

LOWER NORTH SHORE COLLECTIVE IMPACT FORUM

April 3-6, 2017 - La Tabatiere, QC



Photos : Guy Bellefleur, Sandra Vatcher, Helen Morency, CLDBCN

*« Coming together is the beginning. Keeping together is progress.
Working together is success »*

Henry Ford



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INTRODUCTION

On the Lower North Shore, we often talk about the importance of working together.

In April 2017, the Commission Scolaire du Littoral and Community Learning Centres hosted a Lower North Shore training forum. The goal of this regional training forum was to provide an opportunity for participants to learn a method of working together called “**Collective Impact**”.

Collective impact is an advanced method of collaboration that teaches participants how to work together to solve large complex problems so that schools and communities may thrive, developing shared success and shared leadership.

Complex problems require engagement and collaborative leadership of stakeholders from across all sectors and all levels of the community leadership including i.e. government leaders, funding agencies, schools, hospitals, the private sector, the not-for-profit sector, community organizers and community members.



THE TAMARACK INSTITUTE IS A CONNECTED FORCE
FOR COMMUNITY CHANGE.

We work with leaders in non-profits, governments, businesses and the community to make the work of advancing positive community change easier and more effective. We do this by teaching and writing about collective impact, community engagement, collaborative leadership, community development, and evaluating community impact. We turn theory into action by connecting people into networks to share and learn together, and we work one-on-one with organizations to help advance their specific agendas (*Tamarack Institute website*).

TAMARACK INSTITUTE

The Tamarack Institute, with the support of facilitator, Liz Weaver, provided consulting services to design, develop and facilitate a series of capacity building workshops.

One hundred and two (102) participants representative of diverse public and private organizations, various sectors and different levels of community leadership from across the Lower North Shore participated in workshops to acquire the knowledge of how to advance community change through the collective impact approach.

The training offered during the week consisted of four key concepts and subcomponents. Please refer to Appendix 2 for copies of the workshop tools:



Photo : Helen Morency

1) **Collective Impact:** an advanced form of collaboration, which brings together different sectors for a common agenda to solve large complex problems.

- Common agenda
- Shared measurement
- Mutually reinforcing activities
- Continuous communication
- Backbone support

2) **Community Engagement:** the process by which citizens are engaged to work and learn together on behalf of their communities to create and realize bold visions for the future).

- Passive approach
- Proactive approach (shared leadership)



Photo : Helen Morency

3) **Collaborative Leadership:** if you bring the appropriate people together in constructive ways with good information, they will create authentic visions and strategies for addressing the shared concerns of the organization and community).

- Bring appropriate people together
- Bring people together in constructive ways (diverse understanding of issue, trust)
- Good information (experts involved as informers, not drivers)

4) **Community Development:** is a *process* - developing and enhancing the ability to act collectively - and an *outcome* - a decision to take collective action and the results that action generates.

- Map assets
- Build relationships
- Mobilize community assets for economic development and info sharing
- Mobilize broad group of people
- Leverage activities, investment, resources from outside community

Putting Learning to Work – Success Stories



Photo : Guy Bellefleur

One important strategy of the training forum was to also provide an opportunity for participants to understand and to apply the theory learned in a relevant and meaningful way. To achieve this, the Collective Impact theory was « wrapped around » concrete education and community development based success stories from across the Lower North Shore.

Each success story was linked to the community and education (i.e. youth sector, adult sector or post secondary studies). Representatives from six groups were invited to introduce their project and/or organization and to share insights on the

success achieved, the challenges encountered and how working together with others contributed to the process. The following table summarizes the success stories that were highlighted.

LNS Geographic Sector	Education based success story	Community based success story
West (MCNGSL)	Meals on Wheels (CBSL) *partnership with school	LNS Community Seafood Coop
Middle (GM-SA)	GrEAU (Cross Curricular Competencies)	AGRO
East (BE-BS)	Masters Student partnership program (Post Secondary)	LNS BioProduct Solidarity Coop

The participants gave overwhelming positive feedback for having had the opportunity to learn about and understand the examples of Lower North Shore success stories that were shared, citing their appreciation for this « success story » based approach as opposed to the typical « problem » based approach to discussions.

« The forum was very motivating as it was refreshing to learn ways others have handled things and come up with ways to grow. It made me feel like I wasn't alone and that if we could work together, we could get lots done »



Supplemental Activities

During the evenings, opportunities were provided for continued sharing and networking among participants. Supplemental activities included, a celebration of local talent, the implementation of the Kairos Foundation Blanket Exercise at Mutton Bay, a presentation about a private tourism project, as well as kiosks throughout the week by various participants.

Putting Learning to Work – by Sector

During the registration, participants were invited to identify specific topics of interest to address during the forum. On day 3, participants were invited to self-select the topic/sector of interest they wished to discuss at a deeper level.

Tables were arranged by topic/sector and the facilitator provided questions that were discussed at each respective table in relation to the table topic or sector:



Photo : Guy Bellefleur

On the last day of the forum, each group identified their top areas of focus (a maximum of three) that they felt would be important to address following the forum (see Appendix 1 for details).



1. Moving Forward after the Collective Impact Forum
2. Seniors Programs and Funding
3. Economic Development/Employment
4. Agriculture
5. Municipal infrastructure/Wheelchair Access
6. Nutrition Education/Nutrition North
7. Tourism
8. Youth Education
9. Transportation
10. Fishery/Bio development

FEEDBACK, RESULTS AND RECOMMENDATIONS

Following the forum, a survey was sent by email to all participants as a means to share the recommended areas of focus identified during the forum; to invite participant feedback about the forum and to identify any concrete outcomes that had been achieved following the forum.

« La prochaine fois faire un peu plus de publicité autour de l'événement afin de permettre a plus de gens de bénéficier de l'expérience. Des Forums de cette envergure ca ce prépare longtemps en avance ».

« What I appreciated most about the forum was the chance to get together with people of the same interest and motivation as me (youth) and to discuss issues and solutions pertaining to that area ».

« I think more time should have been devoted to making actual commitments to tackling the problems we face in our region ».



Photo : Helen Morency



Photo : Helen Morency

« More working with people in their own field, to make more connection » « Considering our secondary students are OUR future, it would be nice to see more involvement of the students of second cycle secondary from each school ».

« Promotion and publicity of the forum months in advance...using social media, eye-catching posters throughout all communities explaining what the forum hopes to achieve, mailed publicities. It was quite unbelievable how many individuals were not aware about the April Collective Impact forum or even what it was about. Creating a much more detailed and in-depth organization for such an important event is crucial ».



« In future similar gatherings, now that many tools and some of the technical aspects have been covered, it would be even more beneficial to target specific issues and begin concrete work »



Photo : Helen Morency

« The sharing of each community's successful endeavors, whether it be businesses, projects, or program initiatives is also very interesting and can easily become a stimulus for those who lack the courage, ambition or motivation for whatever reasons they feel exist in their communities. A greater part of the forum devoted to sharing of these positive results would be highly beneficial for those whom may feel defeated... »

« The learning and sharing of each town's success stories, the challenges faced, obstacles for progress...and working in an unified group setting with broad and diverse exchanges of thoughts, ideas and opinions ».

« A lot of great ideas were shared. In order for projects to move ahead, to keep these ideas alive, it is important to meet on a regular basis ».



Photo : Helen Morency



Photo : Helen Morency

« For a first-time forum of this stature, it was also a "learning forum". It proved to be a success as a springboard, and now, it could easily evolve into something greater and better by reviewing the strong points and where it lacked in terms of objectives and information ».

« Discussing ways to actually get somewhere with all of this awesome networking we have been a part of. Maybe we could decide on coming out the other end of a forum with concrete projects to put in place and walk away with the task list for each individual to be involved to have completed, with a timeframe decided upon »

« La plus grande problématique en BCN c'est que nous ne sommes pas unifier et nous sommes rendu presque à un point de non retour, nous devons apprendre à le faire... »

FORUM FINANCIAL REPORT

Project cost	\$Amount
Woody's Catering of food for meals (82 people)	\$14,617.32
Liz Weaver, Tamarack Institute	\$11,675.64
Charters –Air Labrador	\$5,178.24
Chandra Nadeau (Air Labrador flight from Kegaska to La Tabatiere return)	786.04
Seaside Supplies	\$82.30
Realm	\$330.65
Barbara Buffitt/Phyllis Green – refreshments for Blanket Exercise	\$300.00
Staples	\$123.77
Collective Impact Bag – Grand Bizarre & Novelty	\$810.31
Harbourside Bar Catering (muffins for snacks)	\$131.07
Uncle Bill's Grocery (fruit for snacks)	\$359.74
Guests snowmobile travel (for those not reimbursed by an organisation)	\$1355.30
Total	\$35,755.16

Sources of funding	\$Amount
Commission Scolaire du Littoral	\$15,000
LNSETA	\$5,000
CHSSN (via the Coasters Association)	\$1,000
Refunds from participants: \$6139.00 received ; \$3134 accounts receivable	\$9,273.00
Refund from C. Nadeau for travel	\$235.81
Municipality Gros Mecatina (10%)	\$3,575.52
MRC Golfe du Saint Laurent	\$1,670.83
Total	\$35,755.16

The majority of the costs for hosting the forum (travel, accommodations, meals, facilitator consultation fees, etc.) were covered through the contributions of the CS du Littoral or by the participants themselves. Organizations and companies that had a travel budget covered their own expenses, whereas the expenses of community members and/or nonprofit community groups who did not have such a budget were subsidized.

The Commission Scolaire du Littoral submitted an application for funding to the MRC du Golfe-du-Saint-Laurent in order to cover the outstanding costs that remained. The application for funding was approved on October 30, 2017; allowing for the finalization of this forum report.

THANK YOU TO THE VOLUNTEERS & SPONSORS

Not indicated in the financial report are the many volunteers and sponsors that contributed to the success of the forum as well as the local musicians who provided a wonderful evening of entertainment. The planning committee would like to extend our sincere appreciation everyone for their generosity as well as to the communities of La Tabatiere and Mutton Bay for their wonderful hospitality.



We would like to highlight the support of the CDLS (Corporation de Développement pour les Sports et Loisirs) who provided the use of the Relais Nordik Community Centre for free. The LNS BioProduct Solidarity Coop, GrEAU, Coasters Association, Mecatina and Harrington CLCs and the CS du Littoral who donated items for the thank you baskets presented. Our appreciation to LEARN and the Quebec CLC for contributing to **participant workshop** kit, as well as Air Labrador for contributing airline tickets for Mr. Mark and Mr. Poker to assist with the Blanket Exercise.

NEXT STEPS : MOVING FORWARD AFTER THE COLLECTIVE IMPACT

« Have the CSL/CLCs present a summary of Collective Impact Forum »

This document provides an overview of the 2017 Lower North Shore Collective Impact Forum including the feedback from participants, the proposed concrete next steps and training documents provided by the Tamarack Institute.

« Mandate the MRC to take the leading role to move our plan forward »

There was a consensus among participants at the end of the forum of the importance to continue working together towards the development of the Lower North Shore communities and the region as a whole. As such and as recommended during the forum, it will be very important for the MRC to establish a network for moving the plan forward.

Forum Planning Committee

Deborah Foltin, CS du Littoral Director of Education Services
Vincent Joncas, Principal of Mecatina School/CLC
Fay Collier, Mecatina CLC Recreational Activities Technician
Helen Morency, Harrington CLC Recreational Activities Technician
Kimberly Buffitt, St. Paul's CLC Development Agent
Ana Osborne, Netagamiou CLC Development Agent

Lead Workshop Facilitator

Liz Weaver, Vice President, Tamarack Institute
e. liz@tamarackcommunity.ca

APPENDIX 1

COMMUNITY CONVERSATION CAFE AREAS OF FOCUS

1. Moving forward After Collective Impact Forum
 - A. Mandate the MRC to take the leading role to move our plan forward
 - B. Have the CSL/CLCs present a summary of Collective impact Forum
 - C. The network established by the MRC to support and guide municipalities to share the plan
2. Senior's Programs and funding
 - A. Inform the different groups/partners about the Journey map and ask for a representative
 - B. Creation of a committee
 - C. Hold our first meeting
3. Economic Development/Employment
 - A. April – Follow-up meetings (Organizations MRC/CA)
 - B. May – Mobilize meetings/communication
 - C. June – Link opportunities to people interested
4. Agriculture
 - A. Youth engagement plan
 - B. Delegate communication
 - C. Define targets
5. Municipal Infrastructure/wheelchair access
 - A. Identify the lead
 - B. Raise awareness
 - C. Assessment
6. Nutrition Education/Nutrition North
 - A. Establish administrative structure
 - B. Global Action Plan
 - C. Begin to develop Community Action Plans (5)
7. Tourism
 - A. Create a plan on a page on tourism communications
 - B. Create momentum in each community – through local consults, success stories with help from partners
8. Youth Education
 - A. Facebook Group for the LNS youth educators
 - B. Survey of interests – acquire data and publish it – CLCs
 - C. Establish a youth representative in each community

9. Transportation

- A. Make data on previous work done on the topic available throughout the Coast (development agents report) – information gathering
- B. Start media campaign throughout the Coast on the need of road.
- C. Entire Coast mobilize for walk of shame to Quebec parliament

10. Fishery/Bio development

- A. Create communication link between all key players
- B. Plan/organize a conference to consult and identify interests and priorities (ie Reginal Board)
- C. Prepare a Plan on a page with emphasis on short term actions, with a long term vision.

APPENDIX 2
PARTICIPANT BOOKLET

Tools for Your Tool Kit

The Collaboration Spectrum

The Collaboration Spectrum – Tool

Compete	Co-exist	Communicate	Cooperate	Coordinate	Collaborate	Integrate
Competition for clients, resources, partners, public attention.	No systematic connection between agencies. 	Inter-agency information sharing (e.g. networking). 	As needed, often informal, interaction, on discrete activities or projects. 	Organizations systematically adjust and align work with each other for greater outcomes. 	Longer term interaction based on shared mission, goals; shared decision-makers and resources.	Fully integrated programs, planning, funding.

- Have collaborative members individually assess where they think the collaborative is on the spectrum
- Are you all in the same place or in different places? Do you want to move to a new place?
- Have a discussion about this.

EXERCISE DESCRIPTION:

The word ‘collaboration’ can be interpreted in many different ways. There is a continuum of different collaborative approaches. As groups move along the continuum they must pay attention to activities that build trust amongst the partners. Collective Impact efforts exist within the stages of the collaboration continuum that include coordination of efforts, collaboration amongst partners and the integration of services and programs. *While distinguishes Collective Impact as a form of collaboration is its unique emphasis on: the use of shared data; and, its focus on working together across multiple sectors.*

EXERCISE HOW-TO:

