



Parcs
Canada

Parks
Canada

Meeting Young Adults
April 4 and 5, 2009

What Was Said

May 2009

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Executive Summary

Parks Canada, in partnership with the Canadian Commission for UNESCO, invited 25 young adults aged 18 to 25 to participate in two days of exchanges, discussions and brainstorming in April 2009. The participants came from British Columbia, Manitoba, Alberta, Ontario, Quebec, Newfoundland and New Brunswick. In general, they were people who were involved in their communities or in not-for-profit organizations. As a group, they were culturally diverse, educated and interested in the subject of these meetings.

Participants suggested many ways of engaging them and open our eyes on their world. One of the surprises is that young adults, even if more connected than ever, are searching concrete experience, local and with their peers. Online activities such as blogs, don't interest them as much as we thought. They want to meet, discuss and do visit and stewardship experiences.

Either because they visited with their family or because the image promoted by Parks Canada's publicity, young adults perceive heritage places as family destinations. They are not inclined to think that these sites are welcome for youth that would like to get together to enjoy the outdoors or to learn more about Canada's history.

Because they are at the stage of their life that is really active with studies and first work experiences, young adults are telling us to focus on activities that they already do, such as courses credits, internships or short-term work experiences, end of study trips or tours that sport teams do. They also say to focus on exciting organizations that know the audience that we want to reach, in particular multicultural urban youth. According to them, we should empower these organizations, work through them, to benefit from their expertise. Finally, we should reach them where they are already gathering.

Participants' discussions were often oriented to visit experience. They are interested in having a direct contact with sites and they suggest different means to facilitate accessibility.

Finally, throughout the meeting, young adults talked about children. According to them, efforts should start at young age, when children explore and identify their interests, and continue with young adults. Because of their busy life with social networks, studies and first work experiences, creating a new interest with young adults could represent a real challenge.

In the following pages, you will find a pool of interesting ideas to engage young adults. Participants were generous of their time and active participation in discussions. Reading this report will inspire you.

Introduction

Parks Canada, in partnership with the Canadian Commission for UNESCO, invited 25 young adults aged 18 to 25 to participate in two days of exchanges, discussions and brainstorming in April 2009. The participants came from British Columbia, Manitoba, Alberta, Ontario, Quebec, Newfoundland and New Brunswick. In general, they were people who were involved in their communities or in not-for-profit organizations. As a group, they were culturally diverse, educated and interested in the subject of these meetings.

Parks Canada believes that these meetings achieved their objectives, which were as follows:

- To understand how young adults perceive Canada's national parks, national historic sites, and world heritage places;
- To gather recommendations from young adults about how Parks Canada could encourage them to become engaged with Canada's national parks, national historic sites, and world heritage places, not only by visiting them, but also by arousing their interest in the subject, by developing their relationship with nature and history in general, and by encouraging them to become stewards of these sites; and
- To develop a better understanding of the ways in which young adults communicate, their values regarding nature and history, and their interest in engaging with them.

This document provides a condensed version of the discussions that took place over the two days of meetings and should in no way be considered a verbatim transcript. The contents are those of the meetings, and the opinions expressed are not those of Parks Canada.

Acknowledgments

To the organizing committee

Stéphanie Beauregard, Parks Canada
Mathias Bizimana, Canadian Commission for UNESCO
Catherine Dumouchel, Parks Canada
Cynthia Lacasse, Canadian Commission for UNESCO
Geneviève Nadeau, young adult
John Pinkerton, Parks Canada

To the discussion leader

Nathalie Gagnon, Parks Canada

To all participants

Pre-meeting questionnaire

A short pre-meeting questionnaire was distributed to participants. Results have helped organizers to know their audience and to plan adequately for the meeting. You can read results of the pre-meeting questionnaire at appendix 1.

World Café

World Café is an activity that enables all of the participants in a meeting to discuss an issue of interest. In this case, the questions to be discussed were written up in advance and presented to the participants during the exchange process.

