



3% Project's Opportunity Report

22 Ideas for a Sustainable Future



THREE
PERCENT
PROJECT

ACKNOWLEDGEMENTS

Produced by 3% Project,
Foundation for Environmental Stewardship

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Front cover: Students attending SDGs Youth Training Canada 2017

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We would also like to thank the Ivey Foundation, Trottier Family Foundation, ECO Canada, and anonymous individual donors for their gifts specifically designated for the research, writing, and production of this report and its 22 ideas.

Lastly, we would like to thank the Government of Canada for Canada Emergency Business Account and Canada Emergency Wage Subsidy for their support in unprecedented times.

IVEY foundation



Opportunity Report

from 3% Project



**THREE
PERCENT
PROJECT**

Empowering
Canadian Youth

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Introduction



Steve S.J. Lee
Executive Director

My Journey with 3% Project

Between 2017 and 2019, I have listened to 100,000+ students, drove 160,000+ km to 500+ schools in 400+ towns, and helped students undertake 100+ local projects. I visited every province and territory, mostly in rural communities from Ahousat, BC to Tuktoyaktuk, NT to Happy Valley-Goose Bay, NL.

I returned from my three-year living-on-the-road lifestyle for Christmas in 2019, and the world turned upside down with the COVID-19 pandemic. I have since been living the polar opposite lifestyle indoors. I was unexpectedly blessed to reflect on the highly unusual three years.

Ideas Inspired by Conversations

Over a hundred ideas were shared and developed in my conversations with tens of thousands of Canadians in hundreds of communities thinly scattered over thousands of kilometres bordered by three oceans. I felt an obligation to see their visions come to fruition, which is why I'm publishing some of those ideas to find life in you and your work.

Students inspired each of the 22 ideas. When one student would bring up an interesting idea, I turned the focus group discussion into a brainstorming session. Then I took the outcome to the next school and asked what they think.

I talked to anyone willing to speak to me: students, teachers, principals, parents, farmers, ranchers, fishers, miners, foresters, elders, hunters, healthcare workers, drillers, and small business owners. Canadians generously shared their stories, thoughts, and wisdom at restaurants, gas stations, kitchens, coffee shops, grocery stores, work camps, interpretive centres, elder homes, Airbnbs, and motels. These conversations formed the basis of the ideas.

Transforming Ideas into Opportunities

Upon return, our team spent several months further developing each of the ideas. We reviewed mountains of literature and video called close to a hundred experts. Some ideas were straightforward; some were puzzles with many twists and turns.

No doubt, these ideas require reshaping and reworking as they get piloted and implemented. But I believe that we have done some work for you to give these ideas a chance.

A Disclosure

Before I introduce the five sections of the report, I would like to offer disclosure.

I could not produce innovative projects that will bring healing to Indigenous youth despite visiting over forty schools with Indigenous-majority populations. I am still very much a student of the historical, systemic injustice. I could not design projects that were better than those already proposed or in implementation. Whenever I thought I “discovered” a new solution, I quickly found that they are already in action. I would be remiss, however, to not mention two small learnings.

Firstly, the rich and powerful do not trust the Indigenous people. The level of trust is inversely proportional to the resources required to scale the solutions to where they are needed. There are already many worthy initiatives that are served by incredible leaders. Seek, outreach, listen, trust, and invest.

Secondly, Indigenous youth need in-school Indigenous trauma counsellors. I heard from teachers repeatedly that the students need trauma counselling. A principal with decades of experience teaching in fly-in communities across Saskatchewan and Manitoba shared: “You don’t go to a teacher if your leg is broken. You don’t even go to a GP. You go to a specialist. But we don’t have psychiatrists or psychologists here. That’s what we need. If you’re in a city, you have a small percentage of students like this, and they have services for them. But what do you do when 90% of us are like that? There’s no way to get out of it. This is beyond educators.”

Healing generational trauma *is* education. “The purpose of education here is just like anywhere else: that the students feel safe here, that the students know they’re loved, and that they are prepared to lead their own lives after school,” said a principal of the school in Pangnirtung, Nunavut. Trauma counselling achieves all three of these objectives.

The 5 Sections of the Report

Now that I have offered disclosure, please allow me to introduce the Opportunity Report's five sections, each with several project opportunities. Consider the Report as a compilation of project proposals.

Section A: "Nation-building" explores five opportunities to draw Canadians closer to each other and engender listening, empathy, and reconciliation.

Canada is dying of ignorance. And "L'ignorance a le mépris facile" [Ignorance fathers contempt]. Contempt poisons the arteries of our soul as rivers flow every way on the land bounded by three oceans: urban-rural; Indigenous-settler; West-East. Each tells a different narrative of the past, lives a different present reality, and imagines a different future. And each group thinks it is right, and the others are not only wrong but incomprehensibly wrong. So incomprehensible that each cannot even treat others seriously and pray, "God, I thank you that I am not like them."

The urgent need for nation-building is the most important insight I gained from 3% Project. A house divided against itself cannot stand. Listening, empathy, and reconciliation are solutions to our existential challenges, including the climate crisis.

I routinely faced Canadians who disagreed with me. Some did not hold back. But when we took the time to listen, not once did we grow further apart. We always drew closer together. Even when the disagreements persisted, I found more of myself in his story and him in mine. The dialogues lift the fog and reveal that "there is clearly room enough for all of us in this mythical

canoe of Canada." Only then can we together write and fulfill the story of the future of Canada.

Section B: "Skills Development"

explores six opportunities for young Canadians to exercise the muscle for sustainability problem-solving skills to make it a core competency of our generation.

We have a culture in high schools where we celebrate anything students do as long as it is well-intended regardless of its results. In fact, we don't even measure the results. How can we know what we have achieved if we don't even measure our results? We overinflate impact; we think we're making a lot of difference; we continue doing it for years because it 'feels good,' but here's the result: The problems in the community don't go away. They're still there, even though we think we're doing so much. We conclude everyone else must be the problem, or these problems are unfixable. We become jaded, indifferent, cynical. We don't realize: we are part of the problem.

After nation-building, I treasure skills development the most. The ability to get stuff done is what young people need the most. We need to learn how to solve problems. We need opportunities to practice solving problems. We need resources to take a shot at problem-solving.

Section C: "Climate Education"

explores three opportunities that I would undertake if I were continuing 3% Project. First is a virtual platform that exclusively serves climate-friendly communities. Second is a physical tour that can now impact every single Canadian high school student. Third is to equip and support high school teachers to integrate climate solutions and SDGs into every course.

Climate education is particularly indispensable for Canadians. In 1991, the Chair of the Citizens' Forum on Canada's Future noted: "Plainly Canadians want an advanced industrial society and a high standard of living, and these exact environmental costs. But all governments need to develop better consultative mechanisms to reconcile economic and environmental needs. Given the high degree of polarization on this subject, realistic public education on the need for such reconciliation is also vital."

The astute observation still rings true three decades later. Without a common baseline of evidence-based, scientific facts, Canadians will continue to struggle for dialogue and cooperation.

Section D: "Sector-wide Solutions"

explores four sector-wide Canadian-specific opportunities in climate entrepreneurship, youth-led sustainability organizations, environmental philanthropy, and climate solutions research. These ideas do not necessarily benefit one specific organization, but the entire sector.

Section E: "Simple environmental ideas"

explores four opportunities to answer specific environmental challenges in straightforward yet powerfully scalable ways.

I hope these ideas will inspire hope and grit within you. There are so many exciting ways to create a more inclusive, fair, prosperous, and sustainable future. Please fund and implement these ideas. Please reach out if you have any questions. I would love to hear from you. I hope these ideas find life in you.

I would like to thank George and Martha Butterfield for their visionary support without which 3% Project would not have been possible. I am eternally grateful for their trust, risk-taking, and visionary support in starting off this initiative.

I would like to thank the Ivey Foundation, Trottier Family Foundation, ECO Canada, and anonymous individual donors for their gifts specifically designated for the research, writing, and production of this report and its 22 ideas.

Lastly, I would like to thank the Government of Canada for Canada Emergency Business Account and Canada Emergency Wage Subsidy for their support in unprecedented times.

Steve S.J. Lee

Executive Director

*Foundation for Environmental Stewardship
and its 3% Project*



About 3% Project

3% Project concluded in December 2019 as scheduled. Its outcome can be found in the [Lessons Learned Report](#).

3% Project mobilizes 1,000,000 Canadian youth - that's 3% of Canada - through 4 national tours across 400 high schools. 70% of our tour route is in Indigenous and rural communities with a population of less than 100,000. It provides youth-friendly education on climate solutions in the holistic context of the Sustainable Development Goals and the Fourth Industrial Revolution themed: "The Future We Want."

Students identify, analyze, and develop solutions to their community's Biggest Sustainability Challenge, exercising the muscle for sustainability problem-solving skills to make it a core competency of our generation. Our full-time mentors across Canada provide 30 hours of mentorship for every school to empower the students to take climate action in their local communities today. By doing so, we hope to achieve more consensus across Canada that climate change is happening, mainly caused by human activities.

In essence, 3% Project aims to empower the final generation who can solve climate change.

3% Project is a flagship project of **FES** (Foundation for Environmental Stewardship), a registered charity founded in 2012 by Executive Director Steve Lee, a then-19-year-old climate change activist and a policy advocate

to the United Nations. Steve has represented Canadian youth on the issues of Climate Change, Sustainable Development, and Youth Empowerment.

FES has already engaged thousands of youth in the Greater Toronto Area since 2012. We have brought this across Canada with our two flagship programs: 3% Project and SDGs Youth Training Canada.

To learn more about 3% Project's original project proposal, please refer to our handbook [here](#).

Step 1: The Assembly

Vision

What future do we want for ourselves and future generations? We explore the United Nations' Sustainable Development Goals (SDGs) to create a more inclusive, fair, prosperous, sustainable future with no poverty, reduced inequality, and environmental sustainability. But there are two main sets of challenges: Climate Change and the Fourth Industrial Revolution.

Climate Change

We explore the science of how climate change happens, focusing on Earth's energy and carbon cycles, and the human cost of climate change. We also explore what kind of economy we want for ourselves and future generations.

Fourth Industrial Revolution

The history of the first three industrial revolutions are explored to learn the technological opportunities and challenges the Fourth Industrial Revolution poses. As our generation solves climate change – humanity's first truly global challenge – we must leverage new technologies to shape them to work for all of humanity.

Solutions

Through the continued practice of solving the Biggest Sustainability Challenges, young people can integrate sustainability into every young person's personal and professional decision-making framework: our solution to climate change. We provide various examples of youth climate solutions that leverage the Fourth Industrial Revolution in 5 areas: Energy Efficiency, Renewable energy, Sustainable Lifestyle, Policy advocacy, and Awareness.

Steve presenting at Manitoulin Secondary School (M'Chigeeng, ON).



Step 2: Action Projects

Energy Efficiency

Youth leaders can spearhead ways to use energy more effectively in their schools, homes, and community. Energy efficiency includes reducing energy use in buildings, transportation and industry. Examples of this include installing automatic light switch sensors, or pursuing LEED or EcoSchool certifications. Youth leaders can engage and educate peers on the benefits of alternative fuels, active transportation, and reducing energy use – all of which contribute to lowering greenhouse gas emission impacts per Canadian.

can work to install solar panels. Youth leaders can apply pressure to the school administration or school board through local newspapers, fundraising, social media, and advocacy.

Sustainable Lifestyle

Youth leaders can launch campaigns that raise awareness to mobilize their peers in their school to pursue more sustainable lifestyles. For example, they can encourage their peers to recycle through posters or by installing recycling and composting bins. They can encourage eating less meat, waste reduction, eating local produce, composting, reducing plastic bottled water, and more.

Awareness

Climate education material delivered by 3% Project will be available to youth leaders so they can bring holistic climate education to local elementary schools, community centres, families, places of worship, and more. Each community has a unique set of challenges at different times that presents an opportunity to most effectively address climate change. For example, unclean water due to fracking, local coal plant pollution, pipeline installation on Indigenous land, climate denying politicians, upcoming elections, and more. Awareness Action Projects allow for youth leaders to bring youth-led climate education to their community in the local context.

Policy Advocacy

High-impact strategies require two things: direct services at community levels and policy advocacy at systematic levels. Youth leaders can form policy advocacy campaigns to address specific issues across the levels of governance: school, school board, municipality, provincial, federal, and international. FES intends to share our years of experience in training youth for policy advocacy.

5 Thematic areas for Action Project development: These areas allow youth to brainstorm actions to follow the commitment they make.



Step 3: Mentorship

Virtual Mentorship

Mentorship is available to all student leaders on average of 12 weeks or 30 hours after the 3% Assembly to further develop and deliver their Action Project to their school. After the 12 week process, the 3% Team schedules emails and video calls with youth leaders in each of the schools to follow-up on the progress they have made.

The learning experience is important to both communities and the 3% Project. We assess the road-blocks Action Projects may come across to allow youth leaders to re-design Action Projects to truly fit the local context. In this continued engagement, student leaders have the opportunity to explore deeper themes to develop a project that is holistic, inclusive, equitable, prosperous, and sustainable to their community.

The Five Stages

01. Research: This stage focused on brainstorming ideas. Mentors will facilitate the discussion by asking questions such as:

What are some problems you see in your school or community? What do you want to help solve? What projects are you interested in or passionate about? How do we approach these situations and ideas?

02. Consensus-building: To build consensus, students create and distribute surveys in their school and/or community to better understand their targeted market:

What do you think are the biggest problems in the community? In your opinion, how important or impactful would the students' desired projects be to addressing such problems? Would you support these projects? Do you care? Would you rather see something else?

03. Impact Analysis: This is the biggest chunk of mentorship. It involves creating a cost-benefit analysis that looks at the impact the project will make in the community if properly implemented:


How much greenhouse gases will be saved? How many jobs were provided to the community? How much electricity will be saved? How much food is being provided to the community?

04. Implementation: During this stage, students carry out their action projects from start to finish.

05. Guidebook: This a manual written by students with a step-to-step guide on how they have implemented their project with advice and recommendations for other schools that want to replicate this project in their own communities. This is the knowledge-sharing component of the action project.

Photo by Daniel Joseph
Petty on Pexels



The background of the page is a scenic photograph of a mountain valley. In the foreground, there are dense evergreen trees. The middle ground shows a valley with a river or stream winding through it. In the background, there are snow-capped mountains under a clear blue sky. A large red rectangular overlay covers the center of the image, containing the text.

Section A.

Nation- building

This section explores five opportunities to draw Canadians closer to each other to engender listening, empathy, and reconciliation.

1 VIRTUAL DIALOGUE

Canadian Heritage to conduct a one-year pilot of a 16-week facilitated Virtual Dialogue program to supplement existing domestic exchanges. This will be offered to 10% of the Exchanges Canada participants to foster listening, empathy, and reconciliation among young Canadians at one-twentieth of the cost.

Photo by Chris Montgomery
on Unsplash





Recommendation

6.3 million

Beneficiary Size¹³

\$62*

Cost (per student)

Beneficiaries:

Youth aged 12-25

Potential Leaders:

Minister of Canadian Heritage, Canadian Heritage's Exchange Canada Program and its delivery partners, Canadian Heritage's Official Language Program and its delivery partners, ESDC's Canada Service Corps's delivery partners, school boards, American Field Services' Global Competency Certificate

What is the Problem?

Our geography fosters diverse identities

Canada is the second largest country in the world, a geographically vast land made up of an immensely diverse population. Canada's physical landmass lends itself to a unique range of lifestyles, perspectives, and upbringings. Unlike densely populated or geographically smaller countries, life as a Canadian differs greatly depending on the province or territory in which you are located, the community's remoteness, and its economic and cultural background.

These cultural contexts inform one's beliefs, values, and views of oneself in Canada and the world. What it means to be Canadian invokes vastly different answers from a rancher in Southern Alberta than an office worker in metropolitan Vancouver, a fisherman in coastal Nova Scotia, an Indigenous elder in the Northwest Territories, or a farmer in rural Quebec.

Urban populations ignorant of rural realities

The magnitude of Canada's geography also serves to physically separate communities and isolate rural and remote towns from cities. Coupled with the reality that Canadians often travel internationally rather than domestically, we remain ignorant of the diverse lived realities of our fellow Canadians across the country.

And urbanization has profound effects in Canada. Compared to the United States, where New York City, Los Angeles, and Chicago account for only 16.3% of the American population, those living in Vancouver, Toronto and Montreal alone account for a whopping 35.5% of Canada.¹ Moreover, these three cities accounted for almost all the net economic growth and net job creation in 2016.²

**This cost is calculated and further explained under 'Pilot Program Budget' on page 26.*

As such, this phenomenon has given rise to a growing rural-urban divide in which rural Canadians feel overlooked and forgotten by urban Canadians.

If left unresolved, Canada is at risk of suffering from the same polarization inflicted on the United States.³ The solution to this growing divide is dependent on understanding the perspectives of others.⁴

Where do we go from here?

Urgent need for a scalable, nation-wide initiative for dialogues

We need a nation-wide initiative that seeks to bridge the growing gap between urban and rural Canadians through conversations that foster mutual understanding.

A program that seeks to draw young Canadians closer together to engender listening, empathy, and reconciliation. A program scalable at the national level

and accessible to every interested young Canadian.

Current exchange programs insufficient

All of the currently existing domestic exchange programs in Canada are single-destination programs with the vast majority being short-term opportunities lasting one to two weeks (see 'Exchanges Canada Program').

An exchange program that would adequately introduce young Canadians to the diversity of Canada's rural regions would need to be a multi-destination and long-term (at least 16 week) tour.

Youth cannot be expected to understand the realities of rural and remote communities across Canada by just having visited one. A small fishing village in Labrador will understandably have vastly different cultures, lifestyles, outlooks, and grievances than a coal mining town in Alberta or an Oneida Nation of the Thames on reserve in Southern Ontario.



This country is dying of ignorance, and of our stubborn refusal to learn.

Lazy, cynical official minds have too long dismissed the obvious practical answers to these problems as “simplistic” and “naive” - broad travel and exchange opportunities, for example, and better teaching of at least some shared history. To reconcile the hereditary enemies of France and Germany, two plainly simplistic and naive men did all that. Their names: Charles de Gaulle and Konrad Adenauer.¹⁴

Keith Spicer

Chair of the 1991 Citizens' Forum on Canada's Future

Exchanges Canada Program (ECP)

The Government of Canada currently funds five domestic exchange programs, all run by the Department of Canadian Heritage. **Exchanges Canada Program** is home to two such programs: Youth Exchanges Canada (YEC) and Youth Forums Canada.¹⁵

Both provide funding to qualified Canadian organizations as delivery partners.

1. Youth Exchanges Canada¹⁶

YEC funds **reciprocal, homestay exchanges** for young people aged 12 to 17. Interested youth can apply as an individual or as a group of 10 to 30 participants, and are paired up with another individual or group in a different Canadian province.

Participants have the opportunity to discover a new community, experience a new culture and lifestyle, form new friendships, and engage in enriching and educational activities, hosted and organized by their “twin group”.

In exchange, they will host and provide the same experiences,

unique to their community, reciprocally to their “twin group.”

The types of exchanges offered include those between sports teams, Indigenous and non-Indigenous communities, and English-speaking and French-speaking groups.

YEC’s delivery partners are Experiences Canada, YMCA Youth Exchanges Canada, The Canada Sports Friendship Exchange, and The Canadian 4-H Council, among others.

2. Youth Forums Canada¹⁷

Youth Forums Canada funds **workshops and conferences** that connect young people aged 14 to 25 “who share a passion for Canadian issues, institutions, history, official languages, sports or the arts”.¹⁸

Participants gather at a central location for the event, where they spend time connecting and having conversations with diverse youth from across Canada, and exchanging ideas, while learning more about the country and what it means to be Canadian.

Multi-destination, long-term exchange

Perfect in theory, unrealistic in practise

Multi-destination, long-term exchange is too expensive and difficult to pull off.

High costs make its impossible to scale

Canadian Heritage contributes \$1,200 per youth in program fees for every youth who participates in a 7 to 10 day Youth Exchanges Canada (YEC) program.⁵

Based on these numbers, a 16-week *single-destination* exchange program will cost at least \$13,440 per student. The cost would be even higher for a multi-destination program with a focus on rural Canada, given the high costs associated with travelling to rural and remote parts of the country.

Participants will have to shoulder a sizable chunk of the program's fees, making it inaccessible to many. The scalability of the initiative, as a result, would be significantly reduced.

Administrative complexities

Our conversations with administrators of Exchange Canada Program's delivery partner organizations have informed us of the heavy administrative demand even of a single-destination, one-week exchange.

A multi-destination exchange that operates on a mass scale would provoke a logistical nightmare no organization would welcome.

Quality facilitation is the key to developing empathy, not travelling

Travelling to a new culture does not automatically develop empathy

It is a deeply held misconception that immersion in a culture different from one's home allows students to develop empathy towards the community effortlessly.⁶ Instead, numerous studies have revealed that studying in a different culture delivers "modest gains" to a student.⁷

A swimming pool metaphor illustrates the shortfalls of traditional exchange programs. Students are thrust into a "sink or swim" environment in which the majority avoids becoming exposed to the unfamiliarity of deep cultural waters and instead find shallow waters where they reproduce their culture.⁸

Quality facilitation is the make-or-break factor

Quality facilitation, not travelling, is the make-or-break factor for youth to develop intercultural competencies.

Every participant needs to know that Virtual Dialogue is a learning experience with clear, expected learning outcomes. Trained facilitators guide participants of diverse backgrounds to understand and communicate with people with different backgrounds, values, and opinions.

Studies demonstrate the more facilitation a student receives during an exchange program, the stronger their intercultural development will be.⁹

Consequently, participating in a multi-destination long-term exchange *without* quality facilitation is less effective than one may assume in generating genuine cross-cultural understanding. Instead, single-destination short-term exchange *with* quality facilitation is more effective.

Here is Our Solution

Virtual Dialogue with quality facilitation must supplement all exchange programs. Trained facilitators will moderate virtual discussions between diverse groups of Canadian youth before, during, and following their physical exchange experience.

Pilot program run by Canadian Heritage

Canadian Heritage's Exchange Canada Program would pilot Virtual Dialogue for one year on its two programs: Youth Exchanges Canada (YEC) and Youth Forums Canada. The pilot will target 10% of the current 13,000 participants.¹⁰

Here is how the Virtual Dialogue component will work as a supplement to existing exchange programs:

Step 1: Virtual Facilitation Pre-Departure (10 weeks)

Participants will begin their cross-cultural experience online before departing for their Exchange Canada Program's physical exchange.

Virtual meetings of youth from across Canada

Participants will be placed into a group of 15 to 20 youth from across Canada, aiming for diverse representation among urban, rural, and remote regions in every province and territory.

Each group will meet once a week for a two hour video call, every week for 16 weeks (or one semester). Their online programming and discussions will be

Photo by Kalen Emsley on
Unsplash (in Kananaskis, AB)



led by a certified facilitator of the Global Competence Certificate (GCC) program (see 'Measuring qualitative impact' on page 23 for more information).

Facilitators will navigate students through the four stages of the GCC Program, with its corresponding learnings, discussions, and activities.

The first three GCC stages are explored for ten weeks before departing for physical travel.

Stage 1: Self-awareness

Youth will first start their virtual journey by exploring and understanding their own beliefs, values and prejudices, and how that informs their way of making sense of the world around them.¹¹

The facilitator would engage youth in discussions that allow them to become aware of their own perspective. They

would be encouraged to share what it is like to live in their community, and be challenged to understand why they hold certain values and perspectives.

Stage 2: Awareness about others

Stage 2 involves looking at patterns of behaviour exhibited by participants from other regions in Canada. Discussions help identify everyone's commonalities and differences, and how their values may be informed by the contexts in which they live.

Throughout later meetings, groups will cover a range of topics including Canadian identity, climate change, pop culture, history and politics.

With these discussions and activities, youth will be able to bond over their commonalities and learn to celebrate their differences.

Photo by Petr Macháček on
Unsplash



Measuring qualitative impact

What is the GCC?

The Global Competence Certificate (GCC) is “a digital learning program that develops intercultural competence, supported by facilitated reflection and discussion.”¹⁹

Initially built by Sentio Global Network for AFS Intercultural Programs as an internal tool used to facilitate the intercultural learnings of their exchange participants, the GCC is now being used by individuals, organizations, and universities worldwide.²⁰

Backed by research and world-renowned

This research-backed certification program is widely recognized and used in intercultural studies and exchanges, with over 10,000 universities, interns, and language-abroad students in 50 countries who use it before, during, and following their intercultural programs.²¹

Over 65 partners worldwide

For instance, Languages Canada, Canada’s national language education association representing over 210 institutions, has partnered with Sentio Global Network to offer the GCC to all its member schools.²²

Other partners include the University of Indianapolis, Augsburg University, the University of St. Thomas, and the Ministry of Foreign Affairs in Belgium.²³

Why are we modelling our program after the GCC?

