institutions as well as increased financial aid to individuals is a sound one.<sup>16</sup> **Governments need to work together to create a more coherent and integrated system of post-secondary student financing. A new balance in the funding of research and improvement of teaching may be called for to ensure that students are not being short-changed in terms of quality instruction.**
- *Enable human potential.* The dialogue participants' recommendation to improve the situation of those in low wage and non-standard jobs and to enable foreign trained workers to work in their chosen field demonstrates their strong sense of fairness and support for a strong economy. **Their call for a combination of increased minimum wages, wage supplements and government coverage of drug costs and basic dental care so neither employers nor taxpayers bear an unfair burden of cost merits careful consideration.**<sup>17</sup> The poor labour market experience of recent newcomers relative to others is well documented. It was difficult for dialogue participants to understand why more action has not been taken to solve the problems in dealing with immigrants' credentials. In part, it speaks to the multitude of regimes that govern professional accreditation in Canada, and **calls for a coordinated effort to address the barriers newcomers face. Governments need to lead these efforts, but they must work closely with professional associations, post-secondary institutions, employers, and those most affected to ensure a consistent approach across the country. Ongoing monitoring and evaluation will be invaluable in making real progress.**<sup>18</sup>
- *Increase the diversity of opportunities to prepare for jobs after high school.* In contrast to some European countries, Canadians who graduate from high school but don't go on to post secondary education, rarely find a skilled job.<sup>19</sup> The participants called for more and better vocational options in high school<sup>20</sup> and supported such ideas as a National Youth Ambassador program to help motivate

and inspire students to complete school and pursue their dreams. They also see a need for more support for young people who would like to start their own business, including access to experienced mentors.<sup>21</sup> **Governments, educators and employers need to work together to strengthen vocational and entrepreneurial options, in order to avert future labour market shortages, encourage innovation and give young people an appropriate range of choices corresponding to their diverse abilities and inclinations.**

- *Promote higher quality workplaces:* High quality jobs (safe and healthy work environment, reasonable workloads, and opportunities to learn and use acquired skills, good communication, and engagement of employees in decision-making) may lead not only to increased job satisfaction, but also to higher productivity. **We concur with dialogue participants' call for incentives for greater employer investment in skills upgrading and better information on the quality of jobs in Canadian workplaces<sup>22</sup> and urge employers and governments to create the appropriate conditions for increased investments in work place training and the development of quality workplaces.**

### **3.6 Knowledge and information as catalysts for action**

This iPod-wearing, technology-savvy, media bombarded, real time generation place a high premium on having accessible, meaningful information to support them in their various roles as citizens, consumers, learners, workers and innovators. They have high expectations of both governments and business to provide them with reliable information to inform their personal choices and behaviours and also to support active citizenship, including being able to hold governments and business to account.<sup>23</sup>

In their view, people who have access to relevant, reliable and timely information are more likely to make better life choices. However, despite the glut of 'information' on websites and in our electronic broadcasting multi-channel universe, too little of it seems to be having the desired effect. Government information in particular is not routinely provided with a view to supporting the ordinary citizen. Formal applications under access to information laws can be burdensome and slow. Navigating government Web sites can present a daunting challenge even for the most experienced researchers.

#### ***Implications***

- *Public information and reporting needs to focus on citizens' needs.* While there is a plethora of information available, much of it is not user-friendly nor does it respond to the needs of citizens, consumers, students and parents. **Public and private institutions should explore with the public what information would be most useful to them, how they want to access that information and how its utility should be evaluated. Care is needed to address a variety of learning styles, literacy skills and needs, including people with disabilities.**<sup>24</sup>

### 3.7 Concluding comments

Young adult Canadians may look different from their elders and they certainly communicate differently, but there is not a big generation gap. On all the big policy issues, young people share the core values expressed by representative groups of adults aged 18 to 80. They thirst for more opportunity, more and better information, and for more open and participative policy discussion. They have already dealt with major social and economic change and are frustrated by the lack of adaptability and innovation shown by Canada's public institutions. They are especially outspoken about the inefficiency and inequity created by barriers to mobility within the federation.

Young people are intensely committed to Canada. They want to build a better country and they want to be part of that rebuilding process. All Canada has to do is open its doors to this new energy and talent.

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<sup>1</sup> Appendix IV provides a summary matrix of policy directions, roles and responsibilities by policy theme as articulated by the young participants. Appendix V provides a summary of the pre and post questionnaire results and the conditions that they attached to their post questionnaire rankings and Appendix VI provides highlights of dialogue participants evaluations. Appendix VII lists the references used in this report.

<sup>2</sup> The values identified in the 2003 report *Citizens' Dialogue on Canada's Future: A 21<sup>st</sup> Century Social Contract* are: shared community, equality and justice, respect for diversity, mutual responsibility, accountability and democracy. (See <http://www.cprn.org/en/doc.cfm?doc=145> ) These values are reflected in CPRN's well-being diamond, which is discussed in detail in the Social Architecture series. More information is available at <http://www.cprn.org/en/theme/cfm?theme=28> .

<sup>3</sup> The dialogue participants' call for democratic renewal is shared by the broader population, as shown in a recent survey conducted for the Fireweed Democracy Project, where 61% of people surveyed said our democratic institutions need reform. See <http://fireweeddemocracyproject.ca/fw/admin/fel>

<sup>4</sup> This call for change is seen in the results of the dialogue questionnaire which included two questions on democratic institutions. More than 80% of respondents in the post questionnaire (and almost 80% in the pre-questionnaire) feel that democratic institutions need to change if people are to become more involved with public issues and believe that their voices can influence public decisions. In contrast only about a third of respondents in the pre-questionnaire and about 60% in the post-questionnaire felt that existing institutions offer lots of opportunity for those who want to become involved in strengthening democracy. See Appendix V for more detail.

<sup>5</sup> Recent research underscores the need for higher levels of civic literacy and the absence of a strategy to address the gap: O'Neill, 2006 (forthcoming), Milner 2005, Gildengil et al 2004, Howe, Johnston, Blais, 2005. Bishop and Lowe, 2004.

<sup>6</sup> The City of Vancouver's Civic Youth Strategy is described in the Civic Participation chapter of "The Progress of Canada's Children and Youth, 2006" , Canadian Council on Social Development. For more detail see <http://www.ccsd.ca/pccy/2006/civic.htm> . In *Growing Governance Deliberatively*, 2005, Potapchuck, Carlson and Kennedy describe how the commitment to civic culture and deliberation in Hampton, Virginia have changed government and governance. Recruitment and engagement of young people through the Youth Civic Engagement

initiative builds on their “passion for improving their neighbourhoods, schools, extracurricular activities and the city itself.”

<sup>7</sup> Canada has invested a great deal in developing a broader set of indicators, through efforts by the National Round Table on the Environment and the Economy [http://www.nrtee-trnee.ca/eng/programs/Current\\_Programs/SDIndicators/index.html](http://www.nrtee-trnee.ca/eng/programs/Current_Programs/SDIndicators/index.html) ; initiatives such as Sustainable Calgary <http://www.sustainablecalgary.ca/home.html> ; the Atkinson Foundation’s Canadian Index of Well-Being <http://www.atkinsonfoundation.ca/ciw> ; and CPRN’s Quality of Life Indicators project <http://www.cprn.org/en/doc.cfm?doc=44>

<sup>8</sup> See especially CPRN reports *Responsible Action: Citizens’ Dialogue on the Long-term Management of Used Nuclear Fuel* <http://www.cprn.org/en/doc.cfm?doc=1050> , *Trust and Balance: Citizens’ Dialogue on the Ontario Budget Strategy* <http://www.cprn.org/en/doc.cfm?doc=572> and *Citizens’ Dialogue on Canada’s Future: A 21<sup>st</sup> Century Social Contract* <http://www.cprn.org/en/doc.cfm?doc=145>

<sup>9</sup> CPRN’s Health Network, in collaboration with a major health stakeholder organization, has recently completed a study that proposes a new framework for assessing access to health services. The proposed approach puts the patient’s needs at the centre of the framework rather than the service or the provider. Renée Torgerson, Arlene Wortsman and Tom McIntosh. *Towards a Broader Framework for Understanding Accessibility in Canadian Health Care* (prepared on behalf of the Canadian Nurses Association) Ottawa: CPRN, forthcoming.

<sup>10</sup> This was reinforced in the results of their pre and post questionnaire, where they were closely split between being favourable (43% at the beginning of the dialogue and 42% at the end) and unfavourable (40% at the beginning and 46% at the end) toward allowing more choice in health care by permitting people to purchase some private health services and sharing costs through user fees. Also of interest is the high degree of movement on both sides of the issue as they learned more about the challenges involved in sustaining our health care system, with 21% becoming more favourable and 24% becoming less favourable. See Appendix V for more detail.

<sup>11</sup> See chapter 4 for information on CPRN’s research on clarifying the distinctions between private and public health care delivery.

<sup>12</sup> This same view was also strongly voiced in CPRN’s recent citizens’ dialogue on sharing public funds for a better Canada, *Strengthening the Federation*. For more information, see <http://www.cprn.org/en/doc.cfm?doc=1422>

<sup>13</sup> For an interesting and insightful discussion of the impact of intergovernmental regimes in different programs on the public interest in Canada, see Harvey Lazar’s article, “*The intergovernmental dimensions of the social union: A sectoral analysis*” in the Spring 2006 edition of Canadian Public Administration.