To address the first question, the participants start with a blank sheet of paper. To address the second, they pursue the ideas suggested by the first group. The same goes for the third question. Because the task is to provide a perspective and build on ideas that have already been expressed, the sessions become increasingly brief. The discussion of each question was facilitated by a discussion leader, and there was also someone at the table to take notes.

The following pages describe the ideas expressed during the discussion sessions in response to the three questions proposed by the organizing committee.

Question 1: Urban environment and multiculturalism

The population of Canada has become more and more concentrated in urban areas, and this trend is continuing. Citizens in urban areas are more and more diverse culturally: 51% of the people there were born abroad. In this context, how can we reach young adults in urban areas, with their diverse cultural backgrounds, and develop in them a relationship/sense of attachment/sense of engagement regarding their natural and historical heritage? What original methods could be used to do this?

Why?

The participants agreed that it was important to define why Parks Canada wants to reach young adults, so that it can adapt its activities accordingly. The suggested avenues for exploration were to develop a knowledge of their country (their new country), to discover the specific features of a particular region, and to change attitudes among the public, and especially among new immigrants.

Who to reach and how?

Groups of friends

The participants identified groups of friends as a potential public for Parks Canada. Several participants said that if the opportunity were offered, groups of university friends might walk around and chat with one another in an urban, provincial or national park, instead of going to a pub. Two ways to

offer this opportunity would be to work through student associations and to change the “family” image of Parks Canada. The message to get across would be to escape the boring confines of school and visit places where there is more space and less structure.

Another idea put forward was to reach out to young people in the places where they gather: restaurants, pubs, ski resorts, university campuses, coffee shops, malls, skateboarding parks, etc.

Urban young adults

Many interesting initiatives were proposed for reaching out to young adults who live in urban settings and have diverse cultural and social backgrounds:

- Create a youth ambassador/academy program: bring youth from across the country for a weeklong training (leadership, public speaking). After, they need to reach a number of people and organizations, to organize public events, to speak at local/community events
- Organize events in popular public places to bring parks to people: use local heritage days as an opportunity to reach multicultural groups, offer to organize community picnics/gatherings in parks, outdoor exhibits in urban parks to raise awareness of heritage places
- Issue “youth passport” that provides discount in each park visited and you can do a big tour, should also provide discount on modes of transportation (car sharing, train, bus)
- Provide support to local groups that have experience in reaching the audience:
 - Sport teams: already touring the country and looking for tourist opportunities
 - Walking, yoga, tai chi, cycling, running, clubs
 - Music, dance and arts movement, associations, clubs
 - Cultural and immigrants associations
 - Youth associations (Sierra Youth Coalition, etc.)
 - Make resources available/accessible (including documentaries, videos, etc.) at places that youth go
 - Collaborate with community groups to use parks’ facilities for social events
 - Immigration services to include information in the welcome packages, linguistic training, etc. to develop an understanding of the new country
- Sponsor more outdoor sports events in parks: walks, runs, iron man, wolf calls, BUT be careful to do it in a sustainable way (ex: waste management, public transportation, etc.)
- Don’t forget “bored” youth: find positive role models, people that went through difficulties, that overcome the situation, and that are interested in nature, organize travel trips for inner city youth
- Organize internships (with universities in collaboration with coop programs or credit programs), apprenticeships, short contracts that

don't need long term engagement and facilitate accessibility to concrete volunteering opportunities

Younger youth

Although talking about young adults, participants felt that Parks Canada needed to start reaching them as young as primary school to raise interest in high school and engagement as a young adult. Activities should focus on hands-on/experiential learning activities to create a concrete experience with nature. Organizing tours to bring urban aboriginal inner youth to heritage places related to their culture (ancestors) outside the city or to bring inner youth to nature (urban nature, close by, may be provincial park) was seen as very important: "if they like it, they will go back."

Some participants were not so keen about reaching youth at school because it is seen as not a cool place. Activities should then focus on fun activities outside classrooms and use other venues such as summer camp programs, after school / day care programs, clubs programs (scouts, nature, multicultural). Finally, when reaching youth, Parks Canada should target and involve parents where possible or applicable because they are the link to the everyday life of children.