Studies have shown that the GCC is effective in delivering upon its intended results.

A 2019 study from Purdue University found that study abroad students who participated in the GCC program achieved significant gains in the Intercultural Development Inventory (IDI).²⁴ The IDI is a “leading cross-cultural assessment” that qualitatively measures an individual’s intercultural competence in accordance with a 5-stage developmental model.²⁵

It measures the ability to shift cultural perspectives and adjust behaviour to cultural differences. Students were assessed before and following completion of the GCC through administration of the IDI, with most having jumped at least two stages during the process.

Measuring impact using the IDI

The impact of our proposed Virtual Dialogue program will be measured using the IDI. It will be administered three times:

- 01.** Before starting virtual training;
- 02.** Before departure for exchange;
- 03.** After completion of exchange and virtual program

After an evaluation of the pilot, Canadian Heritage can amend target numbers and funding to scale up the project.

Stage 3: Emotional intelligence

Next, youth learn how to be mindful of their responses to such differences by learning appropriate strategies to deal with ambiguous or charged situations.

An emphasis will also be on learning how to manage “their own cultural biases and emotional triggers.”¹² At the end of this stage, participants should be getting ready to go on the exchange where they will see their emotional intelligence strengthened through practice.

Step 2: Physical Exchange (2 weeks)

After at least 10 weeks into their virtual program facilitation, participants will embark on their 7 to 10 day physical exchange experience to their host community. Though the timing of the exchange may differ from person to person, participants will ideally be finishing Stage 3 of the GCC program and going into Stage 4.

Reflection on learnings during exchange

While on the exchange, participants will be required to reflect on what they have learned in the previous three stages.

This includes recognizing the commonalities and differences between them and their host community while understanding why they persist and being mindful of their own attitudes and assumptions when engaging in discussions.

Stage 4: Bridge to Others

The final stage is the ultimate goal of this learning process. Participants will take all the knowledge they have gained thus far to develop relationships and have meaningful interactions with those from different backgrounds.

These relationships will emerge and blossom throughout the physical exchange.

Example: The American Exchange Program

The American Exchange Program (AEP) was founded by David McCollough in 2019.²⁶

Under this program, groups of 50 students from two communities (one from a northern state, one from a southern state) are paired up and participate in virtual hangouts via Zoom, in a series of conversations led by program leaders.

Students who participate in the virtual program are eligible to apply for a fully funded exchange during the summer of their senior year. Selected students will visit a student they met during the online hangouts for two weeks, and then will host that student for two weeks.

The effectiveness of Virtual Dialogue model was confirmed by an evaluation report by AEP and our discussions with Mr. McCollough.

Step 3: Virtual Facilitation Post-Departure (4 weeks)

Recap and reflect on learning experiences

Once the exchange has concluded, participants will continue their virtual meetings back at home to recap their experiences and what they have learned.

Participants will share how they used their newfound knowledge when interacting with their host community members, what strategies worked and didn't work, and personal improvements they recognized during their stay.

Pilot Program Budget

A one-year pilot program of 1,300 students

The pilot program will be offered to 1,300 students and will run for one year in three intervals of 16 weeks. Each interval will serve one third of participants (approximately 433 students).

Three full-time facilitators

As such, there will be 20-30 groups running during each session. One full time facilitator will be responsible for 10 groups, as such, up to 3 facilitators will need to be hired. Paid a yearly salary of \$80,000, it will cost Canadian Heritage **\$240,000 to facilitate this program at a value of \$62 per participant.**

Currently, the Youth Exchange Canada (YEC) program costs taxpayers \$1,200 per participate for a 7 to 10 day exchange. **The virtual dialogue program is 95% cheaper.**

For every student on exchange, a team of almost 20 students could do virtual dialogue for an entire semester. If 67 fewer students went on a 7 to 10 day YEC exchange, that could fund 1,300 students (10% of the entire YEC program) to participate in a semester-long facilitated virtual dialogue.

The exceptionally low program cost, coupled with its ability to significantly boost the learning experience of participating youth, makes it a necessary initiative for Canadian Heritage (and all exchange delivery organizations) to implement.

95%
*cheaper
than traditional
exchange*

Photo by Patrick Tomasso
on Unsplash



Scalable for all Canadian Youth

While the pilot will be conducted for young people participating in Exchanges Canada's programs to test its overall effectiveness and impact, the virtual dialogue program can be scaled to reach all young Canadians. Meaning, even those unable to physically go on exchange to another part of Canadian should have the opportunity to participate exclusively in the virtual component.

Virtual program still effective without physical exchange

Though it would be ideal for all youth to put their GCC learnings to practice in a real-life physical environment, we recognize that such an experience cannot be enjoyed by all for a number of reasons.

Even so, their participation in Virtual Dialogue will still introduce them to young Canadians nationwide from diverse backgrounds. The exposure to new ideas, opinions, and stories will

undoubtedly impact the way they see themselves, understand others, and Canada as a whole.

Conclusion

In an ideal world, we want everyone to visit everywhere. But that's just not possible. The second best thing is a well-designed virtual facilitation pre-departure, during, and post-departure. And here, the key is facilitation that is very well done.

Well-facilitated Virtual Dialogue a supplement to exchange

Operating in conjunction with the existing domestic exchange programs offered by Canadian Heritage, the virtual dialogue component aims to maximize cross-cultural understanding.

We hope that this virtual dialogue program can contribute to a future where youth in Canada, regardless of where they live, feel valued and be active citizens.

Example: Bridging the Divide

In the United States, the election of Donald Trump exposed deep political cleavages between urban and rural populations.

To combat this polarization, David Axelrod—former senior adviser to President Barack Obama—implemented Bridging the Divide²⁷, an exchange program between the University of Chicago's Institute of Politics, an urban Chicago community college and a Christian college in central Illinois.²⁸

This reciprocal exchange sought to foster dialogue between urban and rural students. In an interview with PBS, a student from Chicago provided their testimonial:

"If you don't step out of your urban bubble or your rural bubble, you'll never realize that the people on the other side want to fix things just as much as you do."²⁹

Such dialogues need to be fostered here in Canada.

King's Point, NL



2 POST-SECONDARY PAN-CANADIAN EXCHANGE

A semester-long multi-destination exchange across Canada facilitated by post-secondary institutions. This program aims to draw young Canadians closer together by fostering listening, empathy, and reconciliation.





Recommendation

2 million

Beneficiary Size³⁰

\$8,350*

Cost (per student)

Beneficiaries:

Post-secondary students

Potential Leaders:

Post-secondary institutions, Colleges and Institutes Canada

What is the Problem?

**Attention: We highly encourage the reader to read Idea #1 first before delving into 'Post-Secondary Pan-Canadian Exchange'*

As previously discussed in Idea #1: Virtual Dialogue, a multi-destination tour of rural Canada cannot be scaled for Canadian youth as high costs make it impossible to scale and administrative complexities will provoke a logistical nightmare for organizers.

Despite these two obstacles, we maintain that a physical, multi-destination tour of the country is a priceless opportunity.

Given the growing divide between urban and rural populations in Canada, we need initiatives that will draw Canadians close together to engage in constructive dialogue. And nothing will be quite as impactful as visiting these places and speaking to one another in person.

Here is Our Solution

To diminish the hurdle associated with its high costs, we propose a **multi-destination exchange program** between post-secondary institutions.

The program costs per student will still be high, but post-secondary institutions are well positioned to secure funding through existing channels and have the capacity to reach out to other donors, if necessary.

The problem of scalability cannot be fully solved. However, by offering this opportunity to driven students who can advocate for a rural perspective in their careers as prospective industry leaders, we can maximize the program's benefits.

Successful multi-destination exchange is dependent on proper facilitation (see page 20). As such, students would be accompanied by an instructor who facilitate discussions and foster the learning of intercultural competencies.

**This Cost is calculated and further explained on page 34.*

Semester-long exchange to 16 hosting institutions

The Post-Secondary Pan-Canadian Exchange will take place over the course of one 16-week academic semester (fall, winter, or summer), with students visiting one post-secondary institution and its corresponding town or city per week. Students will travel in groups of 15 to 20 with others from their school.

Here, the focus is to explore Canada in all its diversity as much as possible, which would require visiting both urban and rural communities in all corners of the country. However, city visits should be limited by choice to visit more rural and remote regions that are often neglected and commonly forgotten.

The program will be run in 4 Steps:

Step 1: Establish partnerships among post-secondary institutions

Interested departments, faculties or schools within Canadian post-secondary institutions will enter bilateral and/or multilateral agreements with one another to form the Pan-Canadian Exchange program.

Institutions to exchange students among one another

Once this program has been signed on by at least two institutions or school departments across Canada, it can be operational. Following agreements being made, participating institutions can start making arrangements to

Photo by Tim Gouw on
Unsplash (in Jasper, AB)



launch the program, establish exchange routes, and send their students on a remarkable cross-country journey.

Nevertheless, schools should work to encourage increased membership among fellow post-secondary institutions to ensure greater national reach and further opportunity to set up various exchange route options.

Step 2: Students selected from a competitive application process

Given the scope of this project, we recognize that it will need to operate on a smaller scale. Due to the high on-the-road costs associated with a multi-destination tour of primarily rural Canada, funding will be available to a limited number of students.

Students selected based on merit, leadership, and motivation

To maximize its impact, this program would be tailored to academically- and career-driven students who are regarded as leaders in their community or school. Thus, a competitive application process will be held to select students who will embark on such a journey.

Those selected will demonstrate a willingness to have their perspective challenged, an interest in learning about Canadians across the country, and boast strong leadership skills.

The experiences of a few will impact the whole

By targeting students that will become future leaders within their field, this program works to ensure a rural perspective and general understanding is present across Canadian industries for years to come.

Step 3: Preparation and course credits

Student groups accompanied by learning facilitator

Each participating college or university will send 15 to 20 students on tour per semester. In addition, each group will be accompanied by a professor or instructor responsible for facilitating the learning process and discussions to be had during the excursion.

Exchange participants to receive full-semester worth of credits

It is strongly recommended that all participating post-secondary institutions offer course credits to students in the program. Many students will be reluctant to apply for a semester-long program that may get in the way of completing core, mandatory courses for their degree.

However, this immersive learning opportunity easily rivals the knowledge and skills students would normally obtain through their traditional full-semester course load. As such, institutions should endeavour to offer a full-semester worth of credits for the successful completion of the Pan-Canadian Exchange program.

Given the nature of learning opportunities provided through this initiative, a full-semester of credits can be given in subjects such as history, public policy, political science, geography, and/or business.

Step 4: Embark on a national tour

Students to visit one partner institution per week, 16 in total

During the 16-week Pan-Canadian Exchange, each group of students will visit one partner institution every week to fully experience life in their community.

For instance, students may stay one week at a local college in a Northern B.C. forestry town, then drive to neighbouring Alberta's oil patches the next, then a grain farming community in Saskatchewan, eventually finishing in a remote Indigenous community in Nunavut at the end of their 16 weeks on the road.

While visiting a partnered institution, the students will be housed in residence where their accommodation fees will be covered by the hosting institution.

Education learning opportunities abundant in each community

Students can partake in a variety of education learning activities when visiting a community. This includes visiting museums to learn about the town's history, culture and its industries or conducting field visits to gain direct insights into the everyday lives and workings of local residents.

For example, when visiting a ranching community, students can tour a ranch and learn first-hand from ranchers the importance of their trade, the process through which beef is produced starting from start to finish, and how their work has impacted the history and culture of the community and vice versa.

In agricultural towns, students have the opportunity to visit a grain farm, learning about how tractors work, the

different crops that grow, and which roundup fertilizers are used.

Most importantly, students should be encouraged to engage with locals to learn about their host community, come to understand its opportunities for growth and development, as well as hear the concerns and frustrations of local residents.

Opportunities to engage with students at hosting institutions

Since visiting exchange students will be staying in residence with costs covered by the hosting institution, there will be ample opportunities to interact with local students.

Dependent on the nature of partnerships between institutions and/or school departments, visiting students may have the chance to work on community projects with local students and participate in school events.

Intercultural facilitation and qualitative impact measurement

Successful multi-destination exchange is dependent on proper facilitation. Page 21 under Idea #1 explains that travelling to a new culture, whether single- or multi-destination, does not automatically allow students to develop empathy towards their host community. Instead, quality facilitation is the make-or-break factor in developing intercultural competencies.

Thus, the accompanying professor or instructor will take on the role of moderator by facilitating discussions and fostering the learning of intercultural competencies among students using the Global Competence Certificate (GCC) framework.

In addition, students will conduct assessments before departure and

following their return back home to measure the scope of their learning. The tool used for this assessment will be the Intercultural Development Index (IDI). Using these results, the impact of the program can be evaluated. (For more information on GCC and IDI, please refer to page 23)

Securing Funding

As a costly multi-destination exchange program driven by participating post-secondary institutions, securing funding for students will be the responsibility of each institution.

Program fees should be fully subsidized by each institution

Depending on the financial decisions of each college or university, students can bear none or some of all participating program fees. However, since only one group of 15 to 20 students will

participate in the exchange program per semester per institution, it is highly recommended that the students' travel costs be fully subsidized to prevent any barriers of access.

Institutions should apply for grants and funding from private donors, foundations, corporations, and government agencies specifically for the program and/or seek to allocate existing school funding for this initiative.

To conclude: A Pan-Canadian Exchange program for post-secondary students will effectively draw young Canadians closer together to foster listening, empathy, and reconciliation.

Developing understanding and empathy for Canada's rural and remote communities amongst post-secondary students will give rise to a future where healthy, productive dialogue among Canadians with diverse stories and backgrounds is the norm.



This country is dying of ignorance, and of our stubborn refusal to learn.

Lazy, cynical official minds have too long dismissed the obvious practical answers to these problems as “simplistic” and “naive” - broad travel and exchange opportunities, for example, and better teaching of at least some shared history. To reconcile the hereditary enemies of France and Germany, two plainly simplistic and naive men did all that. Their names: Charles de Gaulle and Konrad Adenauer.³¹

Keith Spicer

Chair of the 1991 Citizens' Forum on Canada's Future

POST-SECONDARY PAN-CANADIAN EXCHANGE

BUDGET



ITEM DESCRIPTION	QTY	PRICE	TOTAL
Food Calculated for 3 meals per day, per student	112	\$ 45	\$ 5,040
Accommodation Room in residence covered by hosting institution	112	COVERED	\$ 0
Flights 1 flight to first destination; 1 flight from last	2	\$ 358	\$ 715
Bus Rides in Private Coach For travel in between destinations, calculated per person assuming a group of 20	15	\$ 173	\$ 2,595
TOTAL COST (PER STUDENT)			\$ 8,350
TOTAL COST (PER GROUP OF 20)			\$ 167,000

**\$8,350 per student
OR
\$167,000 per group of
20 students**

*Our calculation for the bus fares is based quotes from a private charter-bus rental service.³² Assuming that bus travel between destinations will take an average of 6 to 7 hours per ride, the cost to rent a private mini-bus for a group of 20 is \$3460 or \$173 per student per journey. (This calculation is based on the cost for a 7 hour trip between Fort McMurray, AB and Grand Prairie, AB) Travelling to 16 destinations (with the first and last journey via plane), will require 15 bus rides in between.

Attention: Donors urged to fund self-guided, multi-destination trips

Our proposed Pan-Canadian Exchange program sends select post-secondary students from participating institutions on a semester-long exchange to a number of communities across Canada.

This is our best solution in response to the difficulties associated with providing multi-destination exchanges to every young person in Canada (or at least to a sizable population).

Multi-destination tours outside post-secondary a setting

However, we strongly urge donors and foundations to fund multi-destination domestic travel programs for young Canadians outside a post-secondary setting. Even if a small number of young people embark on such a journey, the learning experiences of each individual will be life-changing and worthy of investment, and significantly better than the current status quo: nothing.

What would such an initiative look like?

This multi-destination long-term tour of Canada would be **self-guided**. Interested young Canadians can apply for funding to travel within their own desired timeframe, whether that be 4 months, 8 months, 12 months, or anything in between.

Self-guided tours with clear deliverables

To ensure that each individual is making the most out of this educational experience (and not simply taking the money to conduct a nation-wide vacation), expectations and deliverables must be established and made clear.

Examples of clear-cut expectations include visiting a certain number of communities or talking to at least a certain number of people, figures that will be dependent on the length of each participants' tour.

Most importantly, there should be a reflection element that will document participants' learning and they are regularly and critically engaging with the environments and people they encounter. This can be done in the form of diary entries, a series of vlogs, or a report to be handed in at the end of their travels.

Physical tour complemented with virtual facilitation

Moreover, participants must complement their physical tour with a virtual learning component to be completed both pre- and post-departure to facilitate intercultural learning and prepare them psychologically for their journey.

3 CITIZENS' COMMISSION ON THE FUTURE OF CANADA

To facilitate public discussions in 10,000 communities nationwide between 2027-2030 to draw Canadians closer together, engender listening, empathy, and reconciliation, and imagine a story of Canada's future.



Photo by Antenna on
Unsplash



Recommendation

37 million

Beneficiary Size

\$30M

Cost (total for 3 yrs,
\$10M per year)⁴⁵

Beneficiaries:

Canadian citizens

Potential Leaders:

Citizens

What is the Problem?

Our ignorance breeds contempt for those different from ourselves

Canada is dying of ignorance. And "L'ignorance a le mépris facile" [Ignorance fathers contempt]. Contempt poisons the arteries of our soul as rivers flow every way on the land bounded by three oceans: urban-rural; Indigenous-settler; West-East.

Each tells a different narrative of the past, lives a different present reality, and imagines a different future. And each group thinks it is right, and the others are not only wrong but incomprehensibly wrong. So incomprehensible that each cannot even treat others seriously and pray, "God, I thank you that I am not like them".

There is an urgent need for a national conversation

I routinely faced Canadians who disagreed with me. Some did not hold back. But when we took the time to listen, not once did we grow further apart. We always drew closer together. Even when disagreements persisted, I found more of myself in his story and his in mine. The dialogues lift the fog and reveal that "there is clearly room enough for all of us in this mythical canoe of Canada." Only then can we together write and fulfill the story of Canada's future.

The urgent need for nation-building is the most important insight I gained from 3% Project. A house divided against itself cannot stand. Listening, empathy, and reconciliation are solutions to our existential challenges, including the climate crisis. We propose the *2030 Citizens' Commission on the Future of Canada* as an effective way to realize it.

What is a Commission?

Royal Commissions and Commissions of Inquiry are official Government inquiries into “matters of national concern,” particularly “to obtain advice concerning an important general problem”.³³

Commissions are, therefore, launched sparingly. In fact, only nine have been launched since 2000.³⁴ In general, Royal Commissions tend to be broader in scope than other forms of governmental inquiry - often holding cross-country public hearings, then publishing recommendations and associated research reports based on their findings.³⁵

What is the most recent similar example?

In 1990, Prime Minister Brian Mulroney established the *Citizens' Forum on Canada's Future* with Keith Spicer as its Chair Commissioner. Spicer was tasked with stimulating conversations amongst Canadians on vital issues facing the country and drafting policy recommendations based on his findings.

Discussions were held nation-wide on topics ranging from Canadian identity and Quebec independence to Indigenous issues and responsible leadership. With each conversation, the *Forum* began with the following two questions:

Does the Canadian family still want to live together? If it does, how?

If Canadians at the grassroots level could have a substantive role in shaping their country's future, what would be the Canada of their dreams?

Over 400,000 Canadians participated in discussions for the *Forum*.³⁶ Many of those who took part believed that the *Forum* was useful as an end in itself and recognized the importance of their own participation.³⁷

The final report, published after four months of consultations with Canadian citizens, provided an honest depiction of the anger, hopes, and frustrations across the country.

Why a Citizens' Commission, not a Commission?

A Commission remains respected by the general public. Its historical role in holding public hearings on important problems of national concern is also symbolic.

Commissions have a framework, which stood the test of time, of effective administrative coordination, hosting national conversations, and producing a synthesis that paints a picture of Canada's collective vision and hopes for the future.

Given these strengths, we are confident that a Commission is the organizational body best suited to undertake this task.

Three Shortcomings of a Commission

Despite a Commission's strengths, there are some flaws. Based on past examples, we have identified three significant shortcomings that may prevent us from fully realizing our goal to draw Canadians closer together, engender listening, empathy, and reconciliation, and imagine a story of Canada's future.

The Report of the 1991 *Citizens' Forum on Canada's Future* and its Commissioners' writings have been incredibly instructive. Analyses on other Commissions have also been illuminating.

1. Insufficient time made for surface-level discussions

The 1991 *Citizens' Forum on Canada's Future* hosted four months of public consultations. Four months brought to light the various complaints of Canadians nation-wide. However, it did not allow room for citizens to propose solutions and offer viewpoints beyond first impressions.³⁸

One Commissioner openly expressed his frustrations in the *Forum's* Report:

I find deplorable the fact that the Forum was unable to get Canadians to express their thoughts regarding the future of the country in a broader perspective

*Citizens had a tendency to limit themselves to stating first impressions, often based upon erroneous information that was not corrected, and adopted radical positions without first evaluating their possible consequences.*³⁹

Commissioner Chair Spicer similarly remarked: "If we had two years, we would have done a perfect job".⁴⁰

Longer time frame allows for greater scope and depth

In comparison, the *Royal Commission on Aboriginal Affairs* (1991-1996) was a national Commission with a **five year** timeline. This gave the Commission the time necessary to produce a 4,000 page report which continues to be a critical document due to its significant scope and depth of research.

Despite its success, however, the majority of its recommendations were once again disregarded by the government.

2. Recommendations consistently ignored by the government

Commission recommendations dependent on federal intent

The *Citizens' Forum on Canada's Future* drafted recommendations based on what they had heard from Canadians. However, the findings of national commissions are not binding and thus dependent on federal intent for implementation. As such, the *Forum's* recommendations were largely ignored.

Repeated inaction by the government

Time and time again, national Commissions have followed this same disappointing trajectory. Similar to that of the *Citizens' Forum on Canada's Future*, the *Royal Commission on Aboriginal Affairs*, and the *Commission on the Future of Health Care in Canada* (2001-2002) were tasked with undertaking dialogue with Canadians.

Both conducted impressive research and consultation, resulting in comprehensive reports with valuable recommendations. Yet, both resulted in shocking inaction on part of the federal government.

3. The Commission must be run and financed by citizens

Commission Chair Spicer wrote:

A last point about the Forum itself. The government put it together hastily, in response to an urgent situation. It imposed on it an unwieldy structure that enormously complicated its work and made it harder to clearly distance itself from the government. Last fall, the situation may have demanded that the government kickstart this Forum.

*Ideally, however, any new Citizens' Forum should be created, run and financed by citizens themselves. A government-run citizens' forum is a **contradiction** in terms.⁴¹*

Commission to separate itself from the government's agenda

A Commission cannot be tasked with solely developing policy recommendations when the government is often unwilling to act upon them.

Moreover, Commissions launched by the Prime Ministers Office must navigate a complicated bureaucracy that

prevents Commissions from distancing themselves from the government.⁴²

Thus, our proposed Commission must be citizen-run and citizen-financed, housed outside the government so that its agenda is not determined by Parliament.

Funding from every corner of Canadian society

Funding for the *2030 Citizens' Commission on the Future of Canada* must come from every corner of society: industry, corporations, civil society, foundations, local governments, and individual citizens.

Most importantly, federal government contribution must not account for more than 49% of all incoming funding to prevent them from becoming the majority stakeholder in what should be a citizen-led initiative.

Expected costs external to the administrative work of the Commission and activities of the Commissioners will largely involve distributing funds to local community partners holding Discussions and encouraging the attendance of citizens in their area.

Photo by Hermes Rivera on
Unsplash



Here is Our Solution

2030 Citizens' Commission on the Future of Canada will take on a **multi-stakeholder** approach that brings together experts from all sectors of society.

Launched jointly by citizens with elected Commissioners

It will be launched collaboratively by interested citizens from all sectors of society. In particular, 30 to 40 distinguished individuals representing multiple facets of Canada's political, social, economic and geographic landscape will be elected into Commissioner positions.

Executed in 3 Phases in 3 years

The Commission will be executed in three phases, to be completed in a proposed timeline of three years for there to be sufficient time to conduct extensive research and consultations.

With a proposed timeline of 2027-2030, the discussions will also serve every

corner of Canadian society as they will also likely be developing strategies into a post-2030 future. The synthesis of the discussions will serve as a blueprint for the future of Canada, which would be published in the year 2030.

Phase 1: Research and Preparation (6 months)

The Commission will develop a research framework, methodology, and plan of action to inform how *Phase 2: Future We Want Discussion Series* is carried out. The Commission will also agree on a decision-making process for *Phase 3: Synthesis Report*.

Calling for submissions and recommendations from the public

During this time, the Commissioners will also issue a call for submissions from Canadian citizens and national organizations, asking for public opinion on various elements of the Discussion Series. Canadians can submit their ideas online, on the Commission's official website.