<sup>14</sup> The Red Seal program is administered in each province and territory under the guidance of the Canadian Council of Directors of Apprenticeship (CCDA). It encourages standardization of provincial and territorial apprenticeship training and certification programs. Currently, 45 trades are included in the program on a national basis. For more information, see: [http://www.red-seal.ca/Site/index\\_e.htm](http://www.red-seal.ca/Site/index_e.htm)

<sup>15</sup> CPRN's research suggests that the greatest opportunity in this area is not in unifying standards (which are similar, though not identical, across provinces), but in sharing best practices on enforcement. For more detail, see our Vulnerable Workers series at <http://www.cprn.org/en/theme.cfm?theme=47>

<sup>16</sup> Similar recommendations have been made by CPRN in "Getting There and Staying There: Low-income Students and Post-secondary Education." <http://www.cprn.org/en/doc.cfm?doc=1198>. For a more detailed discussion on the dialogue participants discussions about education generally, and PSE in particular, see "Post-Secondary Education in Canada: A vision from Canadian Youth" at [www.cprn.org](http://www.cprn.org). Also see Finnie, R., A. Usher, and H. Vossensteyn, 2004, "Meeting the Need: A New Architecture for Canada's Financial Aid System", 2004, Policy Matters 5 (7), Institute for Research on Public Policy.

<sup>17</sup> The recommendations from the dialogue participants on low-wage, non standard and foreign trained workers are consistent with CPRN's recommendations in *Risk and Opportunity: Creating Options for Vulnerable Workers*. See <http://www.cprn.org/en/theme.cfm?theme=47>

<sup>18</sup> The announcement in the May 2, 2006 federal budget of forthcoming consultations with the provinces, territories and others on the establishment of a Canadian agency for the assessment and recognition of foreign credentials may finally provide a resolution to this long-standing problem.

<sup>19</sup> OECD/CPRN (2005) *From Education to Work – A difficult transition for young adults with low levels of education* <http://www.cprn.org/en/doc.cfm?doc=1252> and CPRN report *Without a Paddle: What to do About Canada's Young Drop-outs*, <http://www.cprn.org/en/doc.cfm?doc=1332>

<sup>20</sup> CPRN has research underway to assess the state of career planning services as part of its' *Pathways for Youth to the Labour Market* project. See chapter 4 for more detail on this research.

<sup>21</sup> See the CPRN paper on participants' views on small business and entrepreneurship, prepared by Alain-Désiré Nimubona, *Lancer sa propre entreprise: les jeunes adultes et l'esprit d'entreprise*, released in conjunction with this report. [www.cprn.org](http://www.cprn.org)

<sup>22</sup> CPRN's job quality Web site [www.jobquality.ca](http://www.jobquality.ca) provides comprehensive indicators on the quality of work in the Canadian labour market. This information is provided on a national, and sometimes regional, basis. Future indicators could be developed at the sectoral or firm level (should data be available).

<sup>23</sup> For more information on how CPRN dialogue participants think about issues of transparency, see "Transparency, Trust and Citizen Engagement: What Canadians are Saying about Accountability" at <http://www.cprn.org/en/doc.cfm?doc=1141>

<sup>24</sup> Typically in CPRN citizen dialogues, participants stress the importance of being able to obtain credible, accessible and meaningful information to support their citizenship, consumer or parental roles. See [www.cprn.org](http://www.cprn.org) for reports on CPRN citizen dialogues.

## **4 CPRN's Ongoing Commitments**

As CPRN began its dialogue preparations, early and oft repeated advice from many sources was: don't make it a one-off event. A key dialogue outcome was to incite young people, governments and others in society to take actions to strengthen civic life in Canada. In addition, CPRN challenged itself to commit to an ongoing role. We have identified a number of research projects and other activities which flow from or support the outcomes of the Dialogue and Summit. This chapter outlines our commitments.

### **CPRN research and other activities linked to young Canadians**

One motivation underlying CPRN's interest in the dialogue and summit was to apply what we heard from these young people to inform our own research agenda. To that end, the dialogue has stimulated and / or reinforced the following planned or ongoing research projects:

- Identify the characteristics of successful skills upgrading initiatives, and examine ways of increasing employer investment in learning. This work will draw on OECD and Canadian research and is being done in collaboration with the Canadian Council of Learning (underway).
- Assess the state of career planning services in Canada. This project is part of a larger effort to look at how to help young people make successful transitions from school to work (underway).
- Examine the policies and practices that have proven effective in integrating racially visible Canadians (including younger Canadians) in the labour market, and identify what racially visible Canadians look for in a job, how they experience their jobs, and what gaps are occurring between what is valued and what is experienced (planned).
- Examine the language instruction policies and programs in bilingual and multilingual countries, including Canada, to the best policy mix for enhancing official languages / bilingualism for native-born Canadians and newcomers (planned).
- Clarify the distinction between 'private' and 'public' and between 'financing' and 'delivery' to help inform ongoing discussion about how to sustain our health care system (underway).
- Support ongoing democratic renewal efforts in Canada in such areas as civic literacy / education (including identifying ways to overcome challenges to teaching civics and promoting civic engagement); youth political participation; how political parties engage young people; and document case studies profiling community actions taken by participants subsequent to their dialogue and summit experience. This work will explore the barriers that make it more difficult for young people to become full citizens (planned).

## **Other Activities**

In addition to research, CPRN is committed to a number of other initiatives flowing from the dialogue and summit which will support ongoing action by young people, organizations working with youth and policy makers.

- Keep the dialogue participants connected through CPRN's On-line Forum for Youth Engagement which is designed to build on their experience and engage others in conversations about the kind of Canada they want, what actions need to be taken and by whom, to realize that Canada.
- Explore other ways to use web-based tools to disseminate basic information on: (1) how governments make policy decisions; and (2) how citizens can participate in the making of these decisions.
- Undertake speaking engagements, workshops and outreach activities to share the results of the dialogue and encourage action on multiple levels, from community-based actions to policy development.
- Seek opportunities to partner with others who have a commitment to engaging young people in public discourse, both nationally and internationally. This includes exploring further opportunities to work with two research organizations in Brazil, who conducted their own national dialogue with young people, with advice from CPRN.
- Engage young people directly in CPRN's policy work through a youth internship program. This program is planned to begin in 2006/2007.

## **5 Dialogue Participants and Design**

### **5.1 A Youth-driven Project**

In preparation for the dialogue, CPRN commissioned an environmental scan<sup>1</sup> to provide information and recommendations on how best to engage young adults. Results of the scan revealed a wealth of organizational initiatives focused on young Canadians. While there is no single best way to engage this very diverse population, the report offered criteria for successful engagement exercises. It also underscored the importance of engaging young adults early and meaningfully in both the substance and design of the dialogue.

Building on the findings of the environmental scan, CPRN created an Advisory Committee on Engaging Young Canadians<sup>2</sup> with representatives from youth organizations and others involved in youth-related work. The Advisory Committee identified a preliminary list of specific policy issues for exploration at the dialogue which were then tested in an on-line survey of 18-25 year olds<sup>3</sup>, hosted by The Student Commission and TakingITGlobal. In April 2005, CPRN convened a roundtable of academics, researchers and public policy advisors with experience related to young people and / or the policy issues under discussion. In May 2005, thirteen young people from across Canada, reflecting Canada's diversity, provided thoughtful insight and direction on the issues most important to them. They gave guidance on how best to frame and design the dialogue to resonate with the interests and needs of people in this age group. Based on all these inputs, supplemented by CPRN's research expertise, we identified learning, work, health and environment as key policies to discuss at the Dialogue.

Young people also provided advice on the workbook and dialogue design, including 10 young people who co-facilitated the dialogue and summit. Their involvement played a strong factor in making the participants feel welcome and comfortable to express their ideas. In addition, representatives from several organizations working in the related policy areas, and / or having specific responsibilities for young adults, observed the dialogue in order to inform their own work. A complete list of the members of the facilitation team and observers can be found in Appendix III.

### **5.2 Dialogue and Summit Participants**

The Dialogue participants were randomly selected from among the Canadian population aged 18 to 25 years. This selection process, undertaken by EKOS Research Associates, a professional polling firm, brought together a group of young adults whose distribution along the main demographic characteristics is very close to the distribution of these characteristics in the population as a whole. It should also be noted that the geographic origin of the Dialogue participants closely reflected the geographic distribution of the youth population in Canada.

The following set of tables compares the Dialogue participants to a fairly similar age group in the population.

### Comparison of Participants to Canadian Youth Population by Gender

Gender	Dialogue Participants % (18-25)	Total Youth Population % (ages 18-25)
Men	47	50
Women	53	50
Source: Participant demographic data: EKOS Research Associates; Total youth population data: 2001 Census, Statistics Canada		

### Comparison of Participants to Canadian Youth Population by Education

Level of Education	Dialogue Participants % (18-25)	Total Youth Population % (20-24)
Some high school	6	12
HS graduate	21	24
Some college/ university	36	28
Community/ CEGEP/ private college graduate	12	24
Bachelor's degree	19	11
Graduate degree	5	1
Source: Participant demographic data: EKOS Research Associates; Total youth population data: Statistics Canada Labour Force Survey, 2004 annual averages.		