Accessibility

"Accessibility" was a theme that came up repeatedly in the discussions, specifically with regard to reaching immigrants. For them, being out in nature is not necessarily attractive, because they have many fears to deal with. The participants suggested organizing free tours specially designed for new immigrants, holding community events in natural settings rather than in community centres, all the while showing respect for the variety of languages that these immigrants speak, for their customs with regard to accommodations, and for any dietary restrictions or preferences that they may have.

Accessibility to information was also considered crucial. New immigrants, even if they have the resources to travel (60% of immigrants to Canada are economic immigrants), do not know that these places exist. The participants felt that this is also sometimes the case for Canadians in general. One of the ways proposed was to put up a map in a prominent location showing the heritage places in the region (sites around a city, other sites around a heritage place). Such a map could reach immigrant communities by crossing the language barrier and could be visually attractive as well.

The participants also agreed that the attitude toward new immigrants needs to change, from "You must learn" to "Let's share some information." A link between the country of origin and the country of immigration can be created by sharing information. The best method is to build partnerships with immigrant community leaders and reach these communities through them.

Accessibility in terms of transportation can be an issue, and the participants agreed that public means of transportation should be emphasized, not only for environmental reasons, but also because public transportation encourages group dynamics (for example, discussions, intercultural ties, reactions of the other participants).

Lastly, even though they are travelling more and more, young adults prefer overseas destinations, because travelling in Canada is expensive and seems less exotic. Discounts should be offered to young adults; at the same time, an attractive image of heritage places should be created.

Themes of interest

The question was what attracts the participants or would attract them to learn more about a heritage place. The answers were varied:

- Outdoors events: adventure, out of routine
- Theatre, dance, music and arts go across language barriers
- Games, fun: do not link it to education/learning at all
- Myth, mysteries, legends
- Culture, fear of losing culture
- Crafts, traditional crafts
- Story tellers using arts (and/or historians)
- Food, cooking
- Specific events/themes: stargazing, wolf calls, go out for Halloween

Question 2: Online communication tools

Young adults are more connected than ever. They visit web sites, blogs, games, chatrooms and other sites. How could Parks Canada use these new means of communication to reach young adults? Are these means of communications sufficient to help them develop a relationship / a sense of connection / a sense of engagement with their natural and historic heritage? What would be the motivations and barriers to participate in an online project?

What strikes from the discussions is the emphasis placed on the importance of diversifying the tools used (not only Internet) while tapping into local networks, organizations and communities in order to develop a sense of belonging for a site amongst young adults. Indeed, it was clearly pointed out on numerous occasions that the focus should not be placed only on Internet tools as some things such as traditional and local knowledge cannot easily be shared through this medium. In every case, it came out clearly that youth engagement strategies should be proactive, fun and audience appropriate.

With regards to natural sites, the participants mentioned the importance of “going beyond the landscape” and linking the sites with other issues that are of importance to the youth, such as ecosystem management, traditional knowledge, sustainable development, and engagement of local population. As for the cultural sites, they were mentioned a lot less throughout the discussions.

Finally, the idea of partnerships was raised many times, especially with local/community organisations that could be used as a platform to reach out to youth. Similarly, participants felt it was important to include local communities in the development of youth engagement strategies, which should be mainly at the local/regional level rather than a pan-Canadian one. The ideas below show that there are numerous avenues to facilitate access to information, raise awareness and, ultimately, facilitate youth engagement.

How could Parks Canada use these new means of communication to reach young adults?