Example: The Canadian Index of Wellbeing

The Canadian Index of Wellbeing is a non-profit organization based at the University of Waterloo. It analyzes the "wellbeing" of different regions in Canada by using 64 indicators important in determining our quality of life.⁴⁶

Indicators include the percentage of the population "with 5 or more close friends", "that feels safe walking

alone after dark", "that rates their mental health as very good or excellent", and "in the labour force with regular, weekday work hours".

A potential tool for the Discussion Series

The Commission can model this indicator-based framework as a survey to aid the Discussion Series.

These public submissions will provide suggestions to the Commissioners on how to structure the Discussion Series, on local organizations willing or well suited to hold Discussions, and important topics that must be addressed during these conversations.

Phase 2: Future We Want Discussion Series (2 years)

The Future We Want Discussion Series is the primary component of the 2030 Citizens' Commission on the Future of Canada.

Commission's role to synthesize nation-wide Discussions

More specifically, the Commission acts as a mechanism to synthesize the conversations that come out of the Discussion Series. It is the overarching process under which research is conducted to produce a final set of recommendations.

Topic and scope of Discussions unique to each session

While a framework for the Discussions will be provided, its topics and scope are up to each session. As Commissioner Spicer said, "All of us must play our part by taking personal responsibility and initiative to continue the dialogue among all Canadians".

The Discussion Series will be launched in 10,000 communities across the country. This roughly translates to 30 communities for each of the 338 electoral ridings in Canada.

Run by willing citizens and organizations, Discussions will be hosted at local town halls, public libraries, universities, and school gyms, with accessibility being the top priority.

By holding Discussions at accessible and familiar locations, we hope to attract as many community members as possible and encourage them to constantly engage on different topics surrounding the future of the community, town, province, and country as a whole.

Citizen engagement through non-digital means

The Commission will rely on traditional forms of citizen engagement. It will employ online platforms to promote awareness of the Discussion Series, relay information to the public, and collect submissions during *Phase 1*, but it will not use digital methods for engagement.

Despite the Spicer Commission's use of pre-digital methods, it stands as the most comprehensive citizen engagement exercise ever conducted in Canada.⁴³

Using digital tools to facilitate discussion has the adverse effects of potentially reaching fewer citizens, indicating ingenuine efforts, making consensus elusive, and risking selection bias.⁴⁴ Therefore digital technologies will help communicate information regarding the Discussion Series to the public rather than function as a site for the Discussions themselves.

Some of the Discussions will be hosted by the Commissioners. When a Commissioner is in attendance, the Discussion will be simultaneously streamed so that citizens can attend virtually. However, the vast majority will still be hosted by citizens themselves.

Discussion kits provided to help encourage frank conversation

The Commission will disseminate group discussion kits, a hugely successful tactic

employed by the Spicer Commission which distributed 10,389 discussion kits during its four month time frame.

Like the Spicer Commission, these group discussion kits will contain “questions to elicit opinions and insight on the issues at stake and to encourage frank exchange among participants.”

The discussion kit will also include a survey for the host to provide to attendees and collect at the end. These surveys will be sent back to the Commission for analysis. While the Discussion Series is ongoing, staff members at the Commission will simultaneously gather, organize, and study the reports coming in from all Discussions.

Phase 3: Synthesis Report (6 months)

Following the conclusion of the Discussion Series, the Commission will have 6 months to synthesize qualitative and quantitative data, produce summarized reports, and offer a final set of recommendations.

Made accessible to all Canadians

The structure, content, and scope will be discussed during *Phase 2* and agreed upon its conclusion. The *Synthesis Report* will be made accessible to all citizens.

Université Laval's SDGs
Youth Training Canada 2019
(Québec City, QC)



4 TAKING YOUTH TO LEGISLATURES

Increase civic engagement and a sense of ownership among young people with our democratic institutions through educational visits and tours to local city halls, provincial legislatures, and Parliament Hill.

Photo by Jacques Savoye
on Pixabay





Recommendation

1.42 million

Beneficiary Size⁴⁹

\$0 - 850

Cost (per class)

Beneficiaries:

High school students

Potential Leaders:

High school teachers, school boards, Canadian Heritage's Youth Forums Canada and its delivery partners

What is the Problem?

Youth disillusioned by the democratic process

Many young people are disillusioned by authority and feel detached from the government and its decision-making process. While many are interested in politics, there is a sense of alienation. 61% of youth believe that "people like them don't have a say about what the government does".⁴⁷ They view the government as "high-and-mighty," "mythical," "out of reach," and "irrelevant" to their lives.

Consequently, young people find engagement useless and feel that the government is beholden to someone else, whether it being the urban population, the wealthy, or the powerful.

This feeling of cynicism is expressed primarily among those most marginalized by our current government system, such as young people living in rural communities.⁴⁸

Here is Our Solution

To gradually bridge this divide and rebuild trust, regular guided tours should be conducted for schools to visit their local city hall, provincial legislatures, and Parliament Hill in Ottawa. Tours can be conducted by outside organizations or designated staff members at these institutions. Schools and school boards should also endeavour to arrange regular trips.

During each tour, opportunities can be provided to sit in on council meetings and speak directly with politicians and bureaucrats, while learning about how the government works to best serve the community's interests. By bridging the perceived gap between citizens and government from a young age, this would encourage young people to engage and participate in democratic processes to feel an ownership of the institutions they can now "see and touch". Such programs exist, but they serve too few compared to the need. These programs deserve much more funding to fill the gap.

5

STORYTELLING ON
CLEAN FUTURE

An envisioning exercise to help Canadians better understand and collectively imagine what a “clean future” entails. This initiative should be championed through civil society, industry associations, and local governments through a variety of methods.



If you wish to build a ship, do not divide the men into teams and send them to the forest to cut wood. Instead, teach them to long for the vast and endless sea.

Antoine de Saint-Exupéry
Author of *Le Petit Prince*



...public sentiment is everything. With public sentiment, nothing can fail; without it nothing can succeed. Consequently he who moulds public sentiment, goes deeper than he who enacts statutes or pronounces decisions. He makes statutes and decisions possible or impossible to be executed.

Abraham Lincoln
16th President of the United States of America



Recommendation

37 million

Beneficiary Size

\$10M

Cost (per year)

Beneficiaries:

Canadian citizens

Potential Leaders:

Civil society, industry associations, local governments

What is the Problem?

The transition to a clean future that is decarbonized and electrified is an inevitable pathway with tremendous economic opportunities that Canada must not miss. The writing has been on the wall for decades. It's not a question of whether, but how fast, we should transition to a clean future to ensure Canada's economic competitiveness in the global market.

What does a clean future look like?

The following image provides a glimpse into a clean future: Louise is perfectly on time at work this morning, having summoned her self-driving electric car from the quick tap of her smart phone. She sits free, rolls down the car window to breathe deeply into the clean, crisp air, enjoying the morning ride. As the energy-efficient smart grid powers the vehicle, her mind wanders casually, not to any escalating hydro bill that awaits her at the end of the month, but to the day's tasks that lie ahead.

Most Canadians struggle to visualize a clean future.⁵⁰

We have a hard time imagining what a fully decarbonized and electrified society entails, along with its implications and changes on our daily lives and routines. Why is this the case?

01. Inability to transform policy into reality.

Unlike policy experts who can more easily envision these realities in the form of flexible grids, electrified infrastructure, and retrofits, this is lost on part of the average citizen, whose awareness and will is required for such ideas to be realized. This is largely due to the point #2, outlined below.

02. Dark money from fossil fuel companies undermine civic and democratic processes.

The rapid transition away from fossil fuels would prevent the production of tens of trillions of dollars of fossil fuel resources and the realization of hundreds of billions of dollars in profits.

Those with fiduciary responsibilities to maximize returns on shareholder investments of fossil fuel enterprises are required by law to take all steps in their power, including public relations, advertising, electoral campaign contributions, and astroturfing⁵¹, to block or delay effective action on investing in the economic future of Canada.

While an exact accounting of such covert spending is obviously impossible, one article shows that just between 2012-2013, fossil fuel advocacy groups spent over \$10 million on ads of various kinds.⁵² The federal government spent \$16.5 million on its “responsible resource development” ads in 2013 alone. Thus, we have a nation whose citizens are lied to and left confused.

03. Lack of national consensus on the climate crisis and necessary action.

Lasting policy frameworks do not go against the will of the people. A collective imagination of a clean future is a prerequisite to enact policies that match the ambition of the Paris Agreement.

However, Canadians are divided on climate action. While 83% of Canadians believe the earth is warming, only 60% believe that the warming is mostly a result of human activities.⁵³

Ecofiscal Commission’s 2018 survey on *Perceptions of Carbon Pricing* revealed a profound state of confusion on carbon pricing.⁵⁴ Even among those who agree that climate change is mainly caused by human activities, only two-thirds see carbon pricing as the best way to curb carbon emissions. Less than half can confidently say they know what carbon pricing actually is. More than half the Canadians from provinces that already have carbon pricing instruments admitted they were unaware of its existence.

Inability to envision a clean future: The top industry challenge

This inability for the average citizen to envision a clean future is the primary challenge for everyone in sustainability, including companies working on cleantech, sustainable materials, ESG, renewables, and sustainable food.

Experts in these fields say that consumer and supply chain education is the biggest roadblock to the widespread adoption of a cleaner and more sustainable lifestyle.

Unfortunately, everyone in the sustainability field are small businesses, with no prominent industry leader to take on large-scale, persistent marketing campaigns aimed at changing consumer behaviour and educating the public. We need to tell the story of a clean future.

How can we expect people to pay for a transition whose benefits we cannot clearly picture?

Here is Our Solution

We must tell stories of a fully decarbonized and electrified future outside policy briefs. It must be told in a creative and diverse way that everyday citizens can appreciate and understand.

This **envisioning exercise** can be depicted in art, photography, film, poetry, short stories, and other mediums that can clearly paint a picture of the benefits of a fully decarbonized and electrified future accessible to the public.

This initiative should be led by civil society, industry associations, and local governments, who would be responsible for undertaking initiatives that tell the story and help the public collectively imagine a better, cleaner future.

Not-for-profits can organize town hall discussions with various stakeholders in local communities, develop curriculums for students, provide professional development for teachers, and educate councillors, legislators, and parliamentarians on the benefits of a clean future.

Industry associations can better market the benefits of green buildings, energy-efficient gadgets and measurement tools, and cost-saving roof, pipe, and wall insulations. They can train car dealers on the benefits of electric vehicles and host trade shows and conferences to showcase cutting-edge Canadian technologies.


Local governments can inform the public on the benefits of existing programs that advance a clean future, remind citizens how they can reap its benefits, and report how its realization can ensure Canada's economic competitiveness. Moreover, they can partner with local organizations to set up photo exhibits, art galleries, and other events that illustrate a clean future through creative mediums.

Only then can citizens be inclined to offer their political and financial support for a transition that can be clearly pictured and eagerly desired.



Photo by Zhu He Huai
on Pexels



The background of the page is a composite image. On the left, there is a blurred view of a large lecture hall filled with students. On the right, there is a close-up of a desk with a microscope. A large, semi-transparent orange rectangle is overlaid in the center, containing the title and a paragraph of text.

Section B. Skills Development

This section explores six opportunities for young Canadians to exercise the muscle for sustainability problem-solving skills to make it a core competency of our generation.

6 STUDENT COUNCIL

To transform the Student Council culture from a popularity contest of year-round party planners to a platform-based election of future leaders experiencing civil service for the first time. Summer leadership camps for elected students and teacher advisors enable the transformation.

Photo by Jaime Lopes
on Unsplash





Recommendation

8,700*

Beneficiary Size

\$1,570**

Cost (per student)

Beneficiaries:

Elected high school Student Council representatives and their teacher advisors

Potential Leaders:

Entrepreneurs, provincial leadership camps, Shad Canada, Canadian Student Leadership Association, Universities

Background

High school extracurricular activities can be mainly categorized into three areas:

First, we have Student Council, social justice club, environment club, service club, and other similar committees for the popular and outgoing students.

Second consists of Science Fairs and case competitions, such as coding hackathons, for the academically-driven and more reserved individuals often labelled as “nerds” by their peers.

Third are the sports teams, various music, theatre, and art programs for the “jocks” and “geeks”.

Ideas #6 and #7 will seek to outline the current problems with Student Council and Science Fairs, respectively. With both, we will then present a solution to improve upon the existing framework that seeks to maximize its potential impact on students involved and society as a whole.

What is the Problem?

Potential untapped

Student Council in high school is for many, their first chance in experiencing and contributing to political processes and democracy. This presents itself as the perfect opportunity to show students how our democracy works.

However, this potential is lost in the way Student Council is currently conducted and run.

01. Dedicated to planning parties and other fun, social events

Student Council is often a party planning committee at best. Packed with teenage drama and office politics, Student Council at most high schools dedicate all their time to planning socials, semi-formals, and prom.

Is this where you want your daughters and sons to be investing their precious time? Is this what we want the best and

**The Beneficiary Size assumes an average of 2 students and 1 teacher from 2800 Canadian high schools will attend the summer leadership camp.*

***The Cost takes the average of 2 existing 2-week leadership camps.⁵⁵*

the brightest young minds to spend their time? Is this how we want the future generation to understand and experience civic service, community engagement, democracy, and governance?

While it is okay for the Student Council to organize dances and other fun social events, leadership and governance cannot and should not be only about doing what is fun.

02. Inadequate training for advisory functions

Staff advisors are volunteers, often with no training nor experience in student politics. Should high schools bring in external professionals to motivate elected officials, they often come in the form of inspirational speakers who do little to offer practical advice on running a representative council.

03. Many executives nominated instead of elected

Many Council Presidents are nominated by teachers instead of elected by the student population, thereby completely undermining the values of accountability, ownership, and civic participation in the democratic process.

These shortcomings are considerably problematic given the potential the Student Council has as a platform to train our next generation leaders on democratic practices and effective civic service and engagement.

Starting point in preparing leaders for the non-profit sector

A pattern observed from many professionals currently in the non-profit community is this: The majority of young people entering the impact-making sectors start their leadership

experience in their high school student council, transitioning to similar activities in university where they again assume leadership roles.

Lower skills levels than peers going into for-profit sector

Coming out of university, young people entering the impact-making non-profit sector have a lower skill level than their peers going into the for-profit sector. This is extremely troubling given they are receiving the same education.

While one may argue that for-profit corporations attract better talent with money, the entry-level salary between non-profit and for-profit sectors are not vastly different. Though earning potential is lower for the non-profit sector, future financial incentives largely do not influence the decision-making process of entry-level young professionals in the short term.

Importance of developing soft skills outside the classroom

Rather, this stark contrast in skills result from varying engagements in extracurriculars. Since high school and university education emphasize academic knowledge rather than case-based or experiential learning, soft skills are largely gained through extra-curricular involvement and volunteer work outside the classroom.

And these leadership-focused extra-curricular activities, such as Student Council, are at fault for not adequately preparing productive participants for the impact-making sector. As a result, it is in the interest of the impact-making sector to invest in that capacity.

Given the numerous inadequacies of current Student Council functions, as explained above, it is troubling that so many prospective workers in the impact-

making sector start their leadership, civic engagement, and community engagement training within a failing and ineffectual system.

“Figure-head” roles ignores skills training that create impact

Within these structures, leadership roles are the most attractive, promising influence and acclaim among peers and adults alike.

It gives young people the privilege to act as the “face” of the Council and entire student body while delegating the “boring” administrative tasks to those below them. Yet these “boring” administrative tasks, such as budgeting, organizational management, and book-keeping, are essential to delivering programs that have actual impact.

Thus, it comes as unsurprising that these very skills and competencies are exactly what is currently lacking in non-profit organizations in Canada.

Student Council system as a microcosm of our society

Elected officials of high school Student Councils are in the perfect position to practise skills in leadership, financial literacy, entrepreneurship, civic participation, community organizing, among others, while integrating values of democracy and sustainability into decision-making at all levels.

The Student Council system resembles decision-making structures of governments and organizations. Most importantly, it reflects what democracy is supposed to be doing across the country and its microcosm in every community.

Two students introducing 3% Project during an assembly at Sinclair Secondary School (Whitby, ON)



Here is Our Solution

A **summer leadership camp** for Student Council-elects and teacher advisors should be organized for all high schools in Canada for elected representatives to receive training on how to effectively run, manage, and execute their roles as student leaders.

Hands-on workshops and training on relevant skills and tasks

Practical advice and substantive coaching will be given on a variety of functions, including basic budgeting, running meetings, proposing ideas to the public and voting, event and organizational management, accounting and book-keeping, and coming up with a vision and mission statement.

Furthermore, students can be taught how to create and measure impact in all activities they execute, from identifying and sourcing sustainable and environmentally-friendly procurement for school events, to running PR campaigns that effectively communicate Student Council plans and decision-

making in a transparent and inclusive manner.

Resembling that of a mini-business course, this summer leadership camp will greatly improve the skills and execution competency of Student Council leaders, those who are often the ones who aim to enter the impact-making non-profit sector.

As a result, the skills and practical knowledge they gain during this experience will significantly improve their experience and ability to create tangible results in university and into the workforce.

Dedicated stream for teacher advisors

Simultaneously, teacher advisors attending the summer camp will undergo a separate stream that focuses on professional development, learning from experts and one another about how to mentor Student Council leaders and leverage their position to bridge communication between the Council and the school administration.

Example: Saskatchewan Student Leadership Conference

The Saskatchewan Association of Student Council Advisors (SASCA) currently runs a similar initiative to the one we are proposing, called the Saskatchewan Student Leadership Conference.

It is a 3-day leadership camp held yearly in September, bringing together Student Council members and teacher advisors from across the province.

Students stay over at a community member's house and congregate for a leadership convention in the hosting school's gymnasium to listen to keynote addresses, and participate in networking events and breakout sessions.

These activities teach them the necessary skills to effectively conduct their work as Student Council leaders.

By the end of the camp, teachers will have a better understanding of their role as advisors, and the skill set necessary to support Student Council members in achieving their goals and ambitions.

Establishing a nation-wide culture of attendance

More importantly, we need to establish a culture in Canada where all Student Council representatives, following their election, attend such a leadership camp over the summer to prepare for the upcoming school year. Such is currently the case in Saskatchewan with its province-wide Student Leadership Conference dedicated to incoming high school Student Council elects (see example on the left page).

Funded by government and other donors, run by education organizations

Run in different rounds throughout the summer for one to two weeks each, provincial governments around Canada should capitalize on this educational opportunity by providing funding to camp organizers.

Other bodies, such as municipal councils, federal government agencies, corporations, and foundations can also contribute financially. Instead of placing the burden on governments to both fund and run this initiative, external parties such as education organizations, should be contracted to conduct the camp while being paid for their impact.

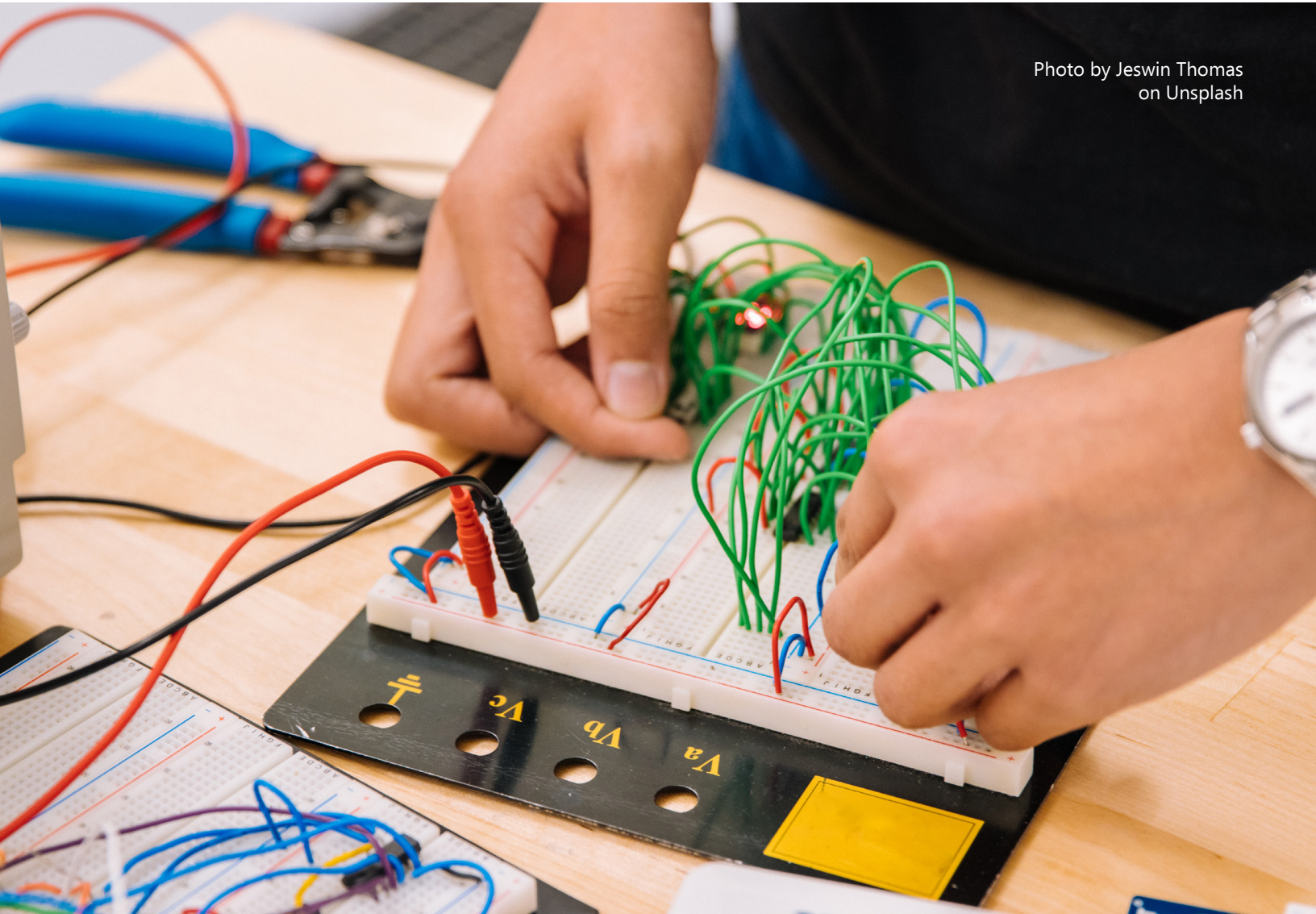
Students brainstorming during a 3% Project workshop at Swan Valley Regional Secondary School (Swan Valley, MB)



7 NATIONAL SCIENCE FAIR

To encourage donors and foundations to invest in the Canadian-Wide Science Fair (CWSF) to integrate interdisciplinary solutions and add a sustainability lens to middle and high school science fair projects.

Photo by Jeswin Thomas
on Unsplash





Recommendation

25,500*
Beneficiary Size⁵⁷

\$1-2M
Cost

Beneficiaries:

K to 12 Science Fair participants

Potential Leaders:

Members of Environmental Funders Canada

What is the Problem?

Introduced in Idea #6, Science Fairs are one of three major types of activities that high school students participate in outside the classroom. Run in several stages, Science Fairs are competitions in which winning student teams can advance from their school-level to the county-, regional-, provincial- and finally national- and international-rounds.

Due to the competitive progression setup of the Science Fair system, whereby specific criteria for team projects must be met to qualify for the next round, national standards thereby influence the requirements of Science Fairs at all sub-levels across Canada.

National benchmarks inform Science Fair criteria at all sublevels

Canadian-Wide Science Fair (CWSF), the annual country-wide Science Fair coordinated by Youth Science Canada, sets the course and benchmarks onto which all its regional and individual school counterparts must follow

and model. However, their current framework is ineffective in nurturing student creativity and project solutions to modern problems.

Categories does not allow for interdisciplinary, sustainability, or climate science solutions

Most notably, CWSF's categories are siloed into the traditional categories of biology, chemistry, and physics, with no room for interdisciplinary solutions. Some schools or regions expand the categories to allow for interdisciplinary solutions and other categories like sustainability, but they need to conform to CSWF's rules as they advance.

As a result, students whose projects target two or more subjects are required to choose one category to compete in, which often does not accurately represent their field. In addition, there is no sustainability or climate science aspect to the event.

Here is Our Solution

With an annual budget of roughly \$2 million, CWSF attracts over 500 students in grades 7 to 12 students from over 100 regional science fairs for a week of networking and friendly competition.⁵⁶

Investment opportunity for foundations and donors to shape the rules

Just last year, CWSF's largest donor pulled out from their annual commitment. The vacuum reveals an opportunity for foundations and donors to actively shape it with relatively low amounts of investment but with very high returns.

A coalition of like-minded foundations could support CWSF as the majority funder to shape the rules of the national science fair, and thereby hundreds of provincial-, regional-, and school-level science fairs. They can transform the science fairs to be more interdisciplinary, holistic, with a sustainability lens.