### Comparison of Participants to Canadian Youth Population by Specific Indicator

Specific Indicator	Dialogue Participants % (18-25)	Total Youth Population % (ages 15-24)
Aboriginal	4	4
Visible Minority	15	16
Disabled	4	4
Rural	17	n/a
Source: Participant demographic data: EKOS Research Associates; Total youth population data: 2001 Census, Statistics Canada		

### Comparison of Participants to Canadian Youth Population by Language

Specific Indicator	Dialogue Participants % (18-25)	Total Youth Population % (ages 15-24)
English	70	62
French	22	22
Other	8	14
Source: Participant demographic data: EKOS Research Associates; Total youth population data: 2001 Census, Statistics Canada		

## 5.3 Dialogue and Summit: a deliberative design

Deliberative dialogue brings people together from all walks of life and encourages them to work through tough issues, learning from each other as they listen to and understand perspectives different from their own. Dialogue facilitates the creation of “shared meaning ...and broadens the understanding of the issue before moving into more formal decision making.”<sup>4</sup> It promotes the legitimacy of public decisions, encourages public spirited perspectives on public issues, promotes mutually respected decision-making processes and helps to correct mistakes.<sup>5</sup>

## *Connecting Young People, Policy and Active Citizenship*

Our work is designed to insert public values into the policy process and help decision makers understand the policy space within which decisions should be made, if they are to be sustainable and effective. Deliberative dialogue offers profound insight into what matters most to people and why.

- What values underlie their choices;
- What tradeoffs they will or will not accept; and
- What conditions they put on decision makers.

Deliberative dialogue approaches used by CPRN<sup>6</sup> are intended to encourage a process of learning and working through, by giving participants the opportunity to absorb the facts, make sense of them, and identify and wrestle with conflicting values. These approaches encourage a shift from an individual to a broader community-based point of view. They probe how citizens' views evolve as they work through difficult policy choices in conversation with each other and seek to reconcile these views with their deeper values. The results of these kind of engagement exercises are intended to influence policy development by providing decision makers with a deeper understanding of citizens' value-based policy preferences and choices on important public issues.<sup>7</sup>

To help the young participants prepare for the dialogue, they received, in advance, a peer and youth reviewed Workbook.<sup>8</sup> It presented information about the purpose of the dialogue, a snapshot of Canada, key facts on and questions related to learning, work, health and environment as well as an overview of how Canadian democracy works. Upon arrival at the dialogue participants received additional information on possible approaches to address challenges in the four policy areas of learning, work, health and environment. The approaches reflected value-based choices with arguments for and against each approach. The workbook and dialogue design enabled participants to learn about the issues under consideration, work through how they think and feel about the various approaches and identify common ground and differences.

The Dialogue process brought participants together in pre-selected (to achieve representative groups) facilitated small groups and in large plenaries (ranging from 40 to 184 participants) throughout their 3.5 days of deliberation. They started with a discussion about their vision for Canada, then moved into focused and in depth conversations about each of the four policy issues, working through choices and trade-offs and deciding on what actions, roles and responsibilities should be assumed by whom (governments, business, not-for-profit organizations, individuals/families).

To support their discussions CPRN and other policy experts were available to respond to participants' questions throughout the process. In addition the program included briefings on the four policy issues and a panel on how Canada governs itself. These briefings were designed to help stimulate the young people's thinking about these issues, not to steer the Dialogue's discussion in a certain direction or to limit its scope. About forty decision makers reflecting diverse and rich experience in the public, private and community sectors joined the dialogue on Saturday afternoon with most in attendance until the conclusion on Sunday afternoon. They first listened to the vision created by the young people and then worked with them in small and large groups to further define and refine what actions are needed to realize their vision.

All plenary sessions and two of the four break-out groups of 40 had simultaneous interpretation services in English and French. In the other two groups of 40 that did not

have simultaneous interpretation, bilingual facilitators and participants provided translation so that participants were able to speak in either official language.

Following the dialogue, to make sure we accurately reflected the view of participants, and to support them in taking ownership of the dialogue results, we circulated (February 2006) a draft of *“Toward an Action Plan for Canada”* to each participant, the Advisory Committee, the facilitation and analysis teams, and others for review and comment. The feedback was positive and constructive and strengthened the final document.

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<sup>1</sup> The environmental scan, prepared in the summer of 2004 for CPRN by Judith Nolté offers useful advice on youth engagement from groups involved with youth, and provides several case studies of successful engagement efforts. See [www.cprn.org](http://www.cprn.org)

<sup>2</sup> A list of members of the Advisory Committee can be found at <http://www.cprn.org/en/theme.cfm?theme=99>

<sup>3</sup> The on-line survey was completed by 202 Canadians aged 18-25. Respondents were self-selected, facilitated by members of the Advisory Committee reaching out to their networks. As a result, they were not a representative sample of the population. Nevertheless, the results highlighted the importance this age group places on becoming active citizens, issues of injustice, opportunities for education and work, and the environment, health and identity. Results can be found at <http://www.cprn.org/en/doc.cfm?doc=1234>

<sup>4</sup> Gerard, Glenna and Linda Elinor. 1995. “Dialogue.” Peggy Homan and Tom Devan , eds. *The Change Handbook: Group Methods for Shaping the Future*. San Francisco: Berret-Koehler Publishers Inc. Pages 218-229.

<sup>5</sup> Gutman, Amy and DenisThompson. 2004. *Why Deliberative Democracy*. Princeton University Press. Pages 10-12.

<sup>6</sup> CPRN’s deliberative dialogue processes have adapted Viewpoint Learning Inc’s ChoiceWork dialogue methodology, which is based on the research of its Chairman, Daniel Yankelovich, author of the groundbreaking book, *Coming to Public Judgment* (1991). Syracuse University Press, New York.

<sup>7</sup> More information on deliberative dialogue can be found at <http://www.cprn.org/en/doc.cfm?doc=1238> and in *A Primer on Public Involvement*, prepared by François-Pierre Gauvin and Julia Abelson for the Health Council of Canada, forthcoming, CPRN.

<sup>8</sup> Material for the Dialogue can be found on CPRN Web site (<http://www.cprn.org>). The Workbook in particular can be found at <http://www.cprn.org/en/doc.cfm?doc=1351>

## **Appendices**

- Appendix I: Participants - CPRN Dialogue and Summit on Engaging Young Canadians (and Observers)
- Appendix II: Dialogue and Summit Agenda  
Dialogue versus Debate
- Appendix III Dialogue and Summit Facilitation and Analysis Teams
- Appendix IV: Policy Directions, Roles and Responsibilities Summary Matrix
- Appendix V Pre and Post Questionnaire and Conditions Results
- Appendix VI: Participants' Evaluation of Dialogue and Summit
- Appendix VII: Research References Related to the Dialogue Results

## Appendix I: Participants - CPRN Dialogue and Summit on Engaging Young Canadians

**Youth Participants:** (name and home province)

<b>NAME</b>	<b>PROV</b>	<b>NAME</b>	<b>PROV</b>
ALICIA LARUE	AB	SHELLEY SCHULBERG	BC
ALICIA MCWADE	AB	AMBER ZILINSKY	MB
CHET AMAN	AB	CHRIS LEASK	MB
CHRISTOPHER IPPOLITO	AB	KATHY ANDREJOWICH	MB
CHRISTOPHER LANGLOIS	AB	KELLY RIEU	MB
ERIN SEY	AB	LINDSAY NAKONECHNY	MB
JENNY HONG	AB	LISA MARTENS BARTEL	MB
KEVIN MCBEATH	AB	SAFIYYA KHAN	MB
LINDA CHRISTINE FEUERHELM	AB	SELDA ELMAS	MB
MARK TRONIAK	AB	ASHLEY GREGOIRE	NB
MARSHALL THIESSEN	AB	CRAIG JAMES	NB
MEGAN WRIGHT	AB	MELISSA ELLINGWOOD	NB
NATASHA SEAR	AB	SYLVAIN ROUSSEL	NB
RYAN PIETRUCKI	AB	ASHLEY POWER	NF
SELENA STEIN	AB	ELAINE MARTIN	NF
TANYA REIST	AB	SEAN KENNEDY	NF
TIMOTHY BOUWSEMA	AB	STEPHEN DUFFETT	NF
ZARA DHARMASENA	AB	EMILY MACNEIL	NS
AMANDA JORGENSON	BC	JAMIE ANGUS	NS
BRANDON MULLIN	BC	JOSH LAWLOR	NS
CARI EDGAR	BC	PRINCE BOABANG	NS
CLAY EDGER	BC	TREVOR MACKAY	NS
DIANA SILVESTER	BC	NUBIYA ENUARAQ	NU
GREGORY QUEYRANNE	BC	TAMMY MALGOKAK	NW
HENRY TUFTS	BC	ADAM EATON	ON
JEFF THORNE	BC	ALEX LONEY	ON
JESSICA HAVERS	BC	AMBER UNWIN	ON
KATE HAYTER	BC	AMY GRIGG	ON
LIZA DUNCAN	BC	AVINAASH MAHARAJH	ON
LUBA VEVERTSA	BC	Ben Burtnyk	ON
MATT SMITH	BC	BRIAN HIGDON	ON
MICHAEL HEJAZI	BC	CARLA COCKERLINE	ON
MICHELE GHANEM	BC	CAVAN MCCALLUM	ON
MILAN PAREKH	BC	CHRISTIAN MUTIKAINEN	ON
PAMELA BRUDER	BC	CHRISTINE PULPAN	ON
RICHARD TRONSON	BC	DAMIAN KHAN	ON