- Facebook should be used to promote events because it reaches a large audience. This tool should not be seen as an action/engagement tool.
- Online photo and video contests and online scavenger hunts were activities suggested. Promotion should be done through different mediums: TV, radio, posters, etc. Winner should be chosen by peers and the price should be linked to Parks Canada (e.g., free entrance).
- To use YouTube, Parks Canada should have a relevant project that brings young adults to the site (e.g. video contest).
- Podcasts and audio material could be used on site to raise interest. Different versions should be made to reach kids, young adults and adults.
- The option of doing virtual events such as blogs / debates did not raise interest. There are too many blogs, and participants are not interested.
- Creating a newsletter or a listserv to announce updates, events, calls for application/proposals, etc., was something interesting for participants.
- Many comments were made on the Parks Canada web site: create a section featuring employees' career/photos/stories, should be easier to navigate, could include more interactivity (stories from staff, pictures from visitors, comments on a site, etc.), should include more indications on how to get there/where to stay to facilitate access.
- Other ideas mentioned included using the arts, "first hand" connections including outdoor activities/on site volunteering, storytelling, and kids friendly material.

Are these means sufficient to help develop a sense of connection / engagement with natural and historic sites?

No, the general opinion is that Internet in its "large sense" is not sufficient to engage people and that it should be mainly a networking tool. Hence, other strategies need to be developed in parallel to maximize this sense of connection/engagement. Word of mouth, face-to-face meetings (local, regional and/or national) are seen as key to keep "face-to-face contact" while achieving greater youth engagement on natural and historic heritage.

As for Facebook more specifically, it was pointed out that people who join are already interested in the issues. It was therefore mentioned as a good tool

for keeping an audience, but not the best strategy to “convert” other people or raise interest among a different audience.

What would be the motivations and barriers to participate in an online project?

Ethic, privacy and ownership of information were mentioned as important conditions for an online project. Access was another important point. Some regions have limited / inefficient Internet access and different approaches should be taken depending on the context (urban/rural areas, formal/informal settings, etc.). As well, “linking” the existing tools (formal and informal) to facilitate navigation between them appears as important. For example, the informal Facebook page should be accessible directly from the Parks Canada web site, the contests advertised through different media, etc. Finally, time was mentioned as an important barrier. Many participants don’t want to spend extra time on the Internet.

Question 3: Life stage

Many studies describe how the daily life of young adults is different from that of other segments of the population. Among others, young adults would need to “demonstrate their values” in their first jobs; they would be busy with friends and with sports, cultural and community activities; and, finally, with their studies, that often interfere with their first experiences in the workforce (D-Code, Citizen Regeneration, 2003). Do you agree with these statements? In this context, what would be the main factors that would make young adults interested in nature and history? How could projects with the goal of developing a sense of belonging/a connection with nature and history be integrated into young adults’ lives and reach young adults who are likely to be interested?

Engagement

Parks Canada needs to clarify what “engagement” means. Engagement happens on many levels and in many ways, for example through discussion/dialogue, on the land (e.g., hunting, trapping, fishing) and by using the parks. It can happen at the local and national levels.

Accessibility

Participants noted that real-life, first-hand experiences are very important in creating connections, but most national parks are located far from urban centres. Transportation to these places and the associated time and money required to get there is an important barrier. Accessibility is not only an issue of physical accessibility. Parks Canada’s communications need to be more interactive, cool and casual, according to participants; the current communications (i.e. tone, style, content) creates an issue of accessibility between young Canadians and the agency. Moreover, participants agreed that, as a government agency, Parks Canada and its processes are difficult to understand and navigate.

Pragmatic interests

At this stage in their lives, young Canadians are studying and working, preparing for life in the workforce. They have heavy demands on their time and must find ways to accomplish multiple goals simultaneously. Participants noted that engaging with Parks Canada needs to be integrated with other priorities. For example, they suggested that Parks Canada's links with the education system could be improved, such that they could earn credits for activities that they do with/on behalf of Parks Canada. There are clear opportunities in the sciences—e.g. research and monitoring—but the opportunities are perhaps less clear for social sciences, arts and humanities. They suggested, similarly, that Parks Canada determine how volunteer programs could be used by students to gain required credits. Participants agreed that work/volunteer opportunities create a sense of accomplishment and empowerment among young Canadians, thereby strengthening ownership and “equity” in parks and sites. Participants emphasized the need to find win-win opportunities.

Youth leading youth

Participants described the importance of creating opportunities for youth to lead youth in experiencing parks and sites. They emphasized the importance of collaborating with existing organizations and networks, under the leadership of existing leaders. The links and collaboration with existing organizations and networks are not necessarily based on financial resources. For example, a particular suggestion was for Parks Canada to create some kind of curriculum framework for experiencing/learning about/visiting parks and sites, and allowing other organizations (e.g. led by youth) to develop and deliver programs and experiences that implement the elements of the framework. With official endorsement/accreditation by Parks Canada, youth would effectively become ambassadors for the parks and sites, in leading their peers.

Sparkling a connection

Participants emphasized the importance of exposing Canadians to heritage at a young age (i.e. in primary and secondary school) in an effort to instill values/appreciation. They believe that young adults are less malleable than children and encouraged Parks Canada to focus on children. The challenge, as they see it, is that there are few/no opportunities for Canadians at a young age to have real-life experiences in nature, when passion for heritage is normally created. Participants focused on the importance of efforts to get schools into Parks Canada's parks and sites, and to establish positive relationships between Parks Canada and children early in their lives, as the basis for building future relationships.

Suggestion matrix

While keeping the preceding day's discussions in mind, the participants began the matrix activity with an individual brainstorming exercise to identify concrete ways for Parks Canada to engage young adults. Each participant wrote down each of his or her ideas on a Post-It note and posted it on the wall for everyone to see.

Lastly, in a group exercise, the participants arranged their ideas under six themes, then divided into groups according to the theme that they were most interested in. Each group then had an hour to fill in a matrix that required them to identify specific projects, target groups, and partnerships and to enter any comments they might have. The following pages present the results of the discussions during this working session.

Theme 1: Accessibility

Projects	Target Audiences	Partners
1. Transportation		
a) Linking people to transportation (carpooling and car sharing) on Parks Canada's web site	People who would go to parks but do not have the means of transportation to get there.	Carpooling web sites (Amigo Express, etc.) and car sharing web sites (Communauto, Zipcars, etc.)
b) Subsidized/free shuttle to and from Parks Canada on a specific times of year	Low income people / people who aren't willing to drive to sites / people who want to spend public holidays/vacation at a park or site.	Bus companies, cities/municipalities (though leisure programs) Take example of Sierra Youth Coalition joint initiative with ViaRail (40% discount)
c) Highway signs for Parks Canada (closer to the city)	Target anyone/everyone driving on highways near urban centres.	Provincial ministries of transportation
2. Increasing awareness and information on Parks Canada through events in cities (e.g. mini parks)		

Bulk ideas: student fees (discount), group discount for schools, teams, etc., accessibility also include accessibility to the communities, knowledge, lifestyles.

Theme 2: Marketing

The group that worked on the marketing aspect proposed to develop a new marketing plan for Parks Canada to reach young adults and to make it a “cool brand.” “If it is cool, they will go.” They propose a plan in six steps:

1. Develop a funky new brand with funky communications means
2. Launch new funky web site
3. Develop target advertising campaign including TV and Internet advertisements, billboard, radio tradeshow, in newspaper, in malls
4. Part of the campaign, develop contests,
5. events,
6. and incentives (discounts, etc.)

Bulk ideas:

Discount: discount card similar to AirMiles in partnership with private sector, offering parks entrance as a year-end bonus in workplaces, special discount for youth, and make parks entrance as prizes for any occasion instead of material prizes people throw away.

Games: scavenger hunt, amazing race, interactive games, winter activities, get lost in the woods type of event, “frontiering” involving off-trail hiking, climbing, etc., old sport match or Aboriginal games, interactive quiz

Advertisement: TV extended commercials with incentives, social and environmental tradeshows, interactive educational videos created by youth interviewing elders, biologist, ecologist, etc., bus and metro flash publicity, improve the web site with: parks staff blogs, loading of photos / videos / stories, fill out a “passport” to say where you have been, integrated with Facebook, Flickr, Twitter, youth created podcast or videos, images of youth.