The missions of the foundations can be significantly advanced with very high returns. By making an investment of just \$1-2 million, this has the potential to influence 25,500 K to 12 students annually who participate in over 100 local and regional Science Fairs across the country.

The "Environment, Energy and Innovation" Expo held at Queen Elizabeth High School (Calgary, AB). 130 students created science fair style exhibits focusing on the inquiry question: "What are the most effective actions individuals, governments, institutions and businesses can take to improve our current environmental situation?"



Photo by ThisisEngineering
RAEng on Unsplash



8 BUILDING RURAL YOUTH ENTREPRENEURS

To develop and expand the Head Start in Business (HSIB) program to all rural communities. The revamped program will build youth's entrepreneurial skills and manage financial risk in a way that retains rural youth, creates jobs, and encourages local sustainable economic development.

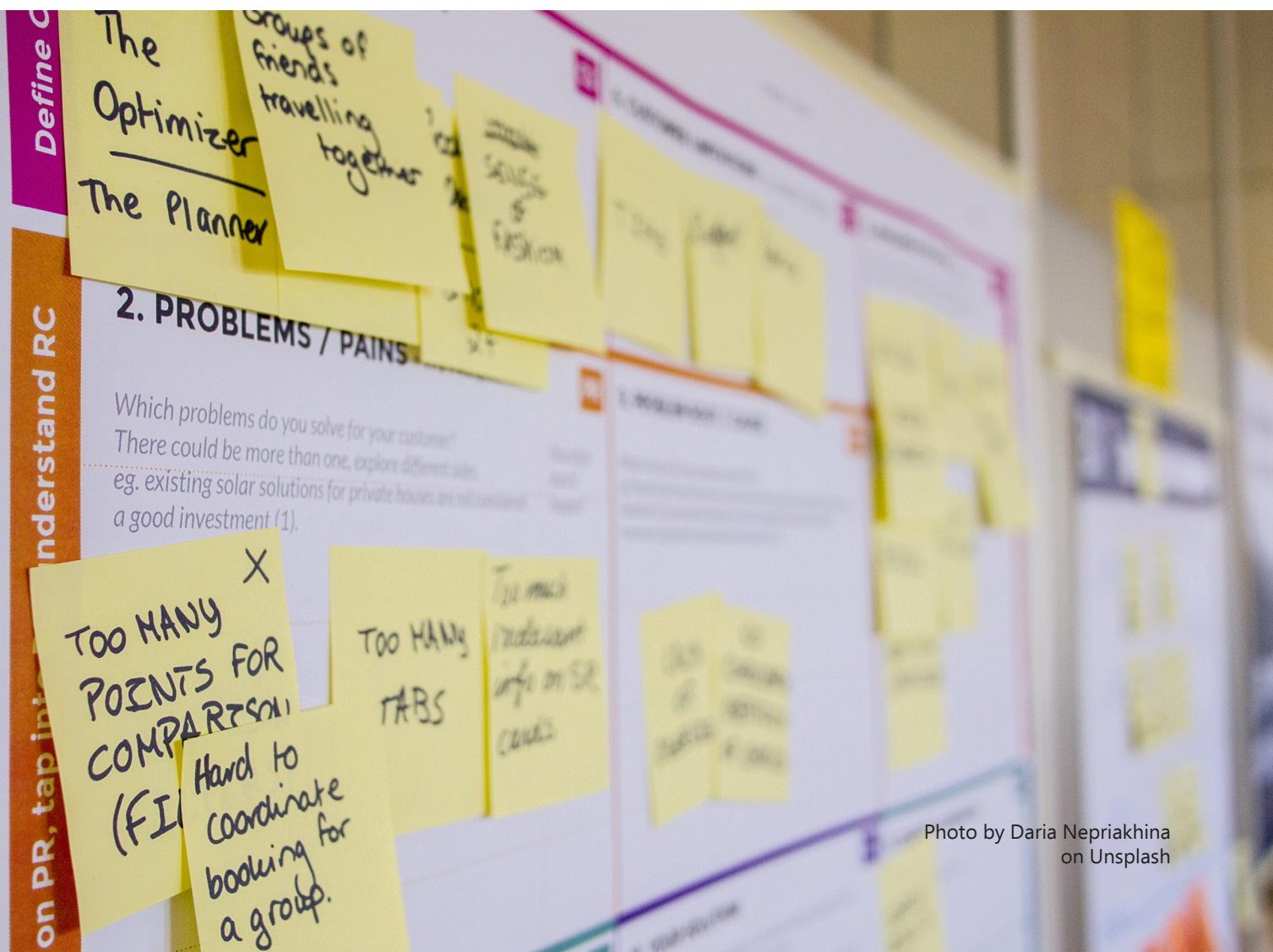


Photo by Daria Nepriakhina
on Unsplash



Recommendation

1,900 schools

Beneficiary Size*

\$700K

Cost (per CFDC)**

Beneficiaries:

Rural high school students

Potential Leaders:

Colleges and Institutes Canada, Community Foundations of Canada, Canada's Regional Development Agencies (RDA), Community Futures Development Corporation (CFDC), Head Start in Business (HSIB), Ministries of Education, school boards, secondary schools

What is the Problem?

For years, rural Canada has faced an outgoing exodus among its youth population due to a lack of employment and education opportunities at home.⁵⁸

This phenomenon has resulted in the depopulation of rural communities and thereby threatens their survival.⁵⁹

As such, rural regions must implement initiatives that enable youth to envision a future where pursuing a business they are passionate about is possible in their local community.

Student-led projects have significant potential for impact in rural towns where the local K to 12 school acts as a community centre. Most importantly, the return on investment for rural student-led projects is high, considering their potential for youth retention, population growth, and long-term, local job creation. Rural student-led projects therefore deserve sufficient financial and human resources that will enable youth to create innovative solutions that take advantage of unique local opportunities.

However, two major setbacks prevent the potential of student-led projects to be fully realized.

1. Lack of ambition and scale

The majority of student Action Projects that came out of 3% Project significantly lack ambition and scale. For instance, it took the students at one school six years to build a potato garden. No matter how impactful it eventually became to the school and surrounding community, the project's small scale does not appropriately match the required time and effort it should have taken to complete it.

Unmotivated with insufficient resources

Students, influenced by social media culture and peer pressure, desire instant gratification and results that they can easily visualize and show.⁶⁰ As a result, they do not envision themselves doing

**The Beneficiary Size refers to the number of rural high schools in Canada.*

***\$2 million is the initial investment over 3 years per CFDC or \$700K per year. This is how much other CFDCs received to implement their own HSIB programs.⁶⁴*

something bigger and are attracted to projects that are easy to implement, which unsurprisingly are all low-impact: Recycling and composting, fundraising for bake sales, community gardens, and general environmental education.

While students are very interested in high-impact projects (such as renewable energy), they are reluctant to put this into practice as they think it is too much work and costs a lot of money (money that they don't have and cannot easily access).

Can be solved by in-school curriculum and funding options

As a result, students need to be properly taught and trained to be entrepreneurs. If students were enrolled in an in-school entrepreneurship course with access to funding to get their project going, students would be more incentivized to commit to ambitious and impactful projects, and motivated to dedicate their time to such an initiative.

2. Unfavourable entrepreneurship and education systems for rural youth

The current education system forces parents or teachers to assume the risk of starting a business. While minors are allowed to incorporate in some provinces, they are unable to get grants or loans approved, and certainly not at the sizes rural projects require.

Rural projects require huge investment upfront

Rural projects are often in agriculture, manufacturing, tourism, or retail that require higher upfront capital investment in equipment and space. As a result, youth do not even dare to imagine ambitious, scalable projects

that could make sense in their local community.

But when a rare student does take the leap of faith, parents or teachers have no choice but to take on the risk personally. Otherwise, they would let down the student's first entrepreneurial spirit, which, once again, proves to the student that you cannot make it in this small town.

Moreover, when the parent or teacher takes on the risk personally, the project becomes her responsibility. In which case, the parent or teacher has the final say and controls the project when push comes to shove.

A third-party must assume financial risk

Teachers, principals, and parents across Canada repeatedly shared with Steve that a third-party, like the school board, ought to manage and assume the risk. The cost of risk-taking is worth the educational value and local economic development potential.

At present, only a few school boards in cities are experimenting with such risk-taking models to encourage youth entrepreneurship. Urban youth projects' low upfront costs are noteworthy as they are often digital projects compared to rural youth projects.

Youth need skills development and risk management

As a result, rural youth need skills development and risk management for entrepreneurship fit for rural communities. This is an excellent opportunity to retain youth, create local jobs, and encourage local, sustainable economic development.

Here is Our Solution

Our proposed solution: Increase funding to Community Futures Development Corporations (CFDCs) to develop and expand their Head Start in Business (HSIB) program in rural communities across Canada. In three stages, here is how that will work:

Stage 1: Increase Funding to CFDCs

Established organizations in rural communities

Community Futures Development Corporations (CFDCs) are non-profit offices located in over 200 rural communities across Canada that provide small business services to local residents.⁶¹ Each office delivers programs and opportunities to apply for micro-loans to start or expand a business.

According to the Community Futures Network of Canada, nearly \$321 million was invested by CFDCs in

local businesses in a 12-month period between 2018 and 2019.⁶² These investments created over 37,000 rural jobs through 4,483 initiatives.⁶³

As such, CFDCs are already-established community organizations in rural Canada that offer a plethora of programs focused on providing the training and resources necessary for local residents to launch or expand their own business.

CFDCs have vested interest in youth entrepreneurship

Rather than relying solely on banks and venture capital firms to provide seed funding, community-based organizations have a vested interest in retaining youth populations. They have more incentive than for-profit banks and private corporations in financing projects and business ideas that will directly contribute to the community's economic development.

CFDCs are the perfect leaders to train rural youth in launching their own business, as will be explained in Stage 2.

Photo by Josh Appel on
Unsplash



Stage 2: Expand HSIB Programs in more CFDC Offices

Many CFDCs run youth-specific initiatives unique to their community, region, or province. The Head Start in Business (HSIB) program is a prime example of this. This program seeks to provide youth with the entrepreneurial skills and training necessary to start their own business or local community project (for further explanation, see box below).

However, HSIB programs are currently exclusive to CFDCs in Northern Ontario. To maximize its impact and reach, they should be launched and implemented ideally in all CFDCs in Canada.

It is initiatives such as these that are crucial in stemming youth-out migration in rural communities by providing exciting local jobs that will entice youth to remain.

Stage 3: Improve HSIB Program Delivery

Our proposed program, to be delivered by HSIB, has **four phases**. Some are already being implemented through the HSIB program and others, not at all.

A program delivered in 4 phases

When explaining the four phases, comments are made on what each phase entails, why it is necessary, whether current HSIB programs have these features, and if not, what improvements must be made to current programming or newly launched altogether.

Most importantly, this program must be delivered within the parameters of provincial and territorial education curriculums so that youth can develop their ideas throughout high school in an in-class environment.

Head Start in Business (HSIB)

Head Start in Business (HSIB) is a program run by Community Futures Development Corporations (CFDCs) exclusively in Northern Ontario.

They aim to “encourage youth to explore and expand their entrepreneurial potential while remaining in Northern Ontario”.⁶⁵ They do this by providing educational programming focused on developing entrepreneurial skills, connecting youth to program alumni (many of whom are local entrepreneurs), and helping youth start businesses with micro-funds.

In three years, over 13,000 rural youth in Northern Ontario have participated in HSIB programming in the form of training sessions (that run from a few hours up to two days), week-long summer camps, and various community events. During the same time frame, they have helped over 30 young people start businesses.

They are partnered with FedNor, Ontario Trillium Foundation, Ontario Government, Government of Canada and Northern Ontario Heritage Fund Corporation.

Phase 1: Deliver in-class high school curriculum

Currently, the majority of HSIB programs operate outside the school system, primarily during weekday evenings, weekends, or holidays. A few in-school education programs exist, but they are restricted to 2 hour or half-day sessions delivered by external experts, not high school teachers themselves.

HSIB to develop curriculum on entrepreneurship

Instead, the HSIB program must develop an in-class high school curriculum based on provincial- and territorial-mandated guidelines. This curriculum will be used by high school business teachers in their classrooms, with a focus on teaching entrepreneurial skills and practises for students interested in implementing community projects or starting their own business.

Students will be guided through what it means to be an entrepreneur, how to identify problems that need to be solved within their community, coming up with solutions to said problems, developing a business plan with a budget, and how to pitch their business idea to donors for funding. Furthermore, this process will focus on producing business ideas that nurture local, sustainable economic development for their communities.

Importance of in-class entrepreneurial training

Training youth to become innovative entrepreneurs cannot be done with one two-hour training session or even a full-day boot camp. It is an essential skill to have for young people in communities eager to see local innovation, job creation, and economic development.

As a result, all high schools, especially those in rural and remote communities,



Photo by Karolina Grabowska on Pexels

must provide hands-on, intensive entrepreneurship courses.

Rigorous and repeated education on entrepreneurship, 4 hours a week for 10 months (the typical length of a high school course), is the best way for students to gain the theoretical and practical knowledge necessary to feel prepared and ready to launch their own business.

With a full course dedicated to coming up with project ideas and starting businesses, students will be more motivated and ambitious with their ideas. In addition, they will rightfully have more time to plan and execute their project.

Training for teachers to deliver material

In conjunction with the high school curriculum, the HSIB program should provide training to teachers on how

to deliver the curriculum. Not all high schools have designated business teachers. This is especially the case in rural communities with a small high school population whose teachers are mostly only qualified to teach the mandatory core courses, namely English, science, and math.

Moreover, not all business teachers have the experience, knowledge or skill set of being an entrepreneur. As such, a two-day intensive training program is necessary for all teachers seeking to deliver this curriculum in their classrooms.

This model of developing in-school curriculum on youth entrepreneurship and providing appropriate training to teachers is inspired by existing initiatives under the Aboriginal Youth Entrepreneurship Program (AYEP) (see box below).

Example: Aboriginal Youth Entrepreneurship Program⁶⁶

The Aboriginal Youth Entrepreneurship Program (AYEP) is an educational program developed for grade 11 and 12 students aligned to provincially-mandated curriculum, and supplemented with First Nations, Metis, and Inuit content.

Launched by the Martin Family Initiative in 2008, AYEPP has produced numerous high school textbooks and teaching materials that educate students on entrepreneurial skills and practices that lead to successful business ownership.

At the moment, 39 high schools across Canada are delivering the AYEPP curriculum in their classrooms. Teachers signed up to deliver the program receive two days of intensive training.

In conjunction with in-school classroom learning, students are mentored by established business owners and entrepreneurs in their community when working on their business planning process. Furthermore, qualified students with bright ideas get access to start-up funding to launch a micro-business.

Phase 2: Mentorship from business advisors

Industry professionals will partner with high school classes to aid students with their research and development.

Interested students who are especially keen on seeing their idea to fruition and possess promising entrepreneurial potential will be partnered with a business advisor to undergo a mentorship process.

Local entrepreneurs as business advisors

Eligible advisors should be local entrepreneurs or business owners who can offer relevant and realistic advice on setting up a business in their community. The HSIB program will facilitate these partnerships.

A mandatory component of in-class programming

Currently, the HSIB program offers a similar service through its Alumni Association by connecting youth with past HSIB participants, entrepreneurs, and mentors. However, it is an optional service that runs independently of existing youth programming.

We are proposing for mentorship to be a mandatory component that complements the delivery of in-school curriculum outlined in Phase 1.

Students at Pictou Academy (Pictou, NS) are very inspired by their teacher Mr. White's passion of using fungus and mycelium as a sustainable material. They have purchased fungus kits to propagate mushrooms and create prototypes of styrofoam-replacement packaging, cups, pots, and soundboards. It is an innovative, impactful, and entrepreneurial venture that serves as an example that deserves support and funding to be scaled further.



Phase 3: Microfunds for projects and start-ups

Students pitch their business idea and proposal

Once students have thoroughly developed their business idea in a clearly articulated proposal complete with market research and a detailed budget, they will have the opportunity to pitch their idea to local CFDC representatives and other prospective donors for funding.

HSIB to connect students with funding opportunities

Here, the HSIB program and the CFDC will be responsible for connecting students with grants and loans by establishing partnerships with various funding sources, including all three levels of government, foundations, corporations, and individual investors.

HSIB and CFDC to assume financial risk

As explained on page 64, the current education system forces parents or teachers to assume the risk of starting a business in the students' stead. While minors are allowed to incorporate in some provinces, they are unable to get grants or loans approved, and certainly not at the size rural projects require.

Rural projects are often in agriculture, manufacturing, tourism, or retail that require higher upfront capital investment in equipment and space. As a result, youth do not even dare to imagine ambitious, scalable projects that could make sense in their local community.

While teachers, principals, and parents proposed that school boards ought to manage and assume the risk, CFDCs are better fits than rural school boards.

CFDCs already exist throughout rural communities, are experienced supporters of local entrepreneurs, and have the financial structure to manage the risk. As a result, we propose that the CFDCs in each community house student-led projects and enterprises.

Options for students pursuing post-secondary education

In addition, students who wish to pursue post-secondary education before starting their business should be encouraged to do so. Moreover, they would be eligible to apply for funding for their entrepreneurial idea during their high school years or immediately following post-secondary graduation.

This way, students will be able to further their education (potentially outside their community) with the intention of coming back following completion to implement their business idea.

Knowing that there are economic opportunities for them back home, more rural youth would be enticed to return without having to sacrifice their desire to continue their education.

Phase 4: Implementing business ideas

Successful business ideas that have secured funding are now ready to be launched as new businesses.

Students will receive ongoing support from their business mentor and other HSIB program staff in running their enterprise during the initial startup phase. HSIB is already well experienced in providing youth-led businesses with business services following their implementation.

In conclusion: Our proposed program provides rural youth with the learning environment and educational, human, and financial resources necessary to kick-start ambitious and scalable projects that impact their community.

By seeing viable projects eventually transformed into successful businesses, this initiative can create permanent, local jobs and significantly reduce the outward exodus of young people in rural communities.



Photo by Mika Baumeister
on Unsplash

9 CASE COMPETITIONS ON SDGs

To provide an opportunity for young people and future professionals of the impact-making sector to practise coming up with solutions to real-world problems and developing related skills.





Recommendation

Beneficiaries:

High school and post-secondary students, and young professionals in the impact-making sector

Potential Leaders:

University Departments, College Offices of Innovation, CCIC (Canadian Council for International Co-operation), Sustainable Development Solutions Network Canada, Youth Climate Lab

What is the Problem?

Case competitions like hack-a-thons, coding competitions, and DECA are an attractive extracurricular in both high schools and post-secondary institutions that aim to improve students' business and technology skills in a practical case-based learning environment.

waiting for graduation to start effecting change. We have gotten very good at identifying and understanding what is wrong with the world and may possess the theoretical knowledge of potential solutions, but have no skills to right the wrongs.

No opportunity to practise for the impact-making sector

The impact-making sector lacks the culture and platform with which students and prospective professionals can practise coming up with solutions to real-world problems in a risk-free and controlled environment. Young professionals are thrust into the industry directly from university with no hands-on experience practicing what organizations actually do on a day-to-day basis.

Young people are trained throughout high school and post-secondary to study societal injustices while patiently

Here is Our Solution

Case competitions for the impact-making sector would be instrumental in training and helping students and young professionals practice coming up with solutions to real-world problems.

The case competitions can take many forms, including the following:

- 01.** A monthly one-day competition;
- 02.** Quarterly week-long competitions;
- 03.** Summer camps for middle and high school students;
- 04.** A week-long intensive March Break camp; and
- 05.** An annual tournament-style competition series.

Pictured left: Steve speaking at Ryerson University's SDGs Youth Training Canada (Toronto, ON)

1. Week-long competition for post-secondary students

For instance, competitions can be hosted over a week, ranging from three to seven days, with different SDGs assigned each day. Along with the focus on the SDGs, each team will be allocated unique thematic topics and three stakeholders with which they must “partner” to come up with a solution and detailed budget for their proposal. Teams can decide whether their “solution” is in the form of a project, program, policy recommendation, or a combination of the three.

Features: Thematic topics, stakeholders, and assigned budget

For example, Monday’s theme is urban homelessness. The teams will be required to develop a solution to urban homelessness specific to the new migrant population, with a particular emphasis on tackling substance abuse. Each team must then come up with a project deployable in 12 weeks, with a budget of \$700,000 and in partnership with the City of Toronto, the non-profit Covenant House, and the Anglican

Church of Canada. In the evening, each team will present their solution to a panel of judges who will provide feedback and announce winning teams.

This concept will repeat for the rest of the week, with a different theme announced each day. While thematic topics can be framed around SDGs, this does not have to be explicitly expressed or practised.

Practising problem-solving in a risk-free environment

The bottom line is to practise solving real-world problems, complete with financial considerations and incorporating elements of community collaboration, in a risk-free and simulated environment where making mistakes and executing bold ideas without any real-life consequences should they fail. This is essential to the learning process of students and young professionals looking to pursue careers in the impact-making sector and inform their knowledge of what works and what doesn’t work before entering the field.

Example: SDG Bootcamp

The BC Council for International Cooperation (BCCIC) has a similar initiative called SDG Bootcamp.⁶⁷

Run by non-profit professionals, the Bootcamp is a practise-focused course for young adults aged 18 to 24 to learn how to communicate the SDGs and how they can lead sustainability-focused initiatives in their communities.

The Bootcamp is built around three one-week long intensive training retreats spread out over nine months. The three retreats’ themes focus on “self as instrument”, “collective change”, and “systems change”, with the first two taking place in Vancouver, while the last takes place in New York while attending the United Nations High Level Political Forum on the SDGs.

2. Summer camps for middle and high school students

Less-intensive case competition-style summer camps can be designed for middle and high school students and adapted appropriately for their age group. Students would first learn about the problems, SDGs, and major players in the landscape. Then, they would be put into teams for case competitions.

Features: Case competition plus fun camp activities

Each week could be a different challenge, similar to the style described

in the previous example. But much like standard summer camps, other fun activities and trips will be planned into the camp schedule to make it engaging and enjoyable for a younger audience.

This summer camp will likely attract a small group of middle and high school students who are personally interested in sustainable development and global issues. Each camp session can run for approximately two weeks over the summer. There is also opportunity for it to be adapted into a one-week camp over March Break.

Students brainstorming during a break-out session at Université Laval's SDGs Youth Training Canada (Québec City, QC)



10 POLICY ADVOCACY TRAINING

To educate Canadians of all ages on how to effectively advocate on issues and lobby government representatives to maximize impact and political change.

Photo by Chesley Faucher
on Unsplash





Recommendation

37 million

Beneficiary Size

Beneficiaries:

Canadian citizens

Potential Leaders:

Civil society organization with a focus on policy advocacy

What is the Problem?

Active civic engagement in policy advocacy at the government level is necessary to sustain a healthy and inclusive democracy that takes into account diverse public opinion across the political spectrum. Citizens, however, unless taught in professional settings or studied it in academic settings, have not had the opportunity to learn how to effectively lobby public policy-makers.

As a result, many citizens engage the government so ineffectively that the policy-makers cannot act upon their advocacy recommendations and only take the spirit of their advocacy points, of which they probably are already aware. Over time, they feel that they have no ownership of the government and that the policy-makers are beholden to the rich and powerful. Many lose trust in the government and give up engaging it altogether.

Here is Our Solution

Policy advocacy training must be made available for the general public to teach how to effectively lobby the government on issues that matter to them. This training can take various forms: a 12-week online course, a 3-day conference, or a week-long boot camp. Research should be conducted to evaluate which format would be most effective in teaching the materials.

To name a few, topics covered should include: the three levels of government and key decision-makers within each, civic structures where citizens can make the most impact, the unfamiliar parliamentary system of committees and caucuses and parties, and how policies are enacted through proposed bills and motions. From there, participants will be taught strategies on effective advocacy, from how to write a convincing letter to their MP and varying forms of address for government officials, to what to say during calls, and ways to lobby collectively with other civil society stakeholders.

11 UN SIMULATION

To improve upon the existing Model UN framework so that it more accurately resembles the complexity and nature of the modern United Nations system.



Photo by Mat Reding
on Unsplash



Recommendation

3.4 million

Beneficiary Size

Beneficiaries:

High school and post-secondary students

Potential Leaders:

Canadian Council for International Cooperation (CCIC) and its provincial chapters; Model UN organizations; Sustainable Development Solutions Network (SDSN); Young Diplomats of Canada; Youth Climate Lab

What is the Problem?

Model UN has existed since the founding of the United Nations in 1945.

Its structure replicated the United Nations system at its conception with its original six principal organs: the General Assembly, the Security Council, the Economic and Social Council, the International Court of Justice, the Trusteeship Council, and the Secretariat.

1. Model UNs operate on an outdated framework

The UN system used to be small and straightforward enough that the UN itself could be modelled and council sessions stimulated. However, this is no longer the case.