**Connecting Young People, Policy and Active Citizenship**

<b>NAME</b>	<b>PROV</b>	<b>NAME</b>	<b>PROV</b>
IVAN CHAN	ON	CRAIG ABBOTT	PE
JAMES NOBLE	ON	JENNA MACDONALD	PE
JEAN DIXON	ON	ANNE-CLAIRE BONENFANT	QC
JENNA HUBERTY	ON	ANTHONY RACINE	QC
JENNIFER LEE GARCIA	ON	BIANCA SMITH (B-I)	QC
JENNIFER ROUSE	ON	BRUNO PICARD	QC
JOSEPH WOODWORTH	ON	CATHERINE PAYEUR	QC
JULIE MALLAIS	ON	CHRISTIAN BELAND	QC
JULIJE GRINFELD	ON	CHRISTOPHER LAVALLEE	QC
KATELIN KRYSKOW	ON	CLAUDIE-ANNE VANIER	QC
KATIE SHELTON	ON	D'ARCY DOHLE	QC
KEVIN TURLO	ON	DAVE VIGNEAULT	QC
KIM MANITO	ON	FLORENCE TANGUAY	QC
KIM SORLIE	ON	GIAN CARLO LA GIORGIA	QC
KRISTEN STANSELL	ON	GUILLAUME BLOUIN BEAUDOIN	QC
KYLE GROOMS	ON	IAN PAQUET	QC
LAURA KENNEDY	ON	JEAN-FRANCOIS PERREAULT	QC
LINDSAY SMITH	ON	JEAN-PIERRE ROCHON	QC
LUDWIK SOBIESIAK	ON	KARRINE SEVIGNY	QC
MARLA DEBRUYN	ON	LORRAINE BOURCIER	QC
MATT VAN HUIZEN	ON	MARIE-PIERRE HUARD	QC
MATTHEW FOX	ON	MICHEL VILLENEUVE	QC
MAURIZO CAMPISI	ON	MYLENE GENDRON	QC
MEAGHAN HARDING (B)	ON	NATHANIEL MERCIER	QC
MIKE VILHAN	ON	OLIVIER MAURICE	QC
NICHOLAS OTTO	ON	ROXANNE GRENIER-ALBERT	QC
OSCAR ALEXANDER DEL RIO	ON	SOPHIE THIBODEAU	QC
ROBYN MILBURN (B-I)	ON	STEVEN ROCHETTE	QC
RYAN CIACIEK	ON	SYLVIE CHAMBERLAND	QC
SHAWNA CAMPBELL	ON	VERONIQUE GUAY	QC
STEFANIE FRASER	ON	CHARLES BROOKE	SK
STEPHEN SEGUIN	ON	HEATHER BORKOWSKY	SK
VARUN THAPAR	ON	JONATHON REMPEL	SK
VIKRAM RAVINDRAN	ON	SHEILA CHRUSCH	SK
WHITNEY ROBERTSON	ON	SIENNA DELORME	SK
CORA MACINTYRE	PE	NAOMI CAITHCART	YT

## **Connecting Young People, Policy and Active Citizenship**

### **Decision-makers: (name, title and organization)**

<b>NAME</b>		<b>TITLE</b>	<b>ORGANIZATION</b>
Janet Austin		CEO	YWCA Vancouver
Joeylou Baker			CIBC
Dianne Bascombe		Executive Director	National Children's Alliance
Carolyn Bennett		Member of Parliament	House of Commons
Jean-Guy Bigeau		Directeur général	Katimavik
Peggy Binns		Senior Director General	Social Development Canada
Paul Born		President	Tamarack
J. Patrick Boyer		Chair of Education	Breakout Educational Network
Paul Brennan		Directeur, Relations corporatives et communautaires	Association des collèges communautaires du Canada (ACCC)
Ed Broadbent		Member of Parliament	NDP
Tim Brodhead		President & CEO	The J. W. McConnell Family Foundation
Janet Campbell		Manager, Policy Development	Department of Canadian Heritage
Bettina Cenerelli		Administratrice des programmes	Fondation Pierre Elliott Trudeau Foundation
Anna Chiappa		Executive Director	Canadian Ethnocultural Council
John Connell		Director General	Industry Canada
Sharon Anne Cook		Faculty of Education	University of Ottawa
Ivan Corbett		Executive Director	New Brunswick Advisory Council on Youth
Dan Coupal		Sr. Mgr., People and Skills Investment Division, Human Resources and Employment	Government of Alberta
William Cross		Associate Professor, Department of Political Science	Carleton University
Raymond de Souza		Chaplain	Newman House at Queen's University
Veronica Dyck		Executive Director, MB4Youth Division	Manitoba Education, Citizenship and Youth
Clara Erdman		Branch Manger	CIBC
David Forbes		Minister, Environment	Government of Saskatchewan
François Gaudreau		Coordonnateur à la recherche et aux projets spéciaux	Katimavik
Danny Graham		Former, Leader, Liberal Party of Nova Scotia	McInnes Cooper
Wayne Helgason		Executive Director	The Social Planning Council of Winnipeg
Andrew Jackson		Director, Social & Economic Policy	Canadian Labour Congress
Cynthia Lacasse		Agente intermédiaire de programme, Jeunesse	Commission canadienne pour l'UNESCO
William Lahey		Deputy Minister	Nova Scotia Environment and Labour
David Levine		Membre du conseil d'administration et président-directeur général	Agence de développement de réseaux locaux de services de santé et de services sociaux de Montréal
David McLaughlin		Executive Director	Advisory Panel on Fiscal Imbalance, Council of the Federation
Lynn McMaster		Manager	Canadian Museum of Civilization
Lidia Monaco		Director of Children, Youth and Family Services	St. Christopher House
Alex Munter		Faculty of Social Sciences	University of Ottawa
Andrew Parkin		Director, Research and Program Development	Canada Millennium Scholarship Foundation
Janet M. Riopel		President and Chief Executive Officer	Careers: The Next Generation
Robert Slater		Consultant	
Judy Thrower		Manager, Youth Directorate	Yukon Government
Andrew Treusch		Assistant Deputy Minister	HRSDC
Eric Trottier		Conseiller, Sensibilisation de la jeunesse	Environnement Canada
Douglas Wolfe		Senior Policy Advisor	Privy Council Office
Gisèle Yasmeen		Senior Director	Elections Canada

**Observers**

Noel Baldwin – Canada Millennium Scholarship Foundation  
Rachel Birns – Government of Saskatchewan  
Patrick Brunette – Department of Canadian Heritage  
Janet Campbell – Department of Canadian Heritage  
Duncan Cass-Begg - HSRDC  
Sébastien Goupil – Department of Canadian Heritage  
Maren Hansen - B.Ed student from Ottawa University  
Erika Hopper – B.Ed student from Ottawa University  
Dahlia Nawwar – RCMP Youth Outreach Program Coordinator  
Alain-Désiré Nimubona – Trudeau Scholar  
Jason Stanley - HSRDC

## Appendix II: Dialogue and Summit Agenda & Dialogue versus Debate

### Agenda

#### Ottawa Marriott Hotel

#### Thursday, November 24

**Afternoon/Evening Gathering:** Welcome Reception Orientation and Socializing

#### Friday, November 25

**Morning:** Developing a vision for the kind of Canada we want

**Afternoon:** Defining our roles in realizing the kind of Canada we want

**Evening:** Organized events and free time

#### Saturday, November 26

**Morning to mid-afternoon:** Exploring policy choices and trade-offs

**Later afternoon:** Discussion with decision-makers

**Evening:** Reception and Informal Dinner, Museum of War (tour optional)

#### Sunday, November 27

Moving to action in our democracy

**Closure:** 3:30p.m.

Dialogue is a special kind of conversation that involves working together to overcome differences to try to find and build on common ground. Dialogue is very different from debate as described below.