Theme 3: Skills and employment

Projects	Target Audiences	Partners
Outdoor certification from two weeks to one month long	Ages 17 to 30, people who don't want to go to university, local population, people who like to go in nature, adventurous people	Local organizations because of local needs, EcoCanada, Clayoquot Biosphere Trust, Ecotrust Canada, Friends of (any parks)
Skills/trade co-op/summer camp from one week to three months	Hands-on type of person, people who don't like to sit but still read a lot, wood working etc. type of conventions	Trade colleges, partner student with a local mentor to keep intangible history/skills, Katimavik, J'explore, Canada World Youth
Professionnels (i.e. historians, geologists, etc.) contributing to university faculties (could be university co-	University students both cultural and natural (archaeologists, historians, biologists, etc.): culture is often	Universities and research centres

op/ internships) from 3 months to two years	forgotten	
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Bulk ideas: survival/safety certificate, guide certification and track animals, food/eco living, boot camp, tangible and intangible heritage, language and museum studies, restoration and conservation, work with artefacts, get credits for the work, alternate a semester at school with a semester in the field.

Theme 4: Arts and culture

Projects	Target Audiences	Partners
Video: "revisioning urban space" recreating suburban area communities Style: documentary: species at risk, all parks/heritage places/ history	Under-engaged youth Immigrants Elders	National Film Board of Canada, film-making guild, original community members/ urban members, universities, social issues/ work organizations, development/ city councils, CBC/ TVO, youth/ older generations, Imaginative
Festivals inside parks – FREE Urban: reclaiming Green Space, guerrilla gardening, better than concrete National: education, multipurpose space, reconnection/ inspiration	Everyone	Mountain Equipment Coop Local musicians/ artists International communities/ artists/ vendors
Outdoor screenings – FREE Thematic and options for adults or children	Family/youth focuses	Museums: Cinématech, AGO National Film Board of Canada, city councils and city employees
Park workshops - Crafts (intentional and nature/ historic based) - Photography - Healing workshops - Painting (location)	Idem as partnerships	Artists and art lovers, at-risk social groups, alternative healing, community practitioners, indigenous community members
Graffiti Grow Project	Youth at risk	Urban graffiti artists, store owners and land lords, homeless individuals (in

		consultations)
Interactive Theatre - Low-income areas - Historic event		Information theatre, living theatre, native performance arts

Bulk ideas: craft and skills workshops on regular basis or for a themed series, national photo/video contest, high school students research presented on a poster for competitions, research Canadian traditions, theatre plays played by youth, local music festival on the important of space/place, socially and environmentally conscious concerts in parks.

Theme 5: Partnerships and “ambassador” type of programs

Projects	Target Audience	Partners
A Youth Advisory Group for each parks/region of Parks Canada that: - Run projects specific to local (ish) park - Bring awareness to youth in cities - Do presentations, booths - Compile a list of partners and provide information on how to join a partnership program - To reach clubs in home communities/schools	Young leaders (look to places where young people meet and hang out) ** Involve less youth but more deeply	Universities, colleges, postsecondary internships, business and all listed below
Connect with established community-based organizations to reach people in their comfort zone Explore the concept of parks as healing places Reach some programs to ensure that youth have opportunities to visit parks while doing their programs Place specific partnerships to be established	Disadvantaged communities, multicultural communities, foster parents, front-line workers, high school (last year), universities, apathetic (disconnected from nature) youth	YMCAs, Sports team, student associations, Katimavik, J'explore, Canadian Roots, community foundations, international student association (in universities), youth centers, hospitals, rehabilitation centres, Otesha and youth led groups, Biosphere Reserves, cultural organizations, Health Canada (child obesity, etc.), social workers, front-line workers (direct connection with

		youth)
** Participants in this group think that these initiatives need to be done earlier than 18 years (e.g. 13 year-olds).		

Bulk ideas: organize a consultation group with young immigrants, a group of science young adult, a group of "grounded" youth to get their ideas and non profit organizations, youth ambassador program, team up with organizations who helped immigrants adapt, community outreach through community channels (Chinese, Haitian, Bolivian, Presbyterian, etc.), partnerships with student associations in universities, reach youth groups cities all over Canada (groups that meet regularly).

Theme 6: Kids and Schools

Several participants mentioned activities in conjunction with schools, school boards, and school programs. Since the target audience for this session was young adults, and the participants were in this age category, and Parks Canada already operates a program called "Parks Canada in Schools", the participants did not analyze the ideas that had been proposed for this theme.

Nevertheless, here is a list of the ideas that the participants posted on the wall and arranged under this theme: planting a tree at school and doing an educational inauguration ceremony, bring kids out and get dirty with environmental education at school, match a school with a national park or historical site so they learn about it and go to the site as a end-of-year school trip, turn Parks Canada into an educational institution, transform parks into learning/life centers where groups come together to learn about nature but also about unrelated subjects like poetry/ visual arts/ writing/ philosophy/ architecture, create school programs in relation with geography/ history/ ecology courses, partner with classes in the region of a park for education and exploration opportunities (e.g. camping), focus on a week where parents and institutions are encouraged to stimulate free play or activities outside to make nature accessible to kids, bring citizen science into schools/ colleges and youth groups through partnerships with non-profit organizations.

Last word

These two days of intensive discussions were highly profitable for Parcs Canada. Participants have actively participated to all activities suggested and shared with openness their ideas and opinions.

Parks Canada committed to produce the present report. Participants had the opportunity to revise and comment the report. Their comments have been integrated to the final version, as far as possible. Parks Canada wish to develop a toll to allow employees that haven't the chance to participate to have access to the knowledge that was transmitted. The format of this tool will be defined later on.

Appendix 1: Pre-meeting questionnaires results

Twenty (20) questionnaires was received from the 25 young adults aged 18 to 25 that participated in two days of exchanges, discussions and brainstorming in April 2009. The participants came from British Columbia, Manitoba, Alberta, Ontario, Quebec, Newfoundland and New Brunswick. In general, they were people who were involved in their communities or in not-for-profit organizations. As a group, they were culturally diverse, educated and interested in the subject of these meetings.

Questions 1, 2, 3

	Yes	No	Don't know
1. Have you visited a national park before?	100%		
2. Have you visited a national historic site before?	80%	10%	10%
3. Have you visited a World Heritage site before?	80%	15%	5%

For the next two questions, please read quickly through the list of statements and check the ones that are most representative of what comes to your mind or add other statements if you want. You should take about 2 minutes per question.

Question 4. Which image(s) come(s) to your mind first when we say the word nature?

Prompted

- 95% Pristine natural landscape
- 90% Rivers and lakes
- 75% Wild animals
- 75% Flowers and trees
- 65% Peaceful places
- 50% Interpretive nature trail
- 50% Life ecosystem
- 35% Water cycle
- 30% Species at risk
- 25% Climate change
- 20% Environmental protection law
- 15% My garden
- 10% Zoos and botanical gardens
- 5% My neighborhood park

Additions (not prompted)

- 2 respondents each (10%)
- Untouched by man
- Outdoors activities (canoe, hiking, observation activities)

Waters

1 respondent each (5%)

Clean air

Forest

Fern,

Collection (mushrooms, healing plants, etc.)

Less and less

Sharing with friends (communion, moments of grace)

Grow over everything Overgrow

anything

Weather

Things you learn in elementary school

Nature documentaries and magazines

Question 5. Which image(s) come(s) to your mind first when we say the word history?

Prompted

85% War

70% Historic buildings

60% Famous historic people

50% Colonies

45% Conquest

45% Archeology

45% Lifestyles

35% Myths

35% My ancestors

30% Evolution

30% Forts

30% Old

30% Legends

20% Historic reconstitution

Additions (not prompted)

1 respondent each (5%)

Pre-industrial society

Slavery

Humanity

Ancient material goods: pottery, metal ware, statues, jewelry, etc.

Transmission of knowledge

Old books

What we know about who we are

Always changing

Education

A basis for new ideas

Archives

Traditional people, their way of life, and their beautiful prestigious outfits

Remember where you come from

Past

Revolutions and changes

Canadian and WW11 history

Aboriginals assimilation, forgotten and assimilation of cultures

Lessons to learn from

A context for own state

For the next three questions, write what first comes to your mind. Complete each sentence with three to five different ideas, from one to a few sentences each.