The United Nations has grown significantly since its creation

Since its founding in 1945, the UN has grown to a multi-network system with

over a hundred agencies, thousands of sub-agency programs and initiatives, more than 560 multilateral treaties, and dozens of permanent and temporary commissions and committees that hire upwards of hundreds of thousands of employees.

Model UNs continue to replicate a 1945 system

The average citizen's understanding of the UN system largely stems from participating in high school and university Model UNs. But because these simulations are modelled on an outdated framework, it fails to properly educate young people on how the UN works, with its internal bodies and external stakeholders, to achieve its objectives.

As a result, it is misleading and irresponsible to follow the original Model UN framework, which sought to replicate the 1945-version of the UN system and its proceedings when it has since grown significantly in size and complexity.

2. Fails to nurture values of cooperation

The current execution of Model UN conferences fails to facilitate the participants to gain skills in collaborative negotiation and to instill values of striving towards a common goal.

The intended purposes of Model UN should be to:

- 01.** Learn how global cooperation works and can be achieved through multilateral diplomacy and negotiation;
- 02.** Gain a deeper appreciation of the world's complexities and nuances; and
- 03.** Practise problem-solving on global issues.

Yet Model UN does the exact opposite by perpetuating all that is wrong with the system, going to comical lengths to amplify its negative effects.

“Best Delegate” Awards encourage personal achievement

For instance, delegates have the opportunity to be awarded “Best Speaker” or “Best Delegate” for their respective section, and many participate in Model UN with the primary goal of receiving such titles. The more loudly you argue and the more resolutions you table, the more likely you will be awarded the “Best Delegate”.

As a result, these resume-building incentives completely alter the mindset of most delegates, moving away from the entire premise of fostering values of collaboration and mutual understanding upon which the UN is built.

Model UN culture prioritizes the individual over the collective

Instead, it encourages debate whose aims are to highlight individual

ambition and argumentative prowess. In addition, students are often most eager to represent rogue countries, such as North Korea (DPRK), solely for the opportunity to make crazy statements and declarations.

By focusing on individual skill rather than collective success, this framework reinforces all the negative aspects of the United Nations while fails to properly educate young people about how the UN system actually operates.

3. Inaccurate representation of United Nations proceedings

Lastly, some Model UN programs inaccurately include events and sessions that do not happen at UN conferences and meetings.

Fictional committee meetings are sadly commonplace

One prominent example is the 3 AM Security Council meeting that organizers will hold. They wake up delegates in the middle of the night for emergency meetings in response to unfolding crises. And yet, this simply does not happen at the real Security Council.

Less harmful examples are “Santa Claus committees”, “Avengers committees”, or “Superhero committees” that are entirely fictitious, but still instills a subconscious idea that the United Nations has mythical, magical powers to solve global issues.

Here is Our Solution

Why model something that is broken?
The solution is to **simulate** and improve upon it. Here is an example of how this would work:

Example: Delegate for Zimbabwe for the UN Simulation of CSW63

March 2019 was the 63rd annual session of the Commission on the Status of Women (CSW). There, representatives of Member States, UN entities, and non-governmental organizations gather to “review the world’s progress towards gender equality and the empowerment of women, identify challenges, set global standards and norms, and formulate policies”.⁶⁸

Step 1: Role Assignment

Three to six months in advance, students will be selected to participate in the “Simulation” process. Each participant will be assigned a Member State or an organization (international corporation, not-for-profit, industry association, research institution, media, or relevant issue expert) to represent. The participant will be given details on their assigned individual’s role within the country’s government (ie. Minister of Foreign Affairs) or organization (ie. Vice President of Finance).

Let us take the example of a student who has been appointed as the delegate for Zimbabwe.

Delegate of Uganda at the
5th Dialogue on Action
for Climate Empowerment
(ACE) | UNFCCC, May 2017
[\(Photo by IISD/ENB |
Kiara Worth\)](#)



Step 2: Research

Country background, context and priorities

In the months leading up to CSW63, they are responsible for following the country's local news to obtain a holistic understanding of Zimbabwe's context walking into the conference.

What is the historical, cultural, and social background of the country? What are its political and economic contexts? What are the government's priorities and relationship with its citizens and other countries? What major events (protests, terrorist activities, recent trade deals) might influence its conduct or decision-making at CS63?

What are statements and actions that can and cannot be said or done given limitations associated with Zimbabwe's domestic landscape, cultural values, government priorities, financial situation, and relationships with allies and neighbouring countries?

Holistic understanding of the conference's key topics and issues

Furthermore, extensive research must be conducted on the topic at hand. In this case, the student is required to improve their understanding of gender equality issues both from a Zimbabwe perspective and international efforts as they relate to the CSW processes.

Step 3: Observation

During the actual CSW63 sessions in March 2019, delegates will be required to watch the entire proceeding online in real-time, and read all working and official documents being produced.

Following the behaviours of real delegates

Given the background research they have already done, they can now observe how Zimbabwe's real delegates are conducting themselves in discussions and the stance they sought to take during the Commission.

Are they behaving inconsistently with my hypothesis from the research? If not, why? Is the inaction due to reasonable limitations, lack of courage, lack of prioritization, or ignorance?

Step 4: Simulation

Finally, the students selected for the CSW simulation will gather together a few months after the actual event to mimic its proceedings.

Travelling back in time: Mimicking past realities

Ideally, it would take place in a similar-looking venue, with the same news playing on monitors and newspapers distributed as if it was March. Essentially, it would be as though the students have travelled back in time to the actual venue of CSW63.

This envisioning exercise is crucial in understanding the circumstances under which diplomats operate, as current events have significant impact on shaping the context of negotiations.

For instance, the Prime Minister of India had to continuously fly in and out of France during the Paris Agreement negotiations as India was experiencing one of its worst floods in history. It was also during this time that the world was coming to grips with the reality of Donald Trump as the President of the United States.

When Typhoon Haiyan hit Southeast Asia during the 2013 UN Climate Change Conference, the Philippines' Chief Negotiator went on a hunger strike for the remainder of the conference "in solidarity with [his] countrymen who are now struggling for food back home".⁶⁹

Local events shape global conversations. Political, economic, social and natural events play a significant role in setting the tone and context under which UN conferences operate.

Thus, it is important to mimic these realities to give students a holistic understanding of their country's position and limitations going into negotiations.

Improving on what has already taken place

The key objective during the simulation becomes: *Given these circumstances, how would you have done it better?*

Having already watched the proceedings and seen the results produced by the actual Commission, students will navigate and participate in the exact same meetings and events as their real-life counterparts, armed with the knowledge they have about their assigned country's background and related information.

Rather than attempting to model fictional meetings with its grand scale and intricate complexities, choosing

Final moments at the 17th meeting of the Conference of the Parties to CITES (CoP17), October 2016
(Photo by IISD/ENB | [Kiara Worth](#))



smaller multilateral, thematic events to simulate is a much better opportunity for young people to learn about the UN system and its decision-making processes.

Step 5: Feedback

Mentors and professionals working in the field should be invited to observe the proceedings and judge the student delegates on their negotiations and cooperation as one unit.

Students evaluated based on collective success

Instead of awarding individuals for being the “Best Delegate” by pitting one country against another, success or failure will be determined by the

entire delegation’s ability to advance the interests on the thematic issues discussed.

With mentors present to provide feedback on the feasibility and justifiability of delegates’ words and actions, this framework will allow them to practise cooperation and multilateral decision-making in a setting that appropriately reflects the current realities of UN operations.

Learning opportunity for professionals in the field

In addition, mentors can also learn from the students, who can through the simulation, point out the obvious hypocrisies and reveal the possibilities that could have come to fruition should the simulated negotiations have gone differently.

United Nations Youth Strategy launch in New York on September 24 2018
(Photo by Paul Kagame on flickr)



Opportunities for Expansion

Additional learning opportunities present itself from this framework.

Entire **high school courses** can be dedicated to preparing UN Simulations throughout the year, with classroom curriculum focused on the conferences' thematic issues and individual assignments based on the students' assigned countries.

Expectations for Program Quality

High-calibre staff with UN experience

To execute such an initiative will take considerable time and skills. It will require staff who have a background and experience working at the UN

and participating in large multilateral meetings and processes.

To pay for high-calibre talent to facilitate an experience that resembles a months-long course would not come cheap. As such, organizations that conduct UN Simulations should not take it up lightly.

Program fee with opportunities to receive grants

Participants should pay a fee, much like they already do for Model UN. While this would initially attract young people from wealthier households, scholarships can later be offered as the program gains traction and reputation.

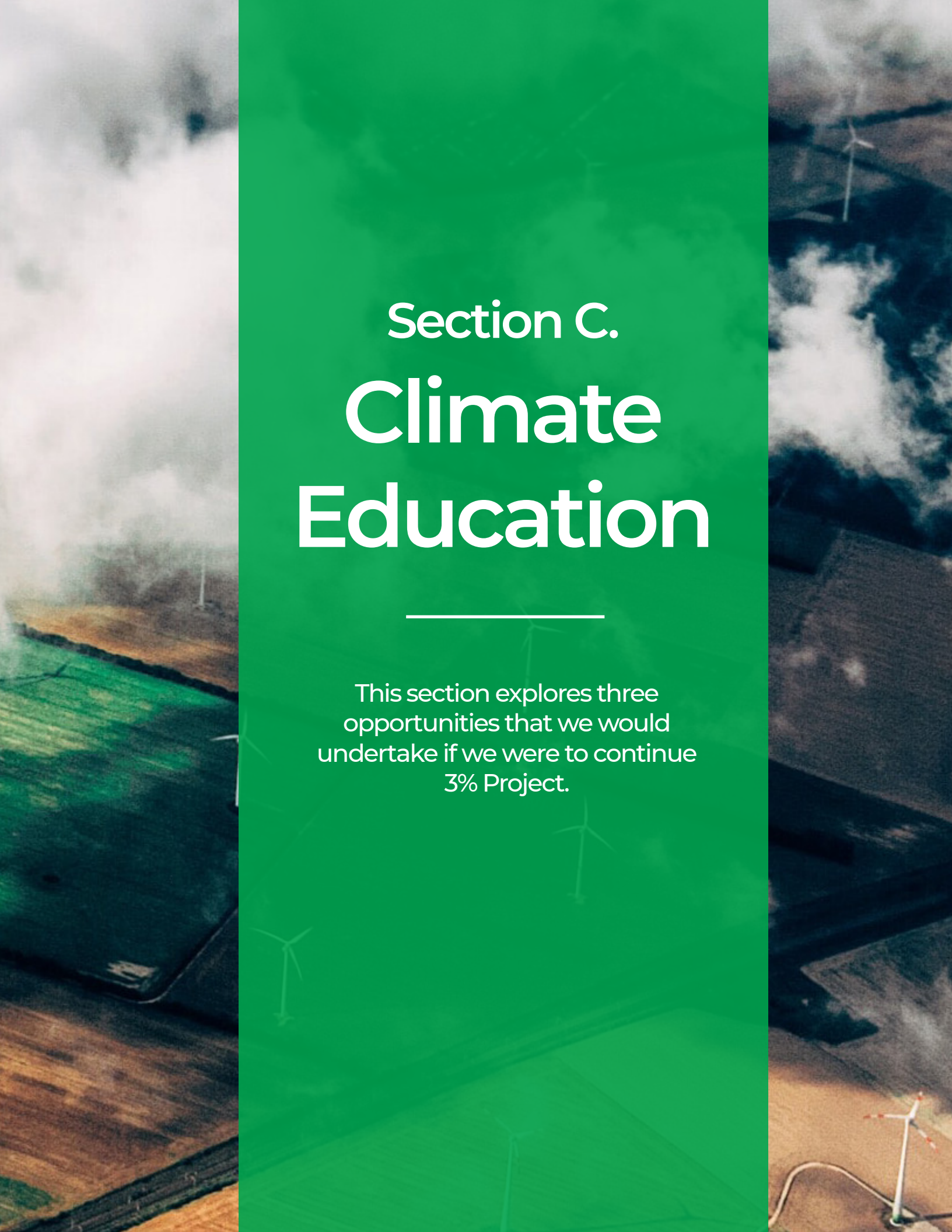
Moreover, professionals working at the UN and the Canadian government would likely be eager to contribute in educating and developing young talent prepared for work in their fields.

Heads of Government and State at the UN-Habitat Assembly, May 2019
(Photo by [IISD/ENB](#) | [Kiara Worth](#))



Photo by Thomas Richter
on Unsplash



An aerial photograph of a wind farm is the background for the page. The image shows several white wind turbines scattered across a landscape of green and brown fields. The sky is filled with white, fluffy clouds. A large, solid green rectangular area is overlaid on the right side of the image, serving as a background for the text.

Section C.

Climate Education

This section explores three opportunities that we would undertake if we were to continue 3% Project.

12 CLIMATE SOLUTIONS LEARNING PORTAL

An online learning platform of climate solutions for high schools, adapted from Project Drawdown, to be used in classrooms and student clubs for learning and action.



Photo by John Schnobrich
on Unsplash



Recommendation

1.58 million

Beneficiary Size⁷⁰

\$45K

Cost*

Beneficiaries:

High school teachers and students

Potential Leaders:

EcoSchools Canada, provincial environmental education organizations

What is the Problem?

While many of us think we understand climate change and its consequences, the majority are unable to identify clear, tangible climate solutions that can reduce carbon emissions by an amount noticeable enough to make a difference. We find it hard to envision what a zero carbon economy looks like and what needs to be done to get there.

What does a clean future where everything is decarbonized and electrified by renewable energy look like in 2040 or 2050? How would our world look different in a circular economy? How would clean energy change everything from transportation, heating, and lighting to sustainable agriculture and forestry?

Moreover, the majority of environmental initiatives enacted by young people (as seen through 3% Project's student-led Action Projects) are low-impact that do little to reduce greenhouse gas emissions.

Most notable examples include recycling campaigns, community gardens, or clothing swaps, which may be tremendously popular among the student population, but are largely negligible in reducing carbon emissions. As a result, widespread education and awareness on high-impact climate solutions, starting at a high school level, is necessary to build a sustainable future that seeks to mitigate and reduce the effects of climate change.

Adapting climate solutions from Project Drawdown

Project Drawdown, a non-profit organization that works to “uncover the most substantive solutions to stop climate change”, does this brilliantly.

They outline 80 solutions that are the most substantive and impactful in reducing greenhouse gas emissions worldwide. Climate Solutions Learning Portal, inspired by Project Drawdown, enhances climate solutions education in Canadian high schools.

**\$24,000 to \$45,000 is the initial cost in setting up a complex, customized website. Upkeep and maintenance will be an additional \$700 per year.⁷¹*

Here is Our Solution

Our proposed Climate Solutions Learning Portal has four fundamental components.

1. Curriculum Bank of Project Drawdown

Teachers in every province or territory have a Ministry-mandated checklist of concepts they must teach and satisfy for every course. As a result, teachers are much more likely to integrate new material into their classroom curriculum if they can clearly and easily identify which specific curriculum expectation will be fulfilled by said material.

Searchable content by provincial curriculum

Here is how the Curriculum Bank would work, as illustrated by this example:

John teaches grade 11 physics and grade 12 chemistry in Ontario. If John selects these courses in the Curriculum Bank, it will show Project Drawdown solutions that correspond to specific curriculum expectations for each course.

Climate solutions like reducing food waste and methane digesters can be used as examples to fulfill the curriculum expectations B1.2, B2.4, B2.5, D1.2, D2.2, and D2.3 of grade 12 chemistry.

Corresponding slides, videos, exam questions, project ideas, and worksheets will be available for download. John can now integrate climate solutions to every course he teaches.

Small fee required for online access to assign value

A low fee (\$100 to \$150) should be required to access the database. Without it, teachers may sign up, but many won't use it because it has "no value".⁷² Due to the illusion of infinite availability, teachers never get around to using it because it will always be accessible.⁷³

Instead, sales associates should be hired with revenue from program fees to advertise this platform to teachers via phone. They will explain the service and teach them how to effectively use and take advantage of all its features. Teachers are more likely to use the database when they invest time and effort learning how to use it and convincing the school to pay for it.

2. 80 Solutions in a 10-minute Video

The most effective way to teach and market Project Drawdown's 80 solutions to a wide audience is through an easily digestible 10-minute video.

By dedicating 7.5 seconds to explain each solution, this is an excellent way to capture and maintain the interest of students in a classroom setting (or

anyone, anywhere) while introducing them to 80 climate solutions that are proven to be scientifically impactful.

In addition to showcasing Project Drawdown's original 80 solutions, this can be replicated with the 80 Canadian-specific solutions that come out of Idea #16, directed solely for the domestic audience.

3. Mentors help schools implement Project Drawdown solutions

Student-led projects can create a massive impact in reducing the carbon footprint of their school and community.

Two solutions out of 80 the most impactful in a school setting

Out of 80 Project Drawdown solutions, 8 are capable of reducing 50% of all greenhouse gas emissions. When filtering that down to what is plausible in a Canadian high school context, two solutions emerge as clearly the most impactful: Reducing food waste and Plant-rich diet (see Figure 12.1).

Mentors provide guidance on selecting most impactful projects

Mentors, hired from environment and organizations, should conduct regular virtual calls with student clubs to help facilitate climate projects in all high schools in Canada.

With the 80 Project Drawdowns used as the foundation, mentors will work with students to filter out what is unachievable in their context, narrowing down and ranking the most impactful and plausible solutions based on their potential in reducing greenhouse gas emissions.

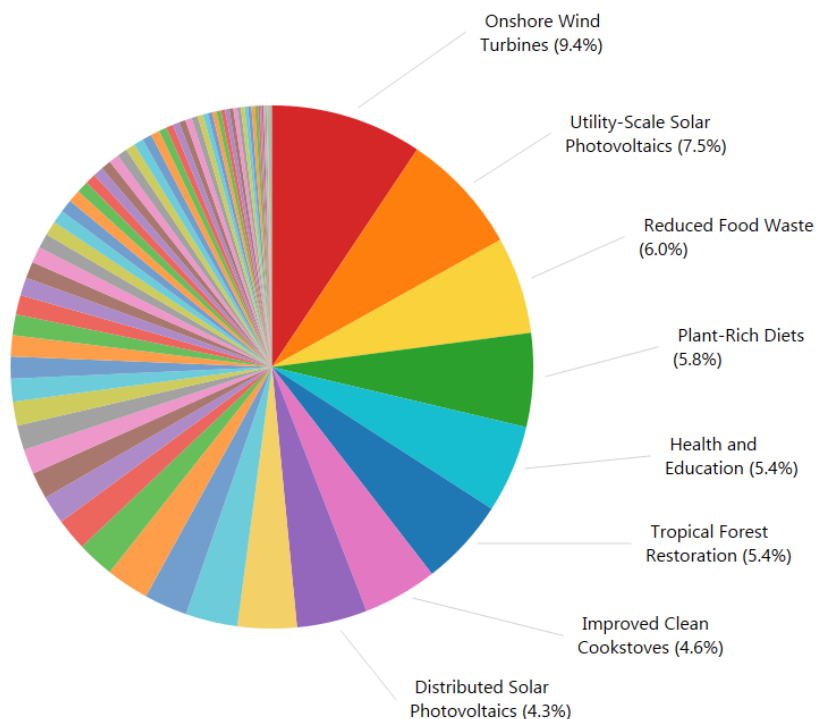
From there, students can focus on projects that have measurable environmental impact rather than spending time on low-impact solutions such as recycling and community gardens. Should additional guidance be necessary, mentors can be booked for online consultations to help students envision, develop, and execute their projects within their school context.

Exercise effective in educating students on climate solutions

This filtering exercise is the perfect way to educate students on effective climate solutions and what they look like.

By drawing their attention away from popular projects that do little to mitigate the climate crisis, students would get a better understanding of why certain solutions are more effective than others, exercising their ability to envision a zero carbon future and how we can work to get there.

FIGURE 12.1 8 OUT OF 80 PROJECT DRAWDOWN SOLUTIONS (INDICATED) REDUCE 50% OF GREENHOUSE GAS EMISSIONS
Gigatons CO₂ equivalent reduced as a % of the whole



Source: "Table of Solutions". *Project Drawdown*.⁷⁷

4. Impact Ranking of Action Projects at Canadian High Schools

Much like Project Drawdown that ranks the projects based on carbon reduction and cost, the same can be done with successful student-led Action Projects in the form of a website.

Website showcasing national Action Projects

The website would feature the most successful and impactful Action Projects from students across Canada. For each Action Project, information will be provided on the team's budget proposal, how the project was planned and executed, its impact measured in terms of greenhouse gas emissions reduced, and other relevant stories and indicators of success.

The information found on the website, showcasing each Action Project, could also be published as a report or book to be distributed to high schools nationwide and all other interested stakeholders. Thus, this provides a platform from which students and other community leaders can draw inspiration and learn from best-case practices.

Existing examples of similar initiatives

Examples of similar online initiatives that feature projects related to sustainability, environment, and/or climate change include:

01. Youth Solutions Report.⁷⁴

Featuring 50 game-changing projects led by young people, this platform gives them space to showcase their work and presents them with opportunities to draw interest from potential supporters.

02. Drawdown Ecochallenge.⁷⁵ An engagement platform where participants complete and track their progress on "actions" connected to the Project Drawdown Solutions.

03. SolutionsU.⁷⁶ A database of stories featuring solutions to the world's challenges.



Photo by Thomas Le
on Unsplash

13 3% PROJECT 2.0

3% Project 2.0 improves upon our lessons learned in attempt to physically reach every Canadian high school student. Key upgrades include undertaking 10 simultaneous tours, borrowing young talent from existing environment organizations to act as Speakers, outsourcing mentorship to provincial partners, and restricting assemblies to 6 weeks per semester.





Recommendation

1.42 million

Beneficiary Size

\$2.90*

Cost (per student)

Beneficiaries:

High school students

Potential Leaders:

New entity

What is the Problem?

Disclaimer: 3% Project 2.0 is adapted from the lessons learned from the original run of 3% Project. If you are unfamiliar with the program, please go to page 10 to learn about 3% Project.

There are three main reasons why 3% Project's original model should not be replicated should the program be conducted a second time:

1. Tight schedule exacerbated dangerous on-the-road conditions

You simply cannot legally employ and expect the Tour Speaker to travel and work the way Steve did during the original 3% Project. Travelling to two schools every day is unsafe and often not feasible in rural and remote areas of the country.

However, due to our high goals set for the number of schools we strived to visit, Steve often had to drive at

night or through blizzards to get to the next school in time. Furthermore, unexpected delays on the road may result in morning assemblies cut short or cancelled altogether.

Even if the Speaker was paid more as compensation for all the inconveniences associated with travelling this way, there is still too much risk. Though volunteers may step up and take the challenge should they feel earnestly compelled to do so, this cannot be planned for in advance nor expected of future Speakers.

2. Attracting and retaining the right talent for this work is difficult

The majority of young people applying for Speaker roles for in-class and third party organizations are generally those with ambitions to be teachers or in-between teaching jobs. Thus, they would see these Speaker roles as a short-term gig and are susceptible of quitting as soon as a real teaching job is secure.

**This cost is calculated and further explained on page 103.*

Pictured left: Students in the audience listening to a 3% Project assembly at Unity Christian School (Chilliwack, BC)

Must be knowledgeable on all subjects related to climate change

3% Project is a heavily customized program, not a cookie-cutter presentation anyone can be easily trained to deliver. Clear and coherent communication of complex and comprehensive subjects like climate change is challenging. The Speaker must be a genuine ambassador to the cause and a literal walking encyclopedia of all things related to climate change and renewable energy.

Due to the comprehensive nature of content for the complex topics presented during the 3% Project's school assemblies, the Speaker cannot merely be passionate about the issues at hand but rather a young expert knowledgeable on all relevant subjects from climate science to geography, economics to politics, and everything in between. This is not an easy job, and there are few people out there who can successfully do so.

The Speaker should resemble the audience

A level of seriousness is required when delivering the presentation, simply due to the importance and heaviness of the topics addressed. However, people trust those who have shared experiences: adults trust adults more, and youth trust youth.

As a result, the Speaker must be a young person, ideally between the ages of 20 to 25, who gives an impression of a trusted older sibling rather than a buddy or a figure of authority. This way, students would be more comfortable engaging with someone who seems to understand them better but also possesses the knowledge and life experience of those added years.

3. Seasonality of schools

There are only so many days a school is open in a year when taking into consideration all the scheduled breaks (summer, winter, March break) and test periods (ie. exam season). As such, organizations that conduct in-school programming must have other seasonal projects for the summer months so that their staff may be gainfully employed throughout the year.

Lack of qualified staff for seasonal in-school programs

If in-school programming is the organization's only initiative, this requires staff to either be paid fewer hours due to the nature of seasonal work or paid based on the number of hours worked. In both cases, staff members' source of income would be unreliable and inconsistent. The lack of job security would incentivize them to look for other jobs, resulting in qualified talent being drained out and attracted elsewhere.

Logistical challenges solved

An additional challenge rests with the complicated logistics associated with booking, sales, travel, marketing, and mentorship. With time, 3% Project became an expert on these tasks and have developed a track record of doing just that.

Seasonality and the lack of qualified staff are the two main, interconnected challenges to ensuring the successful execution of 3% Project's programming. These challenges will be addressed and solved with the newly reformed 3% Project 2.0.

Here is Our Solution

Program delivery: 12 to 15 weeks a year

Out of 52 weeks in a year, schools are in operation for only about 30. Out of that, only 12 to 15 weeks are the most suitable for outside organizations to deliver presentations at schools.

Half of the school year is unsuitable for third party organizations to host school-wide assemblies due to midterms, final exams, sports weeks, various themed week-long events, and weeks with P.D., P.A., or holidays.

Minimizes costs while maximizing returns

While 3% Project did present at schools for roughly 30 weeks a year, this caused significant inconveniences, frequent cancellations, and added stress for both parties due to our desperation to force our way in. It is costly, on the part of sales and marketing expenses, to spend several times more effort booking the improbable weeks.

Thus, we recommend targeting the prime 12 to 15 weeks, 6 per semester, for maximum return and most effective planning. If calculating for 12 weeks or 60 school days, this would require speakers to present at an average of one to two schools per weekday, accounting for anticipated longer travel days, holidays and P.A. days and the occasional days where schools cannot be booked.

Steve leading a workshop discussion with a group of students at Bear Creek Secondary School (Barrie, ON)



Sharing young talent with environmental organizations

3% Project 2.0 relies on sharing young staff from other environmental organizations in Canada as Tour Speakers for a quarter of the year to deliver 3% Project programs to high school students across the country.

Organizations to lend their staff as Speakers for 12 weeks

Partnering with environmental organizations who would lend us their staff for 12 weeks each year (during the optimal periods of delivering in-school programming) solves both the challenges of seasonality and lack of qualified, young talent.

3% Project would be responsible for matching and paying their salary for the 12 weeks by raising funds. However, we hope some organizations would offer to cover their salary in part or in full.

Students following the 3% Project assembly at Kamsack Comprehensive Institute (Kamsack, SK)

Benefits for participating organizations

There are also several benefits to organizations participating in this scheme.

01. Subsidized salary for 3 months in a year. 25% of the borrowed staff's annual salary will be subsidized by 3% Project, accounting for the 12 weeks a year they will be travelling on tour. This would hopefully encourage these organizations to hire more youth to fill the human resource gap.

02. Free professional development training. The travelling, listening, and speaking opportunity with 3% Project provides free professional development training for their young staff with no added cost on their part. This allows them to identify top talent faster with lower costs.



03. Organizations can host events in communities Speakers travel to.

Speakers have the opportunity to host events and community outreach initiatives on behalf of their organization during the evenings or the weekends when they are not delivering school presentations.

Tour Schedule

Speakers assigned only to urban schools or to rural schools

The number of schools that one Speaker can visit per year and their overall tour schedule will differ between Speakers assigned to urban schools and rural schools.

'Urban schools' are defined as those that must be visited every two years. 'Rural schools' are defined as those that must be visited every four years, given school size and student population.

This section will further explain the logic behind this differentiation and how it would impact a Speaker's schedule and the overall pace of their tour.

1. Urban Tour: Schools visited once every two years

High student population often results in multiple assemblies

It is very difficult to arrange one school-wide assembly for all grades 9 to 12 as urban school auditoriums do not have enough space to accommodate the entire school population at once.

Thus, assemblies at urban schools often must be split up by sections (grades 9 and 10; grades 11 and 12) or individually conducted for each grade.

Assemblies only for grades 9 and 10 students

Grade 11 and grade 12 classroom teachers are very reluctant to allow their students to attend non-mandatory school assemblies due to the upper-years' jam-packed curriculum. In comparison, grade 9 and 10 teachers are much more willing.

As a result, urban schools should be visited every two years for presentations to be delivered to grades 9 and 10 only. By following this cycle, the entire student population of every urban school would have experienced the 3% presentation during either their grade 9 or 10 years.

Number of schools visited per day

There are two scenarios which will determine the number of schools visited per day. This depends on the number of assemblies necessary for each school:

01. One school per day if separate presentations must be delivered for grades 9 and 10. This requires conducting two assemblies in the morning and one workshop (open to both grades) in the afternoon. With this scenario, there will be insufficient time to travel and deliver a second set of presentations at another school that same day.

02. Two schools per day, if grades 9 and 10 can attend one assembly. The workshop can be conducted immediately following the assembly and concluded before lunchtime. This allows for sufficient time to travel to a nearby school in the same urban region, and conduct an assembly and workshop for the afternoon

2. Rural Tour: Schools visited once every four years

Assemblies are for all grades

Rural schools have student populations small enough to conduct one full-school assembly. Thus, rural schools can be visited once every four years to reach all students.

Number of schools visited per day

There are two scenarios which will determine the number of schools visited per day. This depends on the amount of driving required between schools:

01. Two schools per day only if both of the following conditions are met:

✓ If the distance travelled between the morning and afternoon schools is **within 1.5 hours** by car.

✓ If the distance travelled between today's school and tomorrow's school is **under 3 hours**.

Even if the Speaker can comfortably present at two nearby schools in a day, if they need to drive upwards of 5 to 8 hours to arrive at the following morning's school, driving throughout the night would be necessary. To avoid this dangerous scenario, even two assemblies scheduled for two schools within the same town would need to be conducted on two separate days.

02. One school per day if the above two conditions are not met.

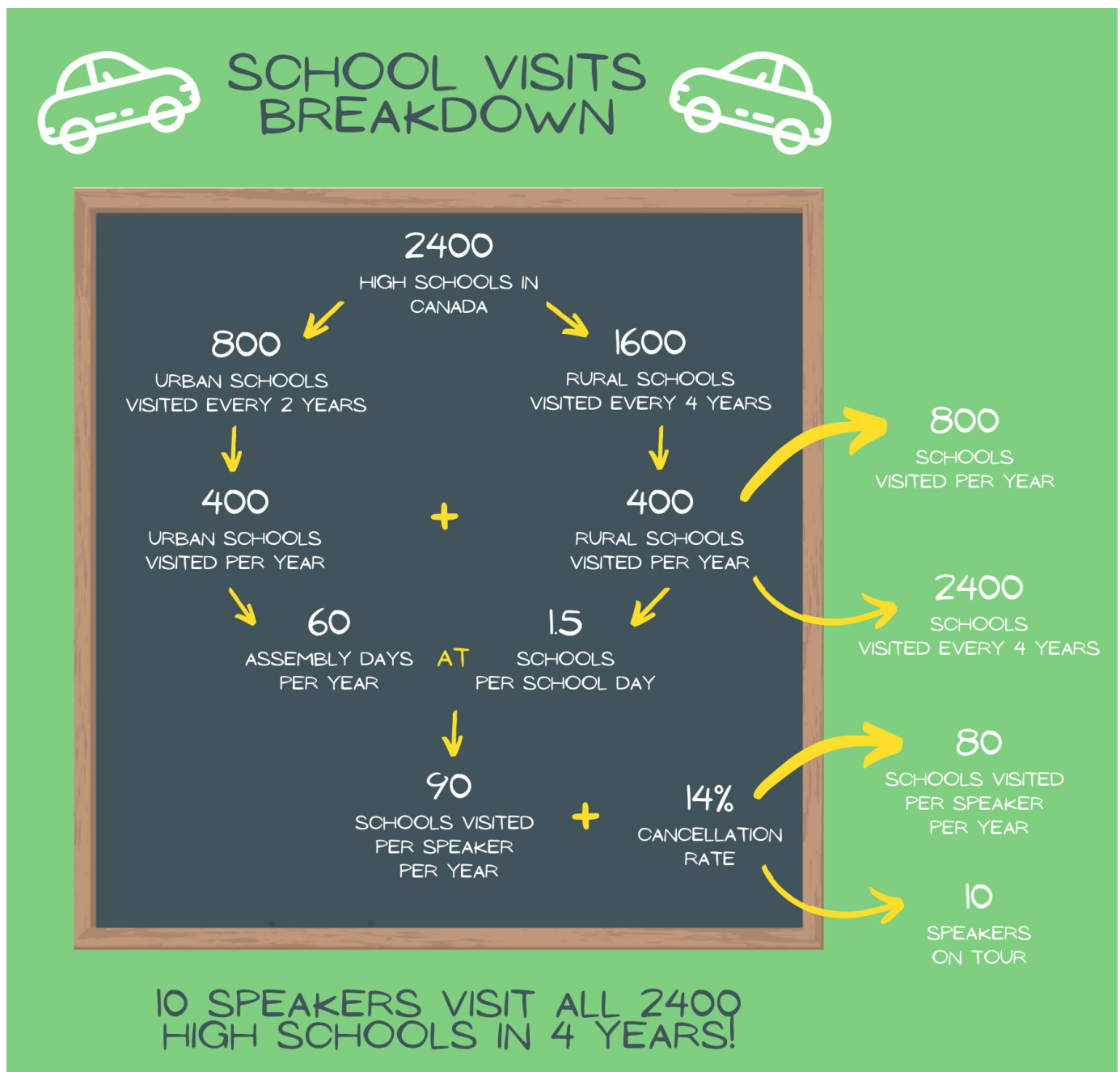
Students introducing
3% Project at Baccalieu
Collegiate
(Old Perlican, NL)



10 Speakers Required

There are roughly 2400 target schools in Canada.⁷⁸ Out of this number, 800 are defined based on our criteria as 'urban' and 1600 as 'rural'. According to our calculations (shown below), there must be 10 Speakers on the road to cover 2400 schools in Canada every 4 years.

Taking into consideration an average 14% cancellation rate for school bookings⁷⁹, there must be 10 Speakers on the road, with each Speaker visiting roughly 80 schools per year. 5 Speakers covering urban schools; 5 Speakers covering rural schools.



Mentorship outsourced

The mentorship component of 3% Project will be outsourced to provincial partner environmental education organizations.

Speakers connect schools to partner organizations

Speakers, immediately following in-school assemblies, will connect schools with selected partner organizations to provide mentorship to student teams on their Action Projects. Often, these local organizations are already doing similar work in their communities through in-school programming or youth mentorship.

Reduces costs for 3% Project, facilitates connections for partners

Not only would 3% Project reduce program costs associated with hiring mentors by outsourcing the work to

those with more experience and a better understanding of the local context, but partner organizations also benefit from the resulting connections with schools and students they did not have before.

Moreover, the environmental organizations from which the young Speakers are contracted, can further support the program by participating in the mentorship component and offering additional staff as mentors.

Hiring internal Mentors when necessary

For regions where there is a lack of partnerships, 3% Project can step in by hiring internal Mentors. They will be responsible for guiding students, from a select number of schools, through the completion of their Action Projects. Based on the numbers from 3% Project, one full-time Mentor can adequately cover 100 schools visited, since not every school signs up for mentorship.

Virtual mentorship with students at Many Faces Education Centre (Flin Flon, MB)



Many Faces Mentorship Call: Updates

3% PROJECT 2.0

BUDGET



ITEM DESCRIPTION	QTY	PRICE	TOTAL
Staff Salaries			
Speakers (3 Months)	10	\$ 15,000	\$ 150,000
Booking Staff	4	\$ 60,000	\$ 240,000
Administrative Staff	1	\$ 60,000	\$ 60,000
Communications, Marketing and Sales	1	\$ 50,000	\$ 50,000
Program Manager	1	\$ 70,000	\$ 70,000
Fund Development	1	\$ 60,000	\$ 60,000
Internal Mentors, Upon Request	1	\$60,000	\$60,000
SUBTOTAL			\$ 630,000
Speaker Travel Expenses			
Food (Per Day)	100	\$ 45	\$ 4,500
Accommodation (Per Day)	100	\$ 120	\$ 12,000
Other Expenses (For 100 Days)	1	\$ 2000	\$ 2000
Car rentals, gas, insurance, and other overhead costs			
SUBTOTAL (For 10 Speakers)			\$ 185,000
Miscellaneous Costs	1	\$ 185,000	\$ 185,000
May include expenses related to fund development, sales and marketing, office rental and equipment, legal and administrative fees			
TOTAL (PER YEAR)			\$ 1,000,000
TOTAL PROGRAM COSTS (4 YEARS)			\$ 4,000,000
Cost per student			\$ 2.90
Cost per student (with internal Mentors)			\$ 5.00

\$4 million to reach
1.4 million Canadian
high school students
every 4 years

14 PROFESSIONAL DEVELOPMENT FOR TEACHERS

While professional development for teachers on the SDGs requires in-depth knowledge training delivered by policy experts, those on climate change require the creation and active engagement in a community of practise.





Recommendation

160,900

Beneficiary Size⁸⁰

Beneficiaries:

High school teachers

Potential Leaders:

Faculty of Education at universities, EcoSchools Canada, provincial environmental education organizations, CCIC (Canadian Council for International Co-operation), Sustainable Development Solutions Network Canada

What is the Problem?: Teaching SDGs

Lacking in Scale: Unaware or unqualified

Most teachers are unaware of the SDGs, so they are simply not being taught. Some are still teaching the outdated Millennium Development Goals (MDGs) that were replaced by the SDGs in 2015. Even among the few who are aware of the SDGs, many do not feel qualified to teach it. And among those who do, many are teaching them wrong.

Thanks to the provincial chapters of the Canadian Council for International Cooperation (CCIC), we have witnessed many schools across Canada teaching the SDGs. While CCIC's SDGs education resources to teachers are helpful, most teachers still do not feel qualified and, therefore, do not include it within their classroom curriculum.

Lacking in Quality: Outdated or inaccurate

When the SDGs are being taught, it is almost always within the framework of the MDGs, where each goal is individually dissected and explained. This completely goes against the interconnected, universal, and holistic spirits of the SDGs. As a result, it is crucial to understand the interdependence of all 17 Goals and the importance of achieving them together.

Here is Our Solution: Teaching SDGs

Focus on knowledge training, not curriculum

Professional Development for Teachers on SDGs must focus on training, not curriculum. Teachers agree that there are enough education resources available on the SDGs online and (often) for free.

Pictured left: Teacher speaking to an audience of students at Prince Charles Secondary School (Creston, BC)

Example: The World's Largest Lesson

Screenshot of the WLL's landing page, with colourful infographics that directs users to various parts of the website.

The World's Largest Lesson (WLL), a global initiative launched by UNICEF in 2015, is an open online database that hosts an abundance of SDGs curriculum.⁸¹ These lesson plans have been developed by teachers for all ages, translated into numerous languages, and available for download. The website also holds a plethora of free games, comics, books, and films that teaches children about the SDGs.

The database was recently revamped to add videos and infographics, an incredible resource that has made teaching materials on the SDGs (and any subject imaginable), accessible, and relevant.

There are also features for sharing student stories and an interactive map which allows users to explore case studies of how the SDGs are being taught in classes around the world.



Example: Resources for Rethinking

Learning for a Sustainable Future (LSF)'s Resources for Rethinking (R4R) is a Canadian version of the global WLL platform.

It is a free online database "where educators and the general public

can search for the highest quality, peer-reviewed, curriculum-matched teaching resources, children's literature, and videos on issues related to the development of an environmentally, socially, and economically sustainable society".⁸²

Instead of focusing on improving the curriculum that already exists, the focus must be on training teachers how to teach it to their students. Currently, many policy experts have sought to increase awareness of the SDGs by "communicating" it to students in an education setting. However, the SDGs must be "taught" to students by professional educators, not merely "communicated" by those from a policy background.

This is especially the case for elementary and middle school students, as the younger pupils are, the more specialized educational and pedagogical approaches must be for information to be properly delivered and retained.

Teachers to be taught the policy

To effectively teach the SDGs to students, no matter the age, educators must come to the policy side to learn the policy frameworks from experts in the field and adapt that knowledge appropriately to their classroom context.

In Steve's conversations with principals and superintendents across Canada, several vital insights were revealed on how training for teachers should be conducted.

What Does Not Work

1. Virtual training is ineffective

Participants are often not fully paying attention; they are listening but distracted. Since virtual training, whether it be live or pre-recorded at a do-it-yourself pace, usually occurs during the evenings on weekdays or weekends, participants often multitask, cooking or cleaning with the training session running in the background.

Teachers are often absent-minded when attending virtual training, intending to check off the box and profess on paper that they have completed the training while failing to retain enough information to apply that knowledge to the classroom.

2. Hosting regional in-person training is not preferred

The costs associated with this option is high. Regional in-person training requires gathering all K to 12 teachers within a province or region to a central location on a Professional Development Day to deliver training sessions.

For everyone to effectively assemble in one place, costs of travel, accommodation, food, and venue for the duration of the training must be covered.

Only employed when absolutely essential

Given its high costs, this method is never employed unless absolutely essential, the most notable being delivering training as a result of government-mandated curriculum change.

What Does Work

Instead, here are two effective methods that will sufficiently train educators to teach the SDGs.

1. Trainer-the-trainer model driven by policy experts

This first method is recommended by both New Brunswick Anglophone East School District and the Newfoundland and Labrador English School District (NLESD).



Photo by NeON BRAND
on Unsplash

Policy experts train contractors virtually; contractors train teachers in-person

It involves forming a voluntary Advisory Council of outside policy experts to train school district contractors through an online course series. These contractors will then be tasked to visit individual schools or school divisions to pass on the knowledge by holding physical training sessions.

This train-the-trainer model is most favourable due to the low costs associated with delivering professional development training internally.

Advisory Council available for feedback and Q&A

Once contractors have undergone the entire webinar series and are deemed fit to deliver training at schools to teachers, Council members will be responsible for conducting regular checkups with them during the initial weeks.

Furthermore, Council members have the opportunity to hold regular Q&A panels every two weeks, where a few experts will be available to answer questions from contractors and teachers alike should any of the material be unclear or further explanation is needed.

2. Contracting organizations to deliver in-school training

The second method involves contracting an outside organization to deliver professional development training at a price or for free. These individuals, such as UN professionals or policy experts, would come in immediately after school to deliver the material to teachers interested and willing to stay behind.

Should a fee be attached to attending the training, this can be paid or

subsidized by participating teachers, the school division, or teachers' union.

Opportunity to personalize training according to school needs

This method can be applied for schools whose school divisions did not opt for the first option. Organizations can then create programs that cater to individual schools that want professional development opportunities.

What is the Problem?: Teaching Climate Change

Comparatively, teaching climate change in schools brings with it another set of challenges.

Risk associated with teaching a politically-charged topic

Due to its complexity, political and partisan affiliation, and emotional ties for some regions, many teachers feel unsafe to teach climate change in the classroom due to the possibility of backlash from parents.

Thus, even teachers who are supportive and recognize the importance of educating their students on climate change are mostly unwilling to take the risk if they are not entirely knowledgeable on the subject.

Training not enough to encourage new teaching practises

From Steve's conversations with educators across Canada, a focus group of teachers of the Calgary Board of Education, and several education professors at the University of Calgary, the University of Toronto, and the

University of New Brunswick, the consensus is this:

Professional development in the form of training is not enough to encourage changes in teaching styles or the adoption of entirely new practises.

A program based out of Manhattan gathered a group of teachers across the region for half a semester. They lived together and attended training on an entire pedagogical approach. Among the teachers who participated in the program twice, only a single digit % changed how they taught when they went back to their school.

Two reasons explain this phenomenon:

01. Teachers generally conform to hierarchy and uniformity. The majority of individuals who become teachers possess enduring characteristics, since childhood, that are more inclined to submit to authority. This includes those who were regarded as “teacher’s pets” when they were in school or were known to be well-behaved and meticulously followed classroom rules.

As a consequence of possessing these traits, teachers tend to conform to social patterns and pressure rather than take risks and adopt uncommon education practises. Thus, this culture

Photo by CDC
on Unsplash



Example: The Reggio Emilia Society

Many teachers in Alberta are members of the Reggio Emilia society named after an Italian education philosopher.

Similar to that of a teacher's union, these societies are composed of a group of like-minded educators. They are able to draw upon the society to build their professional network.

Members all have one thing in common: the interest in or desire to teach one particular subject or using a particular pedagogical approach.

This is the kind of community that is necessary for teachers to be more comfortable teaching climate change in schools.

informs attitudes of homogeneity and explains why teachers generally teach in the same fashion reflective of their colleagues and neighbours.

02. Teachers teach based on how they were taught. There is a common saying in education: *"What has been done is what's possible"*.

Much like parenting, teaching practises are informed by experience, a cycle that is extremely hard to break. This explains why educators are obsessed with singular case studies, of one classroom in a rural Italian or Finnish town, or a unique pedagogical approach that worked in a kindergarten classroom in Japan.

Academic research means little within the teaching community. Instead, the education field's culture elevates singular examples of what has worked, branding them as the "ideal" of what is known to be possible, effective, and replicable.

Here is Our Solution: Teaching Climate Change

To take advantage of teachers' inclination to replicate successful pedagogical approaches, a **community of practise** must be established to break this cultural bubble of homogeneity and reluctance to stray from the norm.

Creating a support system to encourage one another

It would provide teachers with a support system with like-minded colleagues who can share ideas, best-case practises, and instill in one another the courage to talk about and teach controversial topics such as climate change in their classrooms.

These communities of practise can be formed at regional conferences, where groups of colleagues attend to learn about teaching climate change and environmental issues from fellow educators and field experts.

Example: ACEE's Recharge Conference

The Alberta Council for Environmental Education (ACEE) holds an annual Recharge Conference that brings together like-minded teachers and educators.⁸³

The 3-day event features keynote speakers and panellists, numerous workshops in energy and environmental education, and networking opportunities among

educators. A 'Share Fair' is also held, where organizations and associations can display and provide resources on environment and climate change education.

It is events like this that act as the foundation and catalyst for teachers to create communities of practise from where they can draw inspiration and learn from one another.

Participation of colleagues at same school crucial for success

Instead of attending alone, a group of teachers from the same school must participate so that when they return, they have a community that can sustain themselves as a unit and work together to perpetuate a school culture receptive of new ideas and methods of teaching.

Thus, training teachers on climate change is all about establishing a new culture rather than teaching subject substance or communication methods.

Universities to form a network to nurture these communities

To properly nurture the development of its members and expand its sphere of influence, a mechanism must be established for these communities of practise to develop. An organization or individual should take leadership in stewarding this network on either a regional or national level.

While retired teachers and other professionals in the field of education can volunteer their time as administrators, teachers have voiced that universities are the most credible institutions to guide such an initiative.

Examples include the Faculty of Environmental and Urban Change at York University and its counterparts at universities across Canada, the Sustainable Development Solutions Network (SDSN) at the University of Waterloo, or Learning for Sustainable Future.

Consequently, the network would be responsible for arranging meet-ups of like-minded teachers at existing education conferences or run their own events and meetings that bring together members of the same community to share best practises about how to teach climate change in the classroom.



SDGs and Climate Change Together

When considering the professional development of teachers on both these topics, we see SDGs stuck at the first stage. Teachers first need to learn *how* to teach SDGs through training delivered or fashioned by seasoned policy experts.

In comparison, climate change is at the second stage. A community of practise must be established to give teachers the

moral support and cultural push to feel safe to teach politically-charged topics in the classroom.

Teaching climate change in the context of the SDGs

Thus, it may be beneficial for the two topics to be combined. Climate change taught in the context of global warming and climate solutions can be divisive, but when framed in the holistic sense of the SDGs, the audience is more likely to be receptive of its message.

Teacher in his classroom
at South Kamloops
Secondary School
(Kamloops, BC)

Photo by Marvin Meyer
on Unsplash





Section D.

Sector-wide Solutions

This section explores four sector-wide Canadian-specific opportunities in climate entrepreneurship, youth-led sustainability organizations, environmental philanthropy, and climate solutions research.

These ideas do not necessarily benefit one specific organization, but the entire sector.

15 3% FUND

A \$500,000 prize to be awarded every 3 years for projects that will impact over 3% of Canada. Its availability will entice entrepreneurs to work on scalable, systemic climate solutions.





Recommendation

1 team/3 yrs

Beneficiary Size

\$3M

Cost

Beneficiaries:

Climate entrepreneurs

Potential Leaders:

Members of Environmental Funders Canada

What is the Problem?

Seed funding insufficient in responding to the climate crisis

Current patterns of financial contributions in the non-profit environmental sector are too small and too slow to fund large-scale ideas that match the risk, speed, and scale required by the climate crisis.

Often showcased in the form of seed funding of several thousand dollars given to single initiatives, large-scale projects require a substantive amount of investment upfront.

In our case, 3% Project took off when George and Martha Butterfield announced a \$500,000 matching fund. This allowed Steve to immediately pilot and begin the program, while simultaneously boosting “investor confidence”.

Even then, traditional foundations and donors cemented their financial contributions a year after when the \$500,000 was nearly exhausted and 3% Project finally began to show fruit.

Must focus on large-scale projects for systemic change

As a result, the environmental community would be best served by moving away from its traditional means of securing revenue through numerous small grants.

Now, we are at a point in the movement where a collection of many small-scale projects will result in little impact. Instead, we require large-scale projects that bring about systemic change.

Pictured left: Steve speaking to donors at 3% Project's 2017 MaRS Fundraiser

Here is Our Solution

3% Fund consists of a \$500,000 prize to be given out every 3 years for projects that will impact 3+% of Canada. This will be executed with a \$3 million endowment, assuming 5% to 6% annuity and a 1% fee, the industry average for charitable endowments.

Replicating the intent of 3% Project, this fund will enable projects that similarly aim to impact 3% of Canada every 3 years.

As opposed to giving the \$500,000 fund through 25 individual gifts of \$20,000 each that is enough to maintain and support existing initiatives but insufficient in nurturing big, new ideas, the \$500,000 prize as a one-time prize will attract serious entrepreneurs with large-scale solutions that promise systemic impact.

More importantly, it will attract and nurture talented entrepreneurs to work on climate solutions by giving them the opportunity to see their ambitious, scalable, systemic idea to fruition.

Furthermore, this provides a platform and market signal for other foundations to observe and see whether these big ideas actually result in impactful projects that bring about meaningful social change.

As such, the 3% Fund will act as a research and development fund for the environment sector to test out big ideas and evaluate their impact. Upon evaluation of the results and impact of projects funded under this initiative, internal and external donors will have the opportunity to personally contribute and continue its funding should favourable results be produced.

Donors and guests at the
2nd Butterfield Fundraiser
in support of 3% Project
(April 2018)



Photo by Pixabay
on Pexels



16 PROJECT DRAWDOWN FOR CANADA

A research initiative to come up with 80 Project Drawdown solutions unique to the Canadian context.





Recommendation

37 million

Beneficiary Size

\$1.5M

Cost*

Beneficiaries:

Canadian citizens

Potential Leaders:

Climate research institutes in universities, MaRS, Prairie Climate Centre, Smart Prosperity Institute, Ecofiscal Commission, Pembina Institute

What is the Problem?

While many of us think we understand climate change and its consequences, many do not know clear, tangible climate solutions that can reduce carbon emissions by an amount noticeable enough to make a difference. As a result, widespread education and awareness on high-impact climate solutions is necessary to build a sustainable future that seeks to mitigate and reduce the effects of climate change.

Project Drawdown, a non-profit organization that works to “uncover the most substantive solutions to stop climate change”, does this brilliantly.⁸⁴

They outline 80 solutions that are the most substantive and impactful in reducing greenhouse gas emissions worldwide. However, many of Project Drawdown’s 80 solutions, such as less-intensified rice cultivation or mangrove-planting, are not applicable to the Canadian context.

Here is Our Solution

Consequently, research must be conducted to discover the most impactful climate solutions unique to Canada given our physical geography and climate.

Canadian solutions categorized by region

Due to the vastness of the country, a solution that is deemed both plausible and effective in one region may be irreplacable in another. Thus, Project Drawdown for Canada’s solutions should be categorized and ranked separately for each province or region.

Universities are encouraged to take leadership in this endeavour, for such research requires a combination of considerable academic knowledge and industry experience. Nevertheless, this work would be enormously useful as the first step in understanding and acting upon the most impactful climate solutions unique to Canada.

**The Cost ranges between \$1.2M - 1.5M modelled from the research budget of the Canadian Institute for Climate Choice*

17 “IT”

A careful summary of what young people in the sustainability sector want for our sector.





Recommendation

<100 orgs

Beneficiary Size

Beneficiaries:

Youth-led sustainability organizations

Potential Leaders:

New entity, Climate Action Network Canada

What is the Problem?

The Sierra Youth Coalition, the Canadian Youth Climate Coalition, and others have served as platforms for individual Canadian youth environmental activists.

Over the past few years, however, the number of young environmental activists increased significantly. As a result, the "sector" is no longer composed of individual activists, but also:

01. Campus student groups. Examples include university clubs and Climate Strike Canada;

02. Informal volunteer networks. Examples include Extinction Rebellion and Sustainabiliteens;

03. Incorporated volunteer organizations. Examples include Our Time by 350.org and Global Shapers;

04. Youth-led organizations with paid staff. Examples include Youth Climate Lab and Student Energy;

05. Non-youth-led ENGOs with youth-led, youth-serving programs.

Examples include BCCIC, CICC, and Leading Change.

The Canadian youth environmental movement has grown in its prominence, size, and diversity so much so that we now consider it a sector of its own. However, this nascent "sector" is not collaborating beyond the informal, personal friendships between entities. As such, we believe the movement is now in need of a "rad collab".

We note five Challenges faced in creating "it" (whatever this "rad collab" turns out to be), propose seven Roles "it" may play, and suggest the four Steps necessary to see "it" to fruition.

This Problem section will identify the five Challenges, while the Solution section starting on page 127 will outline its potential Roles and Steps for creation.

Pictured left:
On February 9, 2020, The Canadian Youth Climate Action Jam Session convened representatives from youth-based climate organizations across Canada to facilitate knowledge sharing, ideation and collaboration on youth-led climate action projects (Vancouver, BC)

The Five Challenges

1. The Revolutionary-Institutionalist divide

The divide between the Revolutionary and the Institutionalist among young Canadian environmentalists is widening. The Revolutionary prefers immediate systemic reform, a flat, decentralized governance structure, and an outsider-approach to advocacy. The Institutionalist, on the other hand, prefers incremental change, a vertical, hierarchical governance structure, and an insider-approach to advocacy.

Both groups necessary, but divide widening

The divide between the two groups is widening, but we don't even know it, because non-professionalized, volunteer networks form organically based on similarities rather than strategic differences.⁸⁵ Both approaches are necessary but ineffective independently. Neither a goalie nor a striker is better than the other; both are necessary. They are powerful when playing different roles strategically together.

Need for collective strategizing despite differences

In speaking of the "cancel culture," Former US President Barack Obama said, "This idea of purity and you're never compromised and you're always politically 'woke' and all that stuff; you should get over that quickly".⁸⁶

Everyone on the Revolutionary and the Institutionalist spectrum need to get over the holier-than-thou purity contest. We must get together and strategize, setting aside the initial friction caused by these personality differences.

2. Blank page catch-22

The nature, structure, and purpose of "it" will be unclear until extensive consultations are conducted with youth organizations and young people to determine what is needed.

No prescribed agenda before extensive consultations held

From over two dozen conversations, youth made it clear that they are significantly less likely to participate in co-creation if there's any prescribed agenda. Even putting options on the table can be considered as a prescribed agenda, which makes this report controversial, and Steve apologizes in advance. As such, we carefully compile what we have been told so far, without prescribing any priority, opinion, or value.

Choice of language and terminology controversial

The choice of language to describe this idea is controversial. While most offered suggestions, few indicated that particular descriptions would be deal-breakers.

Suggested terms ranged from a 'network', a 'platform', a 'coalition', an 'association', a 'society', a 'friendship circle', to an 'organization'. 'Environmental', 'sustainability', 'climate', and 'natural' were other suggested adjectives to modify the term. In addition, the words 'Canada' or 'Canadian' are controversial as well; putting quotations around them was suggested (ie. "Canada" or "Canadian").

Consequently, due to the current lack of consensus on the terminology used, we have been calling this idea "it".

Deciding who will lead the process

Lastly, the most commonly mentioned deal-breaker is which individual or organization would lead the process.

On a practical level, however, the blank page paralyzes many from participating. It is difficult to put in the time to lead or participate in this process when the outcome that might justify these initial efforts is unclear. Though everyone is supportive of the initiative and agrees "it" is necessary, active youth are also busy leading their organization and activities. Hence, catch-22.

Rare opportunity presented with COVID-19

The COVID-19 pandemic has disrupted the blank page catch-22. Youth have more time with many of the planned activities cancelled. More youth are talking to each other outside of the usual circles. Thus, we need to quickly capitalize on this window of opportunity when the cost of time is cheaper and there is less to lose.

"It" must be **co-created** with all stakeholders to be effective. While the differences may be challenging to overcome, our future is worth the struggle.



Photo by Headway
on Unsplash

3. Siloed diversity

Youth come from diverse backgrounds, expertise, and fields: arts, policy, finance, climate science, climate communications, youth activism, street organizing, nature-based solutions, environmental toxins management, risk mitigation, community engagement, and the list goes on.

Most organizations focus on one topic, specialize in one activity

While Canada enjoys a “blessed unrest” of youth-led and youth-serving sustainability organizations, the majority focuses on one topic (e.g. climate change, biodiversity loss, nature conservancy, renewable energy, cleantech, green financing) and specialize in select activities (e.g. education, policy advocacy, activism, research). We are diversely siloed off.

We must bring together all this knowledge to better understand what is currently being done to advance our common cause and how we can better support one another.

4. High turnover rate

The average professional career is 45 years, from age 21 to 65. That of a youth leader in a youth-led sector is 15 years, from age 16 to 30. With a ratio of 1:3, the scale of time is experienced much faster for the youth-led sector.

Youth turnover rate three times that of adults

One could argue that 10 years of youth organizing is equivalent to 30 years of industry experience. While the average adult switches roles within or between organizations once every 3 years, the youth-led sector experiences the transition almost every year.

The turnover rate is accelerated by the comparatively faster pace at which youth-led organizations move. Thus, mentorship, planning for transition, and professionalizing youth roles are particularly challenging for the youth-led sector.

Furthermore, documenting successes, mistakes, and lessons learned is a rarely afforded opportunity. Combined with the high turnover rate, youth repeat history more frequently.

5. The urban-rural divide

The Canadian population is heavily concentrated in major cities. Compared to the United States, where New York City, Los Angeles, and Chicago account for only 16.3% of the American population, those living in Vancouver, Toronto, and Montreal account for 35.5% of Canada.⁸⁷

Voice of rural youth drowned out and misrepresented

Youth in sustainability are not immune to the urban-rural divide. Rural youth are frustrated that groups in Toronto, Montreal, and Vancouver call themselves “Canadian” when their priorities are mostly focused on their own city, a few cities, or even internationally. In contrast, rural groups are called “chapters” or “associates” of “national” groups housed in urban centres.

However, government, media, and non-youth-led outsiders contact the “national” groups assuming they represent all of its Canadian youth members. Rural youth feel engaged as a token or, at times, used. Consequently, the centralization of power in major cities is problematic and drowns the voices and unique concerns of young Canadians outside the central hubs.

Here is Our Solution

In this section, we will propose seven Roles “it” may play, and suggest the four Steps necessary to see “it” to fruition.

The Seven Possible Roles

From over two dozen conversations, youth offered seven roles “it” may play. We carefully compile what we have been told so far, without prescribing any priority, opinion, or value.

1. Information sharing, peer-to-peer learning

“It” can serve as a space for a diverse range of young people working on environmental topics to share information from all corners of the sector, including climate, biodiversity, clean tech, renewable energy. “It” can be particularly useful in immediately sharing the most up-to-date information as events unfold.

2. Clearing house

Individuals and different groups within the youth environment sector tend to disagree on their own and never talk with those they disagree with. This is unhelpful and potentially dangerous to the advancement and influence of the entire movement.

A place to “agree to disagree”

Instead, we must listen to each other and engage in difficult conversations to better understand our diverse values and goals. As such, “it” can serve as a place to “agree to disagree” so that our common goal can be met faster and more effectively.

3. Collective strategizing

Understanding what everyone is doing and working towards would be helpful. Strategizing on how to synergize and feed off one another’s efforts can go a long way. By building a coalition of like-minded youth leaders from all sectors of environment, we can better brainstorm strategies and concert our efforts.

4. Braintrust

“It” can serve as a braintrust – historian, librarian, custodian – to keep a record of what young people have tried in the past, what worked and what did not. Only by keeping a record of past initiatives, best practises, and lessons learned can we learn from the past and avoid making the same mistakes.

5. Capacity-building

“It” can actively unearth records of similar youth efforts from the past to inform today’s activities and planning. “It” can source capacity-building opportunities upon request.

6. Intergenerational mentorship

“It” can connect former youth leaders and the new ones. “It” can connect mentors from across generations who can learn from each other. “It” can further offer orientation to both the mentor and mentee to set clear mutual expectations and provide accountability.

7. United advocacy

Although we are diverse, “it” can advocate more effectively than individually for meaningful youth engagement and environmental action. A united front with streamlined messages can amplify our voices at the national level.

The Four Steps

Before diving into the four key steps to creating “it”, our talks with various stakeholders have revealed one crucial point for this process:

Eventual leader must be heavily involved in consultation process

It has been strongly recommended that the person or organization selected to lead “it” must assume a leadership role or at least be heavily involved in the consultation process. The youth-led sector is small and executives from all organizations are already well acquainted with one another.

As such, the consultation process will undeniably build trust between the leader of “it” and the consulted organizations, legitimizing the leader and deeming him or her as capable and adequately passionate about leading and managing “it”.

Once potential contenders, whether individuals or organizations, are identified, the following four recommended key steps to creating “it” can commence.

Representatives from youth-based climate organizations across Canada in a brainstorming session to facilitate knowledge sharing, ideation and collaboration on youth-led climate action projects



1. Identify key stakeholders for consultations

Stakeholders from each of the following eight categories must be identified for consultation:

01. Individual activists. There are three types of individual activists, namely: high school students, undergraduate students, and everyone else (ie. post-graduate students and young working professionals).

02. Campus student groups.

03. Informal volunteer networks.

04. Incorporated volunteer organizations.

05. Youth-led organizations with paid staff.

06. Non-youth-led ENGOs with youth-led, youth-serving programs.

07. Allies. This refers to youth-led organizations whose main focus is not in sustainability.

08. Hidden sector. This comprises young people working on environmental issues in organizations that are not exclusively youth-focused. They are the ones directly involved in designing and executing solutions, at all levels of government, large corporations, industry firms and non-profit organizations.

Currently, they are a hidden group of talented and knowledgeable young professionals whose expertise should be leveraged to benefit the entire sector and movement, bringing their unique voices into the conversation.

2. Co-create the scope of consultations

The success and failure of creating "it" will depend on the level of perceived equal stake in co-creating "it" from all stakeholders. It must be ensured that all key stakeholders are engaged and they themselves feel meaningfully engaged.

List of suggested questions

The following are some of the many suggested questions that can be asked during consultations:

Who else should be contacted for consultations? What is necessary for your organization to participate meaningfully and benefit from the network? What should be the nature, structure, and purpose of "it"? What should "it" be called? Which person or organization should lead or steward "it"?

What is the decision-making process for "it"? What are the governance, transparency, and accountability mechanisms for "it"? What are some challenges you foresee in creating, running, or maintaining "it"? What should the role of the 'hidden sector' be in "it"? Should the 'hidden sector' be included in "it" or is it better for them to form a separate coalition?

3. Conduct consultations

Based on the proposed research methodology and predetermined questions in Step 2, consultations with types of organizations and individual stakeholders will be conducted.

4. Create and accept the proposal for "it"

Following consultations, a proposal will be drafted that lays the foundation for "it." Individuals or organizations leading the consultation will then undertake a process through which the proposal can be accepted by the stakeholders.

5. Seek funding and operationalize "it"

Based on the accepted proposal, seek funding to operationalize "it."

18 CHARITABLE GIVING ADVISOR CERTIFICATION

A certification process that empowers Wealth Managers to allocate tax-deductible charitable gifts in a way that better aligns with the client's values and priorities.





Recommendation

21,277

Beneficiary Size⁹⁰

\$1,500*

Cost (per Wealth Manager)

Beneficiaries:

Wealth Managers

Potential Leaders:

Environmental Funders Canada

What is the Problem?

Tax-deductible charitable gifts are effective financial tools used by Wealth Managers to serve their clients. While some clients have their own family foundations whose Board or staff makes charitable giving decisions, most do not.

Lack of understanding of the whole charitable landscape

More specifically, many clients cannot afford the time until retirement to research enough to inspire confidence in giving more strategically, or in a way that is aligned with their values while maximizing the impact per dollar.

As a result, the responsibility is often left to the Wealth Managers. However, they do not understand the charitable landscape well enough to advise on which organizations to give, and how much should be given to each, to best reflect the client's values and giving priorities. Moreover, clients themselves are often uncertain of their own values and giving preferences.

At the end of the day, the Wealth Manager's job is not to make the highest impact on charitable giving, but rather to ensure all funds are appropriately allocated.

Charitable gifts funnelled to traditional, safe channels

By default, Wealth Managers therefore make charitable gifts to traditional and "safe" channels, most notably hospitals and universities.⁸⁸ Clients don't raise questions, Wealth Managers did their job, and tax-deductible receipts have been written.

As such, this culture has created a space in which hospital and university fundraisers and donor events attract the same crowd of funders year after year, perpetuating the expectation that similar individuals of high social status would attend such events.

Other charitable sectors largely overlooked

**This Cost is derived from the costs for existing certifications available to wealth managers in Canada.⁹¹*

Example: The Canadian Association of Gift Planners

The Canadian Association of Gift Planners (CAGP) are certified professional fundraisers who specialize in long-term gift planning through capital funding and endowment-building.

The Charitable Giving Advisor accreditation, though similar, will be a certification program that Wealth Managers have the option of completing to signify the holistic scope of their knowledge in the charity sector.

As a result, other charitable sectors, including those in the environment sector, have found it difficult to tap into existing resources after being ignored for so long.

Clients, however, desire to better allocate their charitable giving in a way that reflects their values and giving priorities. Donor-Advised Funds are becoming more popular as a result.

Here is Our Solution

Instead of putting all our effort into spending the small amount we currently have most efficiently, the charitable environmental sector should focus on increasing our size of the pie. Only 2% of Canadian giving goes to environmental causes.⁸⁹ Yet certainly more than 2% of Canadians value the environment.

1. Training and certification for Wealth Managers

The environmental sector will find it fruitful to help Wealth Managers be trained to better understand the charity sector's landscape and advise donors on how their gifts can best reflect the donors' values.

They will do so by obtaining a Charitable Giving Advisor accreditation. Wealth Managers would undergo a certification process to gain a broader and better understanding of the charitable environment in a way that reflects the donor's values.

Diversity flow of money to environmental causes

Should such an opportunity exist, more money would flow into the environment and other social causes than what is currently seen as Wealth Managers would be better equipped to make informed decisions and recommendations on the recipients of funds.

2. Charity to provide giving advisory services

There is also a second route to this solution. Wealth Managers, the ones making the recommendations and often the functional decision-makers on where these funds go for multiple family foundations, charge significant fees upwards of 10% to 15% return on all donations made. As a result, there is an opportunity in the market to set up a non-profit charity that would provide the same services for a much lower fee.

Photo by cottonbro
on Pexels



Photo by Francesco Gallarotti
on Unsplash





Section E. Simple environmental ideas

This section explores five opportunities to answer specific environmental challenges in straightforward yet powerfully scalable ways.

19 CLIMATE ACTION PLAN DRAFTERS

An online platform that guides you through a series of questions to create the most impactful ways to reduce an individual or household's carbon footprint, customized based on their lifestyles and preferences. This resembles a financial plan based on a budget.

Photo by Markus Spiske
on Unsplash





Recommendation

37 million

Beneficiary Size

\$45K*

Cost (of website)

Beneficiaries:

Canadian citizens

Potential Leaders:

Led by a design firm and supported by a climate research institute

What is the Problem?

An example of Climate Plans in action

Jonathan Safran Foer, the author of *We Are the Weather: Saving the Planet Begins at Breakfast*, explained practical, tangible and everyday actions that individuals can adopt to help mitigate the climate crisis.

He relayed the story of a young couple who he had met at one of his book readings. They drafted a "Climate Plan" as a part of their wedding pledge, which listed a series of commitments that they as a family will abide by to reduce their carbon footprint.⁹² Examples include "eating two vegan meals a week" and "not driving more than 1000km in a year".⁹³

After having read the couple's "Climate Plan", Safran Foer was deeply touched when he was asked to sign as a 'Witness' to the commitments that the two made.

The impact of individual actions in the climate crisis

Oftentimes, we become so overwhelmed by the sheer scale of the climate crisis that it becomes easy to convince ourselves how our individual actions cannot possibly create positive change or impact in the grand scheme of things.

The COVID-19 pandemic has shown us that we must and can concert both systemic and individual transformations.

Individual participation is absolutely crucial. Every one of us can make tremendous impact by following through with clearly articulated and tangible actions that aim to reduce our carbon footprint. Moreover, these actions should directly target common practises that are the most environmentally damaging.

**\$24,000 to \$45,000 is the initial cost in setting up a complex, customized website. Upkeep and maintenance will be an additional \$700 per year.⁹⁴*

Here is Our Solution

An **online tool** should be created to facilitate these discussions and commitments among individuals and households. This platform works in five simple steps:

01. Gathering data on individual and family lifestyles. First, it will ask questions about the lifestyles of individual family members and collective household decisions, from what types of meals are prepared and how many pieces of clothing are typically bought in a year, to how often the family goes on vacation.

02. Calculate the emissions produced. With information collected on household lifestyles and preferences, the tool will calculate the amount of emissions produced with each activity.

03. Create a selection of customized “Climate Action Plans”. The platform will then create a selection of unique “Climate Action Plans”, outlining specific actions the household can undertake to reduce their carbon footprint.

04. Household selects “Climate Action Plans” they will commit to. The family (or individual) will then collectively decide which areas they can realistically commit to, with percentage options (50%, 25%, 10%) they can select to specify the magnitude of each pledge (ie. reducing yearly clothing purchases by 50% vs. 25%).

05. Sign, upload, and seek witnesses for the pledge. Together, the family will discuss, sign, and upload their “Climate Action Plan” to the platform, where an online community can witness and hold your household accountable to their pledge. Close friends should be encouraged to directly sign the pledge as a witness, adding that extra layer of accountability.

Automated emails to unsustainable corporations

The platform can have an additional feature that sends emails to the executives and Board members of unsustainable corporations whenever households decide to switch out of the company’s products due to climate reasons as part of their “Climate Action Plan”.

This can send a powerful message, urging non-sustainable producers to seriously consider altering their practises, when an increase of consumers making purchasing choices based on a climate-related rationale can be observed.

Furthermore, this initiative has the potential to be tremendously impactful should it become socially and culturally expected that newly wed couples draft their own “Climate Action Plan” upon marriage to dictate their household’s actions for the long-term.

A design challenge

While online calculators that do similar functions exist, they fail to take into account the specific, individual circumstances of households, are poorly designed, and not-user friendly. The math and science components are widely accessible, it is simply a UX design challenge.

As a result, it is recommended that design firms take leadership in executing this idea to create a platform that is visually attractive, easy to use, and helpful in envisioning the before-and-after lives of a climate-conscious household.

Example: Ecological Footprint Calculator

Global Footprint Network's Ecological Footprint Calculator⁹⁵ is a fantastic online tool that calculates an individual's ecological and carbon footprints based on their lifestyle choices, with options to compare your results with others in your country and around the world.

It also determines "How many planets do we need if everyone lives like you?" and "What is your personal Overshoot Day?"

However, it is missing the second part of our proposal, which would guide the user to draft their own customized "Climate Action Plan" based on their current lifestyle choices and ambitions to change.

Nevertheless, the Ecological Footprint Calculator is an excellent example of what is currently out there and can be improved upon. Moreover, the online tool is very user-friendly and well-designed.



Photo by Markus Spiske
on Unsplash

20 RECYCLING MOBILE GAME

A fun, simple, and competitive mobile game designed to sort garbage, recycling, and organics with categorization unique to each municipality. This idea has the potential to be scaled globally.



Photo by Jasmin Sessler
on Unsplash



Recommendation

3.5 billion

Beneficiary Size*

\$75K

Cost (of game app)⁹⁹

Beneficiaries:

Anyone with a smartphone

Potential Leaders:

Game app companies, Spring Bay Studio, Municipal Media Inc.

What is the Problem?

Varying municipal recycling rules and categories creates confusion

Due to the rules and categories for recycling that differ from municipality to municipality, there is no standard recycling procedure across Canada, or even within provinces.

Most individuals are unaware of the recycling categories unique to their area and thus often dispose of materials incorrectly or in the wrong bin.⁹⁶ These procedures get even more complicated when items are manufactured with a combination of different materials, or when recyclable items are 'contaminated' by non-recyclable materials.

Common examples include paper-wrapped aluminum cans, paper boxes with plastic glued on it, and leftover food in cardboard containers.

Contamination rates high and expensive to process

Contamination refers to non-recyclable garbage found in recycling bins. Among Canada's major cities, Toronto, Edmonton, and Halifax have high contamination rates at 26%, 24%, and 21% respectively, and comes with its fair share of consequences.⁹⁷

Most notably, contamination is extremely expensive to process. It can 'contaminate' other materials, turning perfectly good recyclables into garbage. It is estimated that "each percentage point decrease in contamination could lower recycling costs in Toronto by \$600,000 to \$1 million a year".⁹⁸

Because recycling rules differ among municipalities, items can be considered 'contaminated' in one area, but not in another. For individuals who are moving to a new city, or even country, it can be difficult to learn about and get accustomed to the recycling practises unique to the area.

**The Beneficiary Size refers to the number of people in the world with a smartphone.¹⁰⁰*

Here is Our Solution

A student at Pierre Elliott Trudeau High School in Markham came up with a brilliant solution to this problem.

He suggested a **recycling game app**, modelled after the popular Piano Tiles game, which requires the user to sort different items falling down the screen into their appropriate bucket (garbage, recycling, organics, others).

The game will have various levels, starting with the most common items and gradually introducing more obscure ones that will challenge the user and their knowledge of recycling principles in their locality.

Customized to each municipality, opportunity to go global

By inserting the user's postal code or address, the game's features will reflect the municipality's garbage or waste management database. As a result, the user will get an accurate playing experience based on their location, a great way for new residents and even long-time locals to fully educate themselves on the recycling practises unique to their area.

Any municipality in the world is welcome to submit their databases so that residents can practise and familiarize themselves with correct recycling practises, thus increasing the efficiency and effectiveness of waste management in that community.

Should municipalities not be registered, users in the area will receive a prompt asking them to send an email to their municipality, requesting them to support the game by submitting their waste management database.

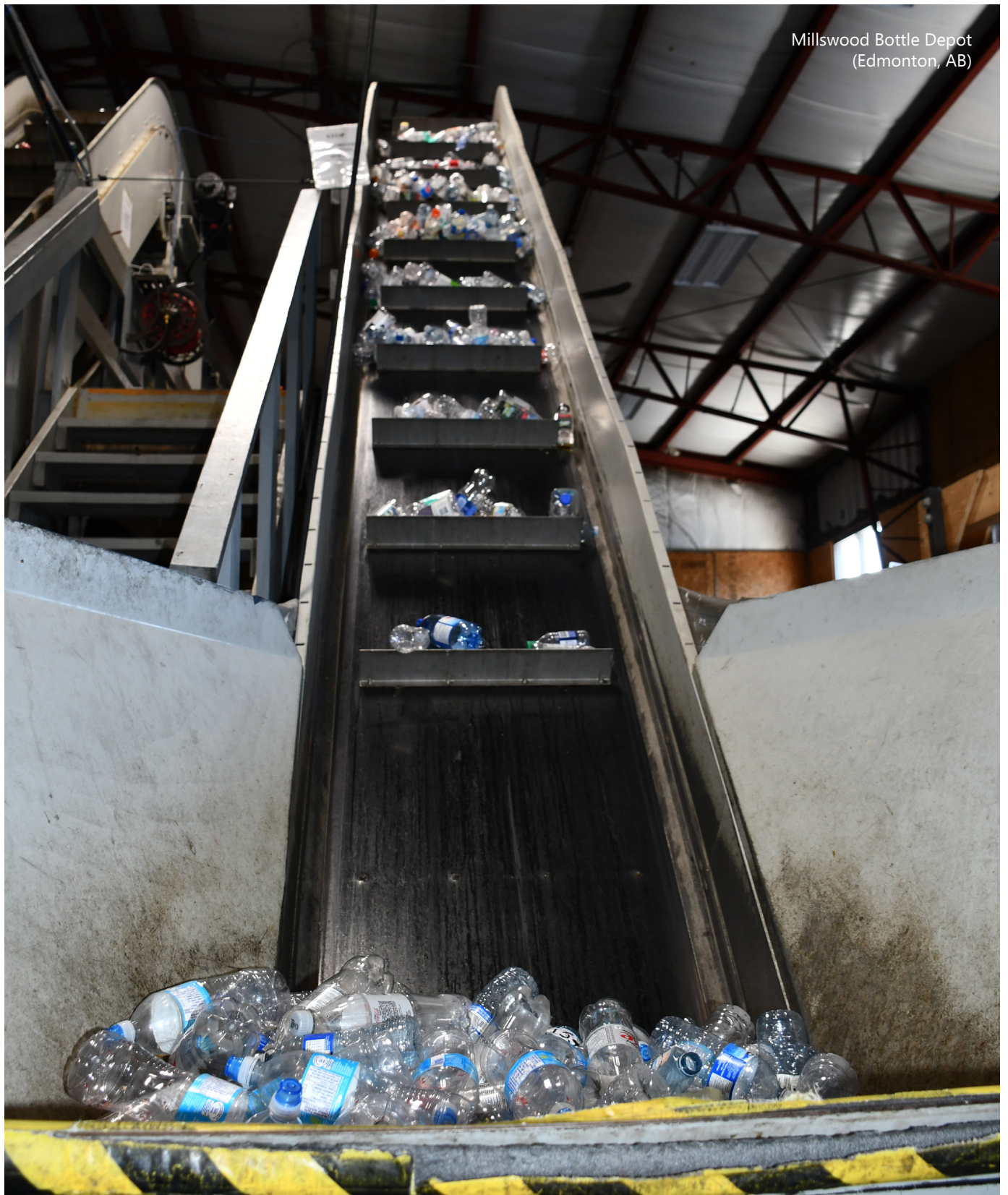
In-game competition

To gain more traction, students also suggested including a competition feature. This requires users to be put into leagues based on their school or municipality, competing against other teams for ranks or prizes. Not only would it attract more users for the sake of friendly competition with rival or neighbouring schools and communities, it would incentivize them to improve on their recycling knowledge through practise.

A focus on visual design and user-friendliness

A game or app development company should be responsible for such an initiative. Here, visual design and user-friendliness is vital in attracting and retaining users, with the need for fun icons, engaging music, and seamless avenues of collaboration with municipalities.

Spring Bay Studio, the only game company in Canada dedicated to creating environmental education games for children may be suitable. Another example includes Municipal Media Inc., the company that made the apps *Recycling Coach* and *Recycling on Campus*.



21 COUNTERING CLIMATE TROLLS ONLINE

Mobilizing a national community of volunteers to respond to fake news and misinformation on climate issues with factual evidence based on scientific research.





Recommendation

399,000

Beneficiary Size¹⁰²

\$0

Cost*

Beneficiaries:

Volunteers in the environmental sector

Potential Leaders:

Fact Avalanche by Protect Our Winters, Our Time by 350.org, Climate Strike Canada

What is the Problem?

Systematic and purposeful spread of climate fake news online

A small group of climate denying organizations create fake news content to misinform and confuse the public on the topic of climate crisis. More often than not, these climate denial and disinformation campaigns are funded by “dark money” from large companies in the oil and gas industry.¹⁰¹

The contents are shared largely in two avenues by an army of human trolls: on social media as personal posts, shares, or comments or under the comment section of news articles. While the former avenue largely remains within the echo chamber of climate deniers, the latter enters the public discourse.

Disinformation widely read and influences people’s opinions

Users regularly read the comments section of news articles on news websites or social media, most often out of simple curiosity of others’ opinions on the issue.

However, this instinct can lead to dangerous results especially among those who have not yet made up their mind about climate solutions or are not as informed on specific climate issues. In which case, they become highly susceptible to misinformation, most notably when comments that contain fake news vastly outnumber those that are scientifically factual and legitimate.

**The Cost is \$0 (free) or with minimal administrative costs. This initiative should be entirely volunteer-run.*

Here is Our Solution

We need a counter-army of volunteers that responds to climate-denying fake news posts and comments with proven scientific facts. This idea was inspired by a similar initiative run by Protect Our Winters Canada (see below) that counters false, climate-denying tweets.

A volunteer-run initiative led by scientists and policy experts

This initiative must be run by a national team of volunteers and not tied to a charity or organization. More specifically, it should be led by scientists or policymakers who are experts in the field. This process works in two easy steps:

01. Scientific and factual research.

First, climate scientists and policy experts will provide weekly feedback and research that directly responds to the most prevalent fake news comments that have been circulating social media in the past week.

02. Dissemination of facts on social media platforms.

Then, the army of volunteers (most likely comprised of post-secondary students) would go searching for climate-denying fake news on social media platforms, replying and commenting with scientifically proven, well-researched, and cited facts.

Breaking into climate-denying echo-chambers

This is a great way to enter social media echo-chambers of climate-denying communities that rarely talk about climate change.

The only way to penetrate and introduce factual climate information in climate-denying echo-chambers is to actively look for such tweets and posts from the outside, then breaking the bubble by engaging with their discussions in the comment section. Only then would that echo-chamber burst and be susceptible to increased interaction with climate-friendly and factual information.

Example: The Fact Avalanche

The Fact Avalanche is an initiative run by Protect Our Winters Canada where volunteers unite to bury false, climate-denying tweets “under a massive amount of facts”.¹⁰³

Community volunteers are alerted every time climate deniers tweet fake news, and are prompted to reply together with proven scientific facts by their partners at the University of

Waterloo’s Interdisciplinary Centre on Climate Change.

This is exactly the type of initiative we are proposing, and we would like to call upon donors to consider funding its activities and for environmental organizations to participate and offer support in whatever way possible.

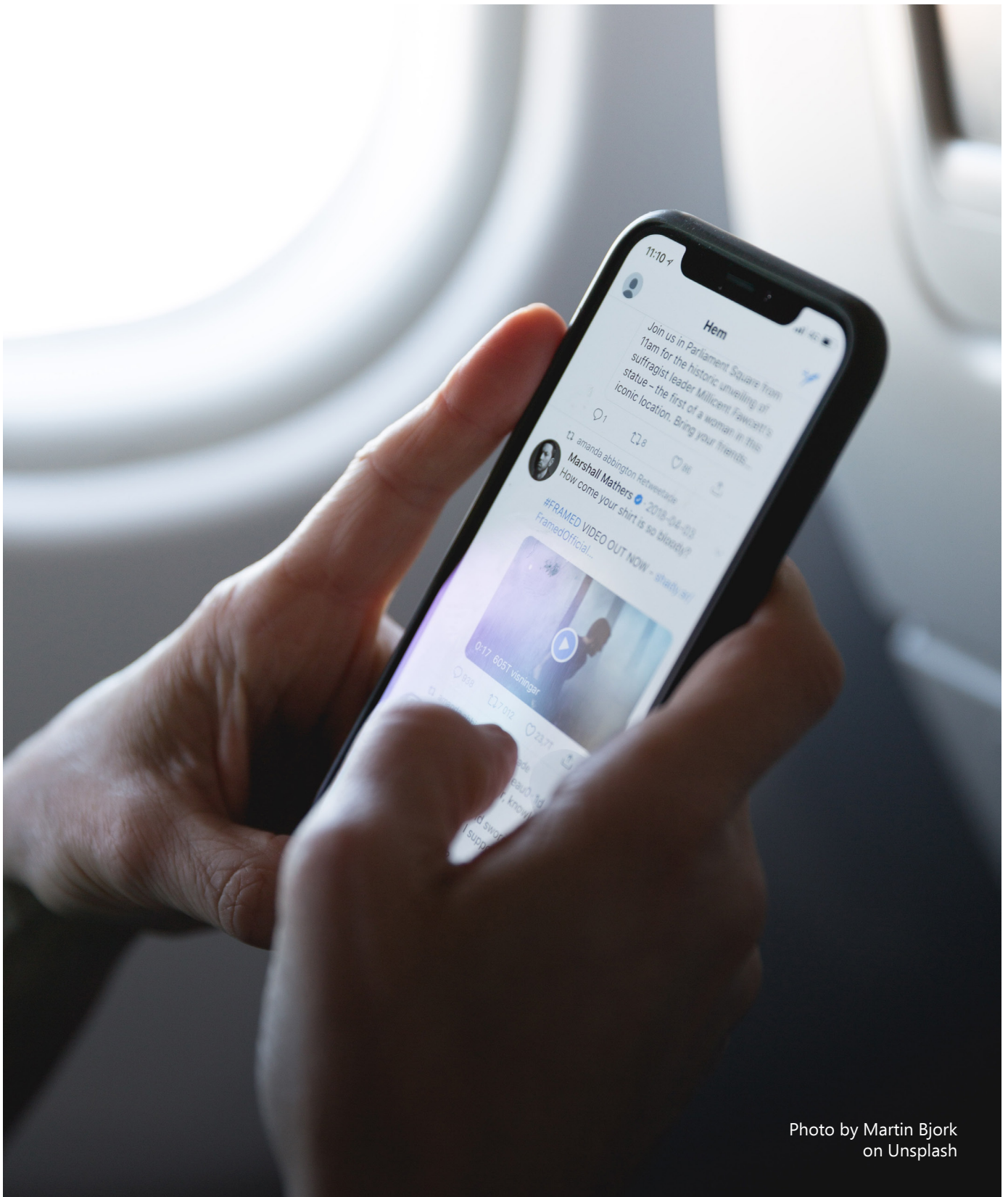


Photo by Martin Bjork
on Unsplash

22 IMPACT BOARDS FOR SOLAR PANELS

To insert billboards resembling gas price-signage next to installed solar panels, especially in rural communities, displaying the amount of money saved.





Recommendation

6.9 million

Beneficiary Size¹⁰⁵

\$5,000

Cost (per board)¹⁰⁴

Beneficiaries:

Rural communities skeptical of renewable energy

Potential Leaders:

Environment and Climate Change Canada, Infrastructure Canada, provincial government programs that install solar panels, members of Environmental Funders Canada

What is the Problem?

Climate-denying rural communities are largely skeptical of both the financial benefits and effectiveness of solar panels. Common misconceptions include their inability to produce more electricity than they cost to install, failure to generate any electricity when cloudy, and a tendency to break easily.

Price of electricity must be expressed in dollars, not kWh

For communities that have installed solar panels, meters that show how much electricity has been produced is often not publicly displayed. Instead, they are found on websites or on a small screen in the corner of a building, commonly expressed in kilowatt hour (kWh). However, people do not think about nor understand electricity in terms of kWh but rather in dollars and cents. They are interested in the price of electricity and how much money was saved as an alternative to traditional oil and gas mediums.

Here is Our Solution

Large billboards should be installed next to solar panels in climate-denying rural communities that display its financial benefits, not the amount of electricity produced in kWh.

These billboards should look like the large gas price signs at gas stations, with LED lights that attract the attention and the interest of people passing by. Furthermore, the billboard should have free ad space for local businesses.

Since residents in climate-denying areas would not appreciate seeing the billboard initially and would be adamant in taking it down should the opportunity exist, they may become agreeable should free ad space be provided that will bring in revenue for local businesses

An individual or organization should offer to help pay for the solar panels with the condition of the billboard being built, since the community would likely be unsupportive of installing a billboard if there is an additional cost.

Pictured left: An impact board displaying the amount of money saved with the use of solar panels (Designed by Joanne Son for FES for the purpose of this report)

Tip 1

POSTCARDS TO ALL POST-SECONDARY STUDENTS

A 4" x 6" postcard can be delivered to every one of Canada's two million post-secondary students for only \$50,000.



Place your
message here!

2 million

Beneficiary Size

\$50K

Cost

Beneficiaries:

Post-secondary students

Potential Leaders:

Colleges Institute Canada, Canadian Business Youth Council for Sustainable Development, and any organization seeking to disseminate information among post-secondary students

What is the Problem?

Nonprofits automatically rule out paper-based marketing due to perceived environmental concerns. From our experience, however, most are okay with it when its minimal environmental footprint can be explained.

Do not solely rely on social media; physical advertising works

Social media is a crowded platform for nonprofits to grab the attention of the students. However, social media *plus* physical advertising have a higher chance of generating conversations among peers than social media alone.

Physical advertisements work among young people, especially in physically-concentrated environments such as university and college campuses. Companies still distribute postcards, flyers, and posters on campuses to advertise to the students. They would not be continuing every semester if it did not work.

Here is Our Solution

Postcards can be printed and shipped to every university and college student in Canada (a total of 2 million students) for only \$50,000. They would be shipped out to all the schools, who would then disseminate them among their students.

Postcards to spark conversations, on any topic

Whether these postcards are used to spread information about the SDGs (like ours did, see the following page for an example) or any other topic, this is extraordinarily cheap for the large scale and impact it could have. That is only 2.5 cents per card, per student.

Postcards can be left on every chair in a classroom, every table at a dining hall, every cubicle in a library, slipped under every door of a dormitory, and handed out throughout the campus to generate conversations.

Environmentally-friendly printing options available

Furthermore, these postcards can be printed in an environmentally friendly way with Warren’s Waterless Printing, “Canada’s only dedicated waterless printer” shop based in Toronto with whom FES worked with to print the 230,000 SDGs postcards in 2017.

They made their own equipment that does not utilize water during the printing process. Pick-up is also not necessary since they will directly ship your packages for you.

(We are not sponsored by Warren’s Waterless Printing to promote their services. This is simply our objective recommendation based on what we have tried and our experiences with them in the past.)

This is not a project, but rather a tool that can be used by any organization to disseminate information to all 2 million post-secondary students in Canada cheaply and effectively.

The SDGs colour grid featured on the front of our postcard that was distributed to 230,000 post-secondary students across Canada.



Example: SDGs Postcards

In 2017, we printed 230,000 postcards on the SDGs and delivered them to universities to disseminate among their students.

The front featured the colour SDGs grid, while the back included an explanation of the SDGs and information about a social media contest. Its purpose was to familiarize university students to the SDGs,

raise awareness, and general brand recognition.

We had groups of staff and students responsible for disseminating these postcards to students at each institution. Most notably, these volunteers came from their Office of Sustainability, a related faculty or department, or a student organization.

Below: The back side of the SDGs postcard.

SUSTAINABLE DEVELOPMENT GOALS

In 2015, 193 countries committed to 17 Sustainable Development Goals (SDGs) to eradicate extreme poverty, fight climate change, and reduce inequalities by 2030. As the final generation that can solve climate change, our mission must be to create a more inclusive, equitable, prosperous, and sustainable future for everyone. Young people must be the heartbeat of the SDGs and integrate the values of the SDGs into our decision-making frameworks. Start now: learn, advocate, and implement locally.

WIN A UN EXPERIENCE
of a lifetime including training, travel, accommodation, and a UN badge as an NGO delegate to the United Nations Headquarters in March 2018!

To Win:



1. Which SDG is the most urgent to you and why? Tweet a picture and a caption with #CANYouth4SDGs



2. Go to www.UNSDGs.ca to enroll

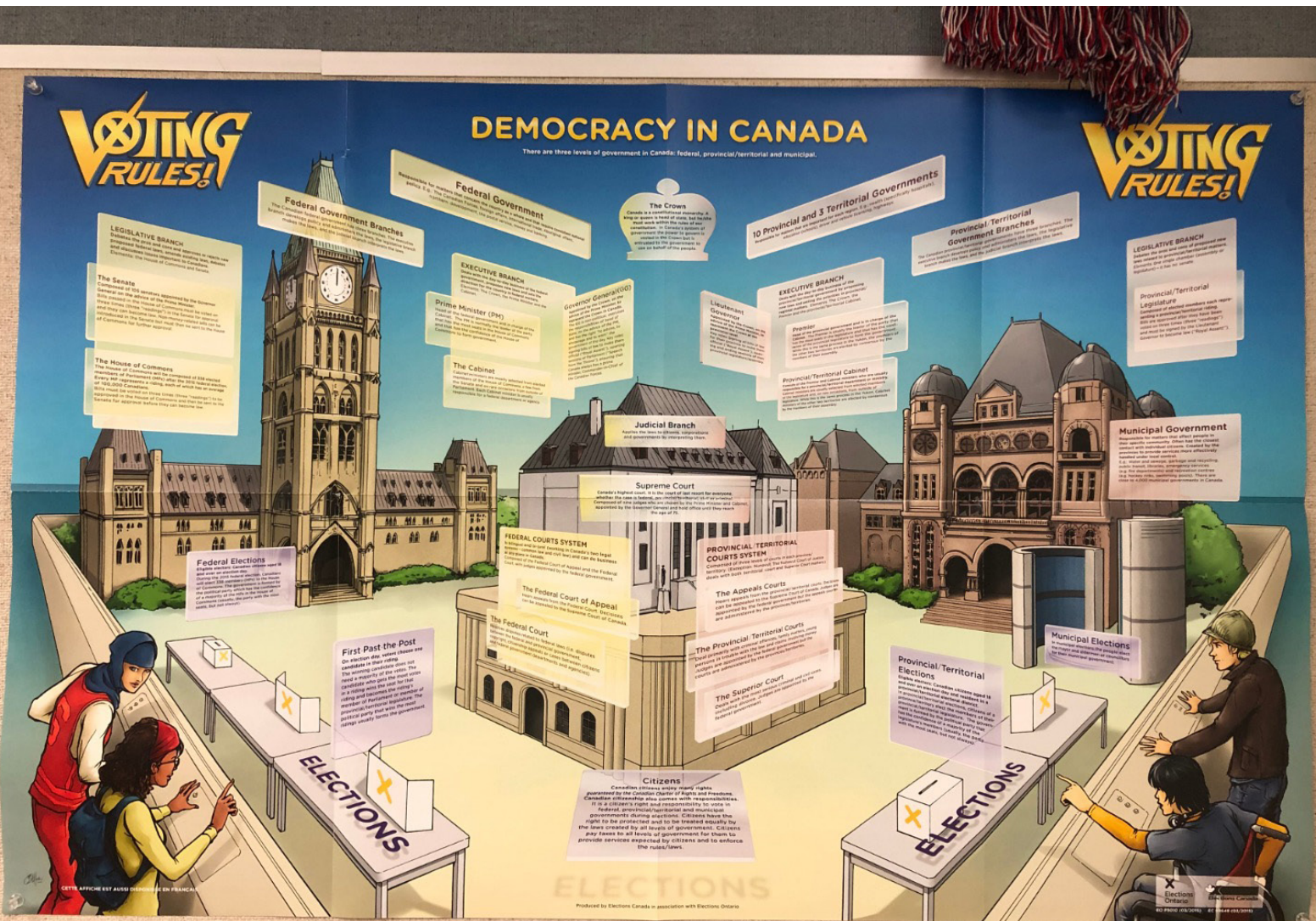
www.UNSDGs.ca



Tip 2

POSTERS IN EVERY HIGH SCHOOL

Putting up a poster in all 2900 high schools in Canada, to directly impact over 1.4 million students, only costs \$30,000, at just over \$10 per school.



1.4 million

Beneficiary Size

\$30K

Cost

Beneficiaries:

High school students

Potential Leaders:

Any organization seeking to disseminate information among high school students

What is the Problem?

Similar to what was addressed in Tip #1, nonprofits often rule out paper-based marketing when looking to appeal to and engage youth. Instead, social media is the current go-to platform for advertising to youth. When looking to reach out to school administrators and teachers, email is often used.

However, based on our experiences booking school assemblies with 3% Project, sending a physical package (in the form of a poster or pamphlet) is the best way to advertise a program or curriculum to schools.

Their response rate to our subsequent calls and emails go up after a cold introduction has been made by mail. Again and again, principals have told us that they were more likely to have read what physically came to their desk than an email. Unfortunately for us, it was too late to adopt this marketing practise by the time we finally realized its potential.

Here is Our Solution

Putting up a **poster** in 2900 high schools (every high school in Canada) for \$30,000 is a highly effective and cheap way to advertise and raise awareness on certain issues to young people nationwide.

Advertising potential greatly outweighs the costs

In general, schools that receive physical posters will almost always display them on their walls. Thus, the cost to ship and print these materials are miniscule in comparison to its benefits.

More specifically, this equates to purchasing advertising space for millions of young people every single day for an entire semester or longer, all for the price of simply printing and shipping a poster to the school.

Pictured left: A poster on the wall of Aberdeen Composite School, distributed by Elections Canada, to educate students on the federal government and the electoral system (Aberdeen, SK)

Rotating posters to secure permanent wall space

Furthermore, it is recommended that organizations continue sending new or improved posters to every high school on a quarterly or semester basis to replace the existing one.

This way, it ensures the organization will have a permanent marketing space in each school with a changing message that captures the attention of students nationwide. Evidently, the return on investment is insanely high should this initiative be undertaken.

This is not a project, but rather a tool that can be used by any organization to disseminate information to over 1.4 million high school students in Canada cheaply and effectively.

Pictured right: CIVIX, a Canadian civic education charity, has posters up in almost all high schools, especially rural schools, that encourages students to vote, and on countering and recognizing fake news.

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Source: Signs Manufacturing and Maintenance Corporation. <https://signsmanufacturing.com/pole_cost.htm>

A pylon sign lasts ten years or more, allowing for 120 months of advertisement rental revenue stream. Thus, one sign would generate \$24,000 - \$48,000 of ad revenue over its lifetime with four ad rental space at a very generous \$50 - 100 monthly ad price for local businesses.

A rebate of \$5,000 would incentivize municipalities to install the Impact Board for Solar Panels for its future ad revenues and local economic development. \$5,000 for hundreds of residents and tens of thousands of visitors over ten years to showcase the value of solar energy and reduce its opposition promises a high return on marketing investment. \$5,000 over ten years is \$41/month in comparison to a high way billboard whose costs range between \$900 and \$3,000 a month.

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