Dialogue vs Debate	
Debate	Dialogue
<ul style="list-style-type: none"> <li>• <b>Assumes there is one right answer (and you have it)</b></li> <li>• <b>Attempts to prove the other side wrong</b></li> <li>• <b>Objective is to win</b></li> <li>• <b>Listening to find flaws</b></li> <li>• <b>Defends personal assumptions</b></li> <li>• <b>Criticizes others' point of view</b></li> <li>• <b>Defends one's views against others</b></li> <li>• <b>Searches for weaknesses and flaws in the others' positions</b></li> <li>• <b>Seeks an outcome that agrees with your position</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assumes that others have pieces of the answer.</b></li> <li>• <b>Attempts to find common understanding</b></li> <li>• <b>Objective is to find common ground</b></li> <li>• <b>Listening to understand</b></li> <li>• <b>Explores and tests personal assumptions</b></li> <li>• <b>Examines all points of view</b></li> <li>• <b>Admits that others' thinking can improve one's own</b></li> <li>• <b>Searches for strengths and value in the others' positions</b></li> <li>• <b>Seeks an outcome that creates new common ground</b></li> </ul>

## **Appendix III: Dialogue and Summit Facilitation and Analysis Teams**

### **Facilitation Team**

Beth Allan  
Jean-Yves Bernard  
Michael Bopp  
Denise Andrea Campbell  
Ray Gordezky  
Clément Guénard  
Dave Hasbury (Graphic Facilitator)  
Emily Hines (CPRN)  
Sean Hinton

Nishad Khanna  
Martin Lacelle  
Adèle Mugford  
Wais Nahzat  
Sabah Randell  
Nandini Saxena (CPRN)  
Suzanne Taschereau (Lead Facilitator)  
Mylène Thériault  
Patrick Allan Wiseman

### **Notetaking and Analysis Team**

Daniel Bunjevac, Canada 25  
Jennifer Corriero, TakingItGlobal  
Jacquie Dale, One World Inc.  
Patrice de Broucker, CPRN  
Jan Elliot, Faculty, Faculty, Fielding School of Graduate Studies, and Public Policy Forum Associate  
Catherine Fafard, Consultant  
Mary Pat MacKinnon, CPRN  
Tom McIntosh, CPRN  
Ron Saunders, CPRN  
Renée Torgerson, CPRN  
Judi Varga-Toth, CPRN  
Judy Watling, CPRN  
Sandra Zagon, CPRN Research Associate

### **Resource Experts**

Learning: Patrice de Broucker (CPRN)  
Work: Ron Saunders, Richard Brisbois (both from CPRN)  
Health: Tom McIntosh (CPRN)  
Environment: Karen Brown (retired public servant from Environment Canada)

Judith Maxwell (CPRN), Tom McIntosh (CPRN), Alex Munter, University of Ottawa, and Gisèle Yasmeen, Elections Canada, provided an overview for participants on how decisions are made in Canada.

## Appendix IV: Policy Directions, Roles and Responsibilities Summary Matrix (Articulated by Dialogue and Summit Participants)

Policy Direction/ Actions	Recommended Roles and Responsibilities <sup>1</sup>			
<b>LEARNING</b>	Individuals and Families	Governments (including public institutions <sup>2</sup> )	Private Sector	Voluntary Sector
<p>1. <i>Reorient the public education system (kindergarten to PSE) to reflect a ‘right to learn’ and to promote lifelong learning</i></p>	<ul style="list-style-type: none"> <li>Parents to instil in children an appreciation for learning as a lifelong activity- not just for school years</li> <li>Students to develop habits to continue learning outside formal schooling</li> <li>Parents to participate in school activities and strengthen parent-community-school relationships</li> </ul>	<ul style="list-style-type: none"> <li>Ministries of education and federal government to collaborate on civic education and weave citizenship learning throughout the K to PSE curricula (emphasize community service learning along with traditional political knowledge)</li> <li>Develop critical thinking skills and economic literacy to prepare young people for decision making in public and private life</li> </ul>	<ul style="list-style-type: none"> <li>Partner with schools to support community/school activities, offering services like mentoring</li> <li>Target particular support for schools in disadvantaged areas so that their students don't lose out on business support</li> <li>Partner with schools and voluntary sector to create travel opportunities for young people to learn and experience other parts of Canada</li> </ul>	<ul style="list-style-type: none"> <li>Bring community into school and school into the community</li> <li>Partner with schools to engage students in the wide range of civic activities (political, social, cultural, recreational)</li> <li>Partner with schools and private sector to create travel opportunities for young people to learn and experience other communities in Canada</li> </ul>
<p>2. <i>Create a pan-Canadian system of education with high quality common standards and accreditation systems to support mobility of learners and workers and labour market efficiencies</i></p> <p>[National doesn't mean homogeneity of curricula, but it does mean that students and their families and communities can expect to get a reasonably similar</p>	<ul style="list-style-type: none"> <li>Students to provide their perspectives and recommendations on the components of a national education resource data base</li> </ul>	<ul style="list-style-type: none"> <li>Federal government to take lead role in convening provinces/territories to collaborate on the creation of a national system of education (K through PSE) that ensures that all students are well prepared for life and jobs</li> <li>Educational institutions to collaborate with governments on the creation of a national online education resource data base that includes</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with governments and education and training institutions on identifying core competencies for jobs</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with governments and education and training institutions on identifying core competencies for jobs</li> </ul>

**Connecting Young People, Policy and Active Citizenship**

<b>LEARNING</b>	<b>Individuals and Families</b>	<b>Governments (including public institutions<sup>2</sup>)</b>	<b>Private Sector</b>	<b>Voluntary Sector</b>
<p>education that is portable across the country. Tailoring to reflect provincial / territorial realities and needs would continue]</p>		<p>course materials and learning tools and best practices</p> <ul style="list-style-type: none"> <li>• Provincial and federal governments remove the barriers that: 1) prevent qualified foreign trained workers from gaining work in their fields of expertise 2) impede student and worker mobility- this calls for a national coordinated system to recognize education credits and training. Part of this means identifying core competencies for education and training that are similar across the country.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional and trade organizations collaborate with education/training institutions and governments for fair accreditation systems for foreign trained workers (e.g. nurses, doctors, engineers, teachers)</li> <li>• Professional and trade organizations collaborate with education and training institutions to define core competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Professional and trade organizations collaborate with education/training institutions and governments for fair accreditation systems for foreign trained workers (e.g. nurses, doctors, engineers, teachers)</li> <li>• Professional and trade organizations collaborate with education and training institutions to define core competencies</li> </ul>
<p>3. <i>Create accountable, higher quality, more student-centred and relevant education, with particular attention to those in greatest need</i></p>	<ul style="list-style-type: none"> <li>• Parental and student involvement in developing a mandatory skills upgrading system and an evaluation system for educators</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial/territorial ministries of education to take the lead in developing teacher skills upgrading system and teacher evaluation systems across the country (with federal collaboration and the active involvement of educators)</li> <li>• Educators, schools and ministries of education to promote creative and engaging teaching methods</li> <li>• Explore the feasibility of creating a student portfolio system that includes</li> </ul>	<ul style="list-style-type: none"> <li>• Business to contribute to evaluation systems for teachers and upgrading skills</li> <li>• Collaborate with schools on achieving more relevant teaching methods for trades, technology and business programs</li> <li>• Provide support for programs like the Youth Ambassador program</li> </ul>	<ul style="list-style-type: none"> <li>• Community organizations to collaborate with schools on achieving more relevant, community-focussed schools.</li> <li>• Provide support for programs like the Youth Ambassador program</li> </ul>

**Connecting Young People, Policy and Active Citizenship**

<b>LEARNING</b>	<b>Individuals and Families</b>	<b>Governments (including public institutions<sup>2</sup>)</b>	<b>Private Sector</b>	<b>Voluntary Sector</b>
		<p>academic, personal, work and volunteer experience</p> <ul style="list-style-type: none"> <li>• Governments to cooperate with schools to report to parents, students and communities on how well schools are doing, including progress achieved in addressing drop-out rates</li> <li>• Expand funding for national and regional/provincial programs such as the Youth Ambassador Program that engage young graduates to mentor high school students</li> </ul>		
<i>4. Increase access to and quality of PSE for all qualified students</i>	<ul style="list-style-type: none"> <li>• Families to save for children's education, take advantage of incentives (e.g. Registered Education Savings Plans)</li> <li>• Students responsible for treating their education seriously</li> </ul>	<ul style="list-style-type: none"> <li>• Increase public funding for PSE loans and grants (attached to students not institutions) that reflect the true cost of education</li> <li>• Increase funding to PSE institutions to improve quality of instruction</li> <li>• Legislate richer tax incentives to encourage greater savings by families</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number and size of scholarships and bursaries for PSE, especially for lower income students</li> <li>• Be prepared, if need be, to pay increased taxes for education</li> </ul>	
<i>5. Improve and promote alternate (non-university) pathways to learning and jobs</i>	<ul style="list-style-type: none"> <li>• Families to inform themselves of the full range of education and work options, focussing on the aptitudes and interests of their children</li> </ul>	<ul style="list-style-type: none"> <li>• Governments and schools collaborate to improve the quality of career counselling in high schools, providing students with up to date</li> </ul>	<ul style="list-style-type: none"> <li>• More involvement in technology and trades education curricula, increasing the number of apprenticeships, internships and</li> </ul>	<ul style="list-style-type: none"> <li>• More involvement in technology and trades education, increasing the number of apprenticeships, internships and</li> </ul>

**Connecting Young People, Policy and Active Citizenship**

<b>LEARNING</b>	<b>Individuals and Families</b>	<b>Governments (including public institutions<sup>2</sup>)</b>	<b>Private Sector</b>	<b>Voluntary Sector</b>
	<ul style="list-style-type: none"> <li>• Avoid automatically steering children to university without due consideration of all options</li> <li>• Students to carefully consider all options with informed and open minds</li> </ul>	<p>and accurate information on labour market requirements, trades and technology, small business and entrepreneurship options</p> <ul style="list-style-type: none"> <li>• Improve the quality of trades and technology education in high schools, provide bridges between academic and applied streams</li> </ul>	<p>placements and work with education/training institutions to improve quality</p> <ul style="list-style-type: none"> <li>• Business associations to promote small business and entrepreneurship options in schools</li> </ul>	<p>placements</p> <ul style="list-style-type: none"> <li>• Inform students of the range of voluntary sector career options</li> </ul>

<sup>1</sup> See “Towards an Action Plan for Canada- ‘Our Vision, Values and Actions’ (March 2006), CPRN Web site for a more detail on these actions.

<sup>2</sup> Public institutions include MUSH – municipalities, universities, schools and hospitals.

**Connecting Young People, Policy and Active Citizenship**

<b>WORK</b>	<b>Individuals and Families</b>	<b>Governments (including public institutions)</b>	<b>Private Sector</b>	<b>Voluntary Sector</b>
<i>1. Develop, publicize and enforce common (and higher) employment standards across Canada</i>	<ul style="list-style-type: none"> <li>• Employees to take responsibility for being informed about employment standards</li> </ul>	<ul style="list-style-type: none"> <li>• Governments to work together to develop, publicize and enforce common employment standards, in collaboration with employers</li> <li>• Undertake a social marketing campaign to maximize reach and other additional measures to inform newcomers and vulnerable workers of their employment rights</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with governments in developing employment standards</li> <li>• Responsible for strict compliance with standards</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with governments in developing employment standards</li> <li>• Responsible for strict compliance with standards</li> <li>• Outreach to those who may be less aware of their rights (newcomers, those with mental or developmental needs)</li> </ul>
<i>2. Improve conditions and standards for non-standard jobs and for low-wage standard jobs across Canada</i>	<ul style="list-style-type: none"> <li>• Take advantage of opportunities for skills upgrading, literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Federal and provincial governments to legislate increased minimum wages (within reason)</li> <li>• Provide low wage workers with wage supplements, health benefits (e.g. drug costs) so that the burden is shared across employers and government</li> </ul>	<ul style="list-style-type: none"> <li>• Pay higher minimum wages</li> <li>• Provide opportunities for skills upgrading and advancement, especially for lower skilled workers</li> </ul>	<ul style="list-style-type: none"> <li>• Pay higher minimum wages</li> <li>• Provide opportunities for skills upgrading and advancement, especially for lower skilled workers</li> </ul>
<i>3. Promote higher quality work places and encourage healthy work-life balance</i>	<ul style="list-style-type: none"> <li>• Commit time and resources to pursue skills upgrading</li> <li>• Contribute to the creation of a higher quality work place through personal commitments and actions.</li> <li>• Strive for good work-life balance</li> </ul>	<ul style="list-style-type: none"> <li>• Create incentives to encourage employer-based skills upgrading</li> <li>• Create a national job quality and classification tool kit and support its ongoing maintenance</li> <li>• Support national child care system with subsidies for lower-income parents to ensure access to child care</li> </ul>	<ul style="list-style-type: none"> <li>• Make larger investments in employee skill upgrading and create conditions for good work-life balance</li> <li>• Collaborate with governments, employees and unions on the design of a national job quality and classification tool kit and contribute to its ongoing maintenance</li> <li>• Offer more workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with governments, employees and unions on the design of a national job quality and classification tool kit and contribute to its ongoing maintenance.</li> <li>• Offer more work place based and community-based child care</li> <li>• Provide community-based after school programs</li> </ul>

*Connecting Young People, Policy and Active Citizenship*

<b>WORK</b>	<b>Individuals and Families</b>	<b>Governments (including public institutions)</b>	<b>Private Sector</b>	<b>Voluntary Sector</b>
			based child care	<ul style="list-style-type: none"> <li>• Create conditions for good work-life balance</li> </ul>
<p><i>4. Promote and support small business and , entrepreneurship career options for young people in schools (K-PSE)</i></p>	<ul style="list-style-type: none"> <li>• Be open to exploring self employment and entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Create supportive programs that foster innovation (e.g. assistance with start-up financing)</li> <li>• Ensure that curricula includes learning about entrepreneurship and business</li> <li>• Partner with private sector organizations to offer internships, mentoring and other options to expose young people to this career track.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial institutions to encourage young entrepreneurs</li> <li>• Partner with educational institutions to offer programs that inform students about entrepreneurship, mentoring, internships etc.</li> </ul>	
<p><i>5. Enable mobility of workers across Canada, including removing barriers facing foreign trained workers (accreditation and hiring)</i></p>	<ul style="list-style-type: none"> <li>• Families to promote awareness of diversity and educate children about racial and ethnic discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Federal and provincial governments to create a national accreditation system for all professions and trades</li> <li>• Federal and provincial governments to fairly assess newcomers' qualifications and support their entry into their chosen fields</li> </ul>	<ul style="list-style-type: none"> <li>• Professional bodies remove unfair restrictions that prevent qualified professionals from securing accreditation and working in their fields, including those who are foreign trained</li> </ul>	<ul style="list-style-type: none"> <li>• Professional bodies remove unfair restrictions that prevent qualified professionals from securing accreditation (interprovincial barriers and barriers for those trained outside Canada)</li> </ul>

**Connecting Young People, Policy and Active Citizenship**

<b>HEALTH</b>	<b>Individuals and Families</b>	<b>Governments (including public institutions)</b>	<b>Private Sector</b>	<b>Voluntary Sector</b>
<p><i>1. Establish and enforce common standards for health care across Canada and increase accountability for health results</i></p>	<ul style="list-style-type: none"> <li>• Take responsibility for being informed so that individuals are able to hold governments to account for health spending</li> </ul>	<ul style="list-style-type: none"> <li>• Federal and provincial governments to collaborate on setting and implementing common standards for health services across the country</li> <li>• More transparent and accessible reporting on health care spending and outcomes (health institutions and governments)</li> </ul>		
<p><i>2. Reorient the health care system to emphasize prevention and coordinated, multidisciplinary patient-centred care</i></p>	<ul style="list-style-type: none"> <li>• Individuals to take responsibility for being informed about health issues and to make better life style choices</li> <li>• Families to take responsibility at home: proper nutrition, exercise, education</li> </ul>	<ul style="list-style-type: none"> <li>• Federal and provincial governments to re-allocate and increase funding for prevention and health promotion (including support for voluntary sector services)</li> <li>• Revamp health care system away from single physician to team-based, multidisciplinary, community-based care</li> <li>• Develop a nation wide system of home care that is affordable and accessible (including mobile health care for the elderly)</li> <li>• Focus on what causes some people to be less healthy: poverty, discrimination, mental health problems, addiction</li> </ul>	<ul style="list-style-type: none"> <li>• Re-orient care to move from health care delivery silos to integrated, coordinated, multi-disciplinary care.</li> <li>• Employers to support healthier less stressful workplaces, recognizing work and family responsibilities</li> <li>• Partner with schools and community organizations to support community-based sports, recreation and social activities</li> <li>• Provide fitness options and incentives for employees</li> </ul>	<ul style="list-style-type: none"> <li>• Re-orient care to move from health care delivery silos to integrated, coordinated, multi-disciplinary care.</li> <li>• Employers to support healthier less stressful workplaces, recognizing work and family responsibilities</li> <li>• Provide fitness options and incentives for employees</li> <li>• Partner with schools, business and government to provide sports, recreational and social activities for children and youth</li> </ul>

**Connecting Young People, Policy and Active Citizenship**

<b>HEALTH</b>	<b>Individuals and Families</b>	<b>Governments (including public institutions)</b>	<b>Private Sector</b>	<b>Voluntary Sector</b>
		<ul style="list-style-type: none"> <li>• Education system to model good choices (nutritious food, mandatory exercise) and promote good life style choices (e.g. healthy sexuality, moderation)</li> </ul>		
<p><i>3. Improve public information and education strategies to support better decision-making on health and lifestyle choices</i></p>	<ul style="list-style-type: none"> <li>• Families to take advantage of available information to help raise healthy children</li> <li>• Individuals to keep informed throughout life</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the public with accessible and quality information on how to stay healthy and the implications of poor lifestyle and health choices</li> </ul>	<ul style="list-style-type: none"> <li>• Fund and support education campaigns about healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• Fund and support education campaigns about healthy lifestyles</li> </ul>
<p><i>4. Sustain a universal publicly funded system and organize a national public dialogue on options for how best to pay for it</i></p>	<ul style="list-style-type: none"> <li>• Inform oneself of the implications of different funding options for health care delivery</li> <li>• Participate in public discussions about the pros and cons of different options, with a view to sustaining the public health care system into the future</li> </ul>	<ul style="list-style-type: none"> <li>• Federal and provincial governments to provide the research evidence of other developed countries with private/public health systems</li> <li>• Convene a nation wide discussion with Canadians and experts to determine the best options on how to sustain our health care system including discussion on public / private delivery, greater use of private health insurance and user fees</li> </ul>	<ul style="list-style-type: none"> <li>• Health professionals and experts to contribute knowledge, ideas on options to maintain public system and ensure its affordability in the longer term</li> <li>• Participate in open and honest discussion about options to sustain our health care system</li> </ul>	<ul style="list-style-type: none"> <li>• Health professionals and experts to contribute knowledge, ideas on options to maintain public system and ensure its affordability in the longer-term</li> <li>• Participate in open and honest discussion about options to sustain our health care system</li> </ul>

**Connecting Young People, Policy and Active Citizenship**

<b>ENVIRONMENT</b>	<b>Individuals and Families</b>	<b>Governments (including public institutions)</b>	<b>Private Sector</b>	<b>Voluntary Sector</b>
<p><i>1. Promote a culture shift in thinking about the environment: Inform, educate and mobilize the public, business and community on the need for environmental sustainability and the consequences of failing to act now</i></p>	<ul style="list-style-type: none"> <li>• Take responsibility to become informed and make choices that are environmentally friendly</li> <li>• Provide leadership for others; inform family, friends, communities of environmentally sustainable choices</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a large-scale nationwide social marketing campaign to raise awareness, change attitudes and improve environmental practices</li> <li>• Provide transparent, accessible reporting on environmental indicators and progress reports</li> <li>• Pursue, share and publicize knowledge about best practices in Canada and abroad</li> <li>• Schools to teach and model good environmental habits</li> <li>• Encourage programs like Environmental Choice to promote good consumer choices</li> </ul>	<ul style="list-style-type: none"> <li>• Embrace environmental stewardship role – clean manufacturing, environmental labelling, sustainable management of resources, responsible action at home and abroad</li> <li>• Provide transparent reporting on environmental practices and record</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for organizational practice and to promote culture shift among public and members of the voluntary sector</li> <li>• Provide transparent reporting on environmental practices and record</li> </ul>
<p><i>2. Strengthen public and private accountabilities and enforcement</i></p>	<ul style="list-style-type: none"> <li>• Vote and demand that governments and industry to show leadership around environmental choices</li> </ul>	<ul style="list-style-type: none"> <li>• Provide intelligent incentives for industry and the public</li> <li>• Implement stronger regulations and serious penalties, actively enforce them</li> <li>• Provide loans and grants only to companies that practice environmental stewardship</li> <li>• Pursue environmentally friendly and fairer trade practices in international negotiations and</li> </ul>	<ul style="list-style-type: none"> <li>• Financial institutions to factor environmental track records into lending decisions</li> <li>• Develop transparent and open reporting, including labelling and provide publicly available, reliable information about the environmental impacts of products and services</li> <li>• Strict adherence to regulations and standards</li> <li>• Stop harming the environment in developing</li> </ul>	<ul style="list-style-type: none"> <li>• Make commitments public and report on progress on meeting them</li> <li>• Partner with other voluntary sector organizations to raise awareness among the public</li> <li>• Pressure governments and business for responsible environmental policies, and practices</li> </ul>

**Connecting Young People, Policy and Active Citizenship**

<b>ENVIRONMENT</b>	<b>Individuals and Families</b>	<b>Governments (including public institutions)</b>	<b>Private Sector</b>	<b>Voluntary Sector</b>
		agreements.	countries- work to support environmentally sustainable practices	
<i>3. Push our commitment to 3Rs to a higher level and aggressively promote green technologies and renewable energy</i>	<ul style="list-style-type: none"> <li>• Reduce consumption across the board</li> <li>• Be disciplined in practicing reduction, reuse, recycling and composting</li> <li>• Practice environmental consumerism- vote with your wallet and vote with your votes (private and public actions)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate leadership through commitment and actions to make Canada an international leader in environmental action</li> <li>• Invest in partnerships with industry to develop green technologies and renewable energy (e.g. wind power, solar)</li> <li>• Increase availability of environmentally appropriate public transit and provide incentives for use</li> <li>• Fund and support mandatory recycling and composting systems in municipalities across Canada</li> <li>• Provide special assistance for remote communities without access to recycling services and facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Invest in green technologies and renewable energy sources</li> <li>• Take responsibility for the complete life cycle of products (production to disposal) and factor costs into pricing</li> <li>• Greater use of green technologies in production systems</li> </ul>	<ul style="list-style-type: none"> <li>• Demand that governments put in place good recycling and composting systems at the community level</li> <li>• Model good environmental behaviour in organizational policies and practices</li> </ul>
<i>4. Price products and services using non-renewable resources to better reflect true costs of production and disposal</i>	<ul style="list-style-type: none"> <li>• Be prepared to pay more for environmentally friendly products and services</li> </ul>	<ul style="list-style-type: none"> <li>• Take a long-term view to energy policy and align policy instruments to encourage conservation (don't make decisions on short-term, political expediency)</li> </ul>	<ul style="list-style-type: none"> <li>• Factor true costs of production and disposal into product pricing</li> <li>• Be prepared to pay more for environmentally friendly products and services</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to pay more for environmentally friendly products and services</li> </ul>

*Connecting Young People, Policy and Active Citizenship*

<b>OTHER</b>	<b>Individuals and Families</b>	<b>Governments (including public institutions)</b>	<b>Private Sector</b>	<b>Voluntary Sector</b>
<p><i>Develop and use an alternative measure of progress (beyond Gross Domestic Product)</i></p>	<ul style="list-style-type: none"> <li>• Contribute to the development of the new measure</li> </ul>	<ul style="list-style-type: none"> <li>• Governments to take the lead in convening private sector, experts, community organizations and citizens to develop a more comprehensive measure of success than GDP, that includes: non-paid work (caring for children, seniors and the disabled), volunteer work and environmental costs and benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with governments on the creation and implementation of a new measure of growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with governments on the creation and implementation of a new measure of growth.</li> </ul>

## Appendix V: Pre and Post Questionnaire and Conditions Results

At the beginning of the dialogue, participants were asked to complete a pre-questionnaire. At the conclusion of the dialogue, they are asked to complete the post-questionnaire. They answered questions using a scale of 1 to 7, where 1 = Totally Disagree and 7 = Totally agree. (A total of 119 participants completed the pre and post questionnaires.)

### Learning

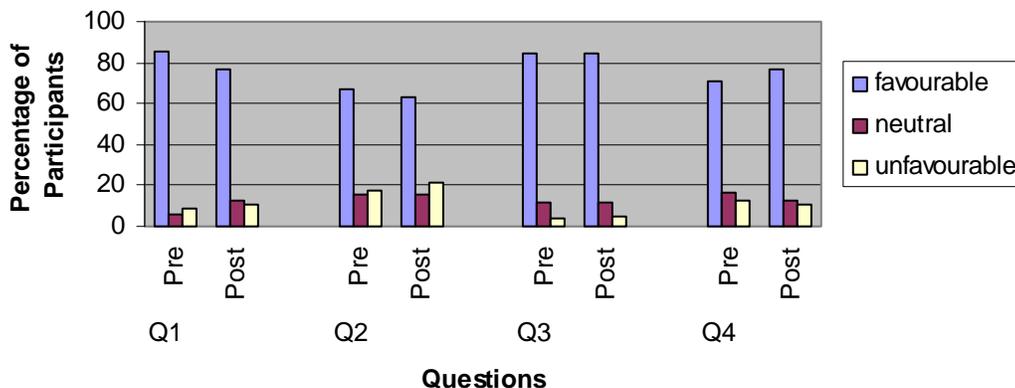
**Q1.** Provincial and territorial governments should greatly increase funding to post secondary institutions so that they can substantially reduce tuition and other costs for students and families.

**Q2.** Families and individuals would be encouraged to save more for their education and governments would offer greater financial incentives to do so.

**Q3.** Provincial/territorial governments would re-design and increase funding for high school vocational programs.

**Q4.** Employers would take on greater responsibility for improving the literacy and numeracy skills of their employees who need help and individuals would also commit to improving their skills.

### Pre Post Ratings under Learning



### Work

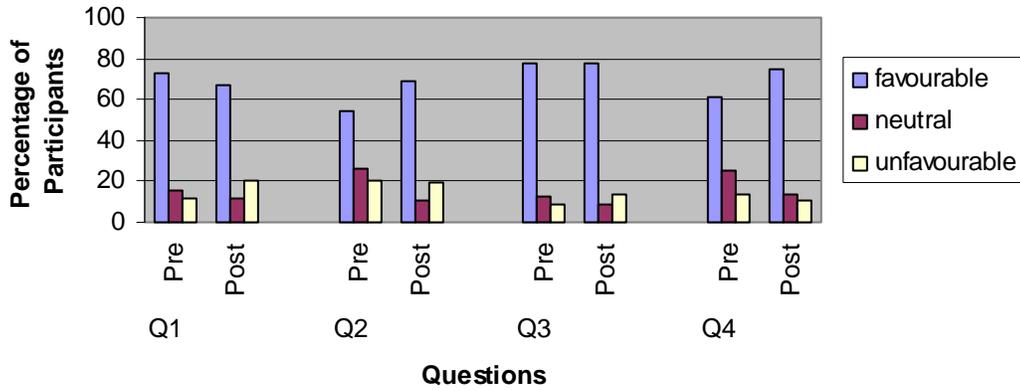
**Q1.** Governments would legislate increased minimum wages which employers would be required to pay.

**Q2.** Governments would provide income supplements (top up wages) for the working poor.

**Q3.** Employers would be required to implement new or improved employment standards to improve job quality (e.g. paid leave, increased vacation time, educational and personal leave, and compassionate leave).

**Q4.** Governments would encourage employers to voluntarily improve job quality and would lead the way by implementing their own quality of work strategies.

### Pre Post Ratings under Work



### Health

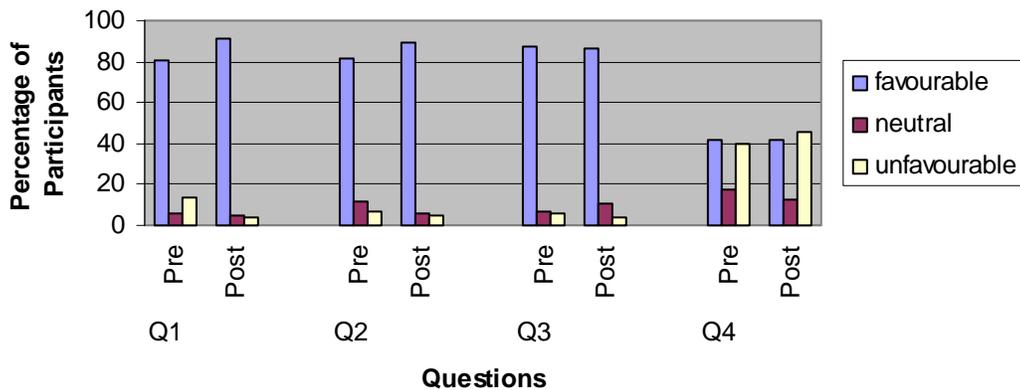
**Q1.** Individuals and families must take more responsibility for making good lifestyle choices and governments must encourage behaviour change by providing good information.

**Q2.** Governments would make health promotion and prevention of illness a top priority.

**Q3.** Governments must make primary health care a priority – this means having family doctors work in teams with other health professionals to prevent and minimize illness.

**Q4.** Our health care system would allow more choice in health care by permitting people to purchase some private health services and sharing costs through user fees.

### Pre Post Ratings under Health



## Environment

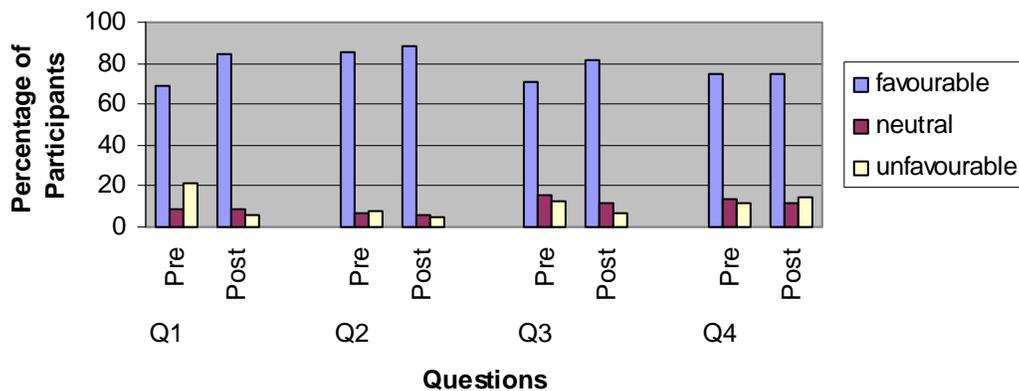
**Q1.** Consumers and business would take voluntary action to reduce pollution, consumption and waste and protect natural spaces.

**Q2.** Governments would implement market-based incentives and enact stricter laws and regulations requiring industry and individuals to reduce consumption, protect natural spaces and use more renewable energy.

**Q3.** Business would take the lead by investing more in creating and exporting environmentally friendly technologies for developing countries.

**Q4.** Developed countries would provide financial assistance to developing countries designed to encourage sustainable development and increase targeted investments to help developing countries protect their environment and build sustainable economies.

### Pre Post Ratings under Environment

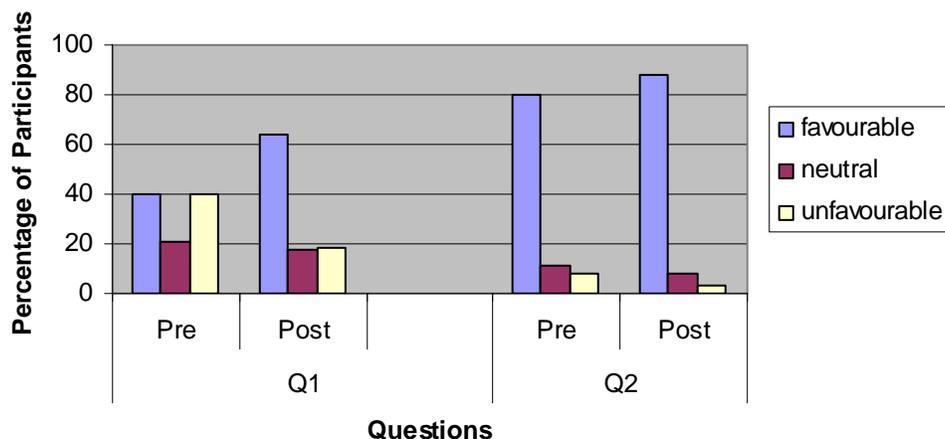


## Democracy

**Q1.** The existing democratic institutions (political parties, Parliament and legislatures, government departments and civil society) offer lots of opportunities for those who want to become involved in strengthening our democracy.

**Q2.** Democratic institutions need to change if we are to encourage more people to become more involved with public issues and believe that their voices can actually influence public decisions.

### Pre Post Ratings under Democracy



### Post-Questionnaire Conditions

Participants were given the option of qualifying their post ratings by adding conditions. Almost 70% of those completing the questionnaires provided written conditions.

Condition frequencies by policy area and question:

Policy Questions	# of conditions	% of total
<b>Learning</b>		
Question #1 (more \$ for pse)	51	
Question #2 (families to save more)	29	
Question #3 (redesign vocational education)	33	
Question #4 (employers responsibility)	14	
<b>Subtotal</b>	<b>(127)</b>	<b>26</b>
<b>Work</b>		
Question #1 (minimum wages)	51	
Question #2 (wage supplements)	30	
Question #3 (employment standards)	29	
Question #4 (voluntary approach)	18	
<b>Subtotal</b>	<b>(128)</b>	<b>26</b>
<b>Health</b>		
Question #1 (individual responsibility )	28	
Question #2 (prevention)	24	
Question #3 (primary care)	16	
Question#4 (more choice)	36	
<b>Subtotal</b>	<b>(104)</b>	<b>21</b>

<b>Environment</b>		
Question #1 (vol action)	31	
Question#2 (incentives/penalties)	19	
Question#3 (business lead)	27	
Question#4 (Developing countries)	22	
<b>Subtotal</b>	<b>(99)</b>	<b>20</b>
<b>Democracy</b>		
Question #1	22	
Question #2	13	
<b>Subtotal</b>	<b>(35)</b>	<b>7</b>
<b>Total number of condition statements</b>	<b>491</b>	<b>100</b>
Source: Participants' completed questionnaires: Dialogue and Summit on engaging young Canadians, 2005		

### Common themes in rank order drawn from the condition statements

#### ***Economic considerations must be part of the decision making process***

→ In developing policies and programs, decision makers need to consider the impact on public finances (ensuring that the programs are affordable) and the impact on the economy and jobs, taking care not to contribute to unintended economic and job losses.

***Decision makers need to ensure that the needs of lower-income and disadvantaged individuals and families are addressed*** when developing policies and programs

→ We must make sure that policies and programs are sensitive to their circumstances and help improve not worsen their conditions.

***Individual responsibility*** is critical if we to achieve a better Canada.

→ Each person has an a responsibility to contribute as students, children, parents, workers, citizens or consumers: policies and programs must reflect this orientation- it's not just governments and businesses that must act responsibly.

***Governments must demonstrate leadership*** and should be prepared to offer incentives and impose penalties.

→ While there is much that individuals can do, government must be prepared to take decisive action if society is to make significant progress on the environmental front.

***Accessible and reliable information and education programs must be available***

→ If public behaviour is to change, public and private institutions need to provide information and education to encourage informed and better choices.

## Appendix VI: Participants Evaluation of Dialogue and Summit

At the end of the day, participants completed an evaluation of their experience at the dialogue and summit. \* They answered questions using a scale of 1 to 7, where 1 = Totally Disagree and 7 = Totally agree. Indication is provided where more than 50% of participants totally agreed with the statement.

The responses are provided below.

- Overall, I am glad I participated in the dialogue.
  - *97% of participants agreed (87% totally agreed)*
- Based on this experience, I would be more likely to become involved with public issues.
  - *82% of participants agreed (53% totally agreed)*
- There was sufficient opportunity for me to contribute and participate.
  - *84% of participants agreed*
- The small group discussions were useful to me.
  - *91% of participants agreed (53% totally agreed)*
- The participant workbooks were clear and contained relevant and useful information.
  - *82% of participants agreed*
- The facilitators provided clear explanations, guidance and support throughout.
  - *91% of participants agreed*
- The information package send in advance provided helpful and useful information.
  - *89% of participants agreed.*

\* Completed evaluations were received from 106 participants.

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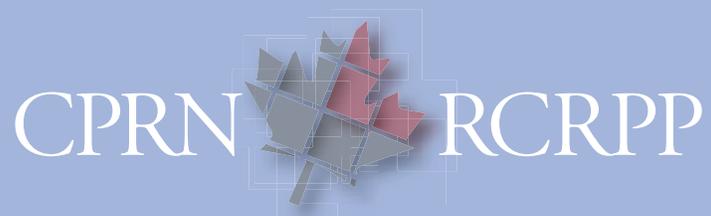
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Canadian Policy Research Networks Inc.  
600-250 Albert Street, Ottawa, ON K1P 6M1  
Tel: (613) 567-7500 - Fax: (613) 567-7640 - Web site: [www.cprn.org](http://www.cprn.org)