Question 6. When I think of a national park, I think of: **(not prompted)**

- 60% Outdoor activities (camping, fishing, hiking, hunting)
- 55% Protection, preservation, conservation
- 50% Wild, nature, earth, wildlife, living being
- 45% Specific attribute (fauna, flora, forest, trees)
- 35% Large areas, open space, lot of water, many trees, pristine large areas
- 25% Name a specific park or place
- 20% Ranger, interpreter, interpretation
- 20% Stolen land, misuse, legacy of treaties
- 20% Important, common good, public, national pride
- 15% Beautiful, relaxing
- 15% Parks Canada, beaver, Parks Canada uniforms
- 10% Education, exploration, learning
- 10% Installations, gift shops
- 10% Maintenance, beautifully maintained
- 10% Prohibited (motor boats, swimming)
- 10% Ecosystems, ecology
- 5% Discussions with friends about national/provincial parks
- 5% Challenge to find a dynamic balance between conservation for future generations and accessibility/connection for actual generations

Question 7. When I think of a national historic site, I think of: **(not prompted)**

- 55% History, origins, traditions
- 40% Live demonstration, reconstitution, interpretation
- 35% Preservation, restoration, conservation, valued
- 30% Old historic refurbished buildings
- 30% Plaques, signs, pamphlets, maps
- 25% Canada's identity, remembering, collective memories
- 20% Forts, artifacts, historical houses
- 20% Ancestors, sacred, native culture
- 15% Name a specific place
- 15% Name a specific person or event from a group of persons
- 10% National pride, patriotism
- 10% Legacy
- 5% Trails with fences
- 5% Gift shop
- 5% Parks Canada
- 5% Under representation of aboriginal sites
- 5% Government buildings

Question 8. When I think of a World Heritage site, I think of: **(not prompted)**

- 55% Outstanding value, master piece, unique, exceptional, respected
- 45% UN related (UN, UNESCO, World Heritage Committee)
- 35% Preservation, protection, conservation
- 35% Culture, history, richness of the past, memory

- 20% Traces of civilization, culture, native culture
- 20% Name of a specific site
- 15% Foreign, international
- 15% Tourist, human traffic, tons of waste, vendor stands
- 15% Misuse, conflict of usage, management challenges
- 10% Humanity
- 10% Available for everyone, common heritage
- 10% Marvelous natural sets
- 10% Specific natural attributes (coral, fossils)
- 5% Specific human attributes (statues, buildings)
- 5% Human rights
- 5% Interpretative signs
- 5% Beauty
- 5% The Beaver
- 5% Cameras and photography
- 5% Mixed heritage sites (natural and cultural)
- 5% Unknown of local population

Question 9. Other comments in relation with nature, history, national parks, national historic sites and World Heritage sites. All comments are relevant. **(not prompted)**

Many comments (4) were related to education. They highlight the importance to educate children at school about national and world sites through curriculum-connected activities and to have future generations exposed to these sites, to create interest to the proud of this heritage and allowing them to participate as actors of their own legacy and not as simple spectators that recite what they have learned at school.

Comments also talk about educating adult (and young adult) population about sites that are close to them such as Kensington Market in Toronto.

Some comments were related to tourists (3) and preoccupations around that. This comment from one of the participants summarizes the ideas: "An interesting link to make between all these terms (preservation, conservation, enhancement) and tourist development. National parks and historic sites managers aim at preservation and conservation, as managers of tourist sites aim at visits and this will necessarily and eventually affect protected sites."

There were few comments (2) on personal visit experiences ranging from boring experiences remembering following adults and not being engaged to recent visits that create memories, real experience and memory of culture.

One (1) comment was related to researching and building interest as the research goes. It highlights the importance of raising awareness to create interest.

One (1) recommendation was that the word “heritage” is unfamiliar and therefore vague and non-prescript for youth. “Without meaning, it is hard for the title to captivate and entice people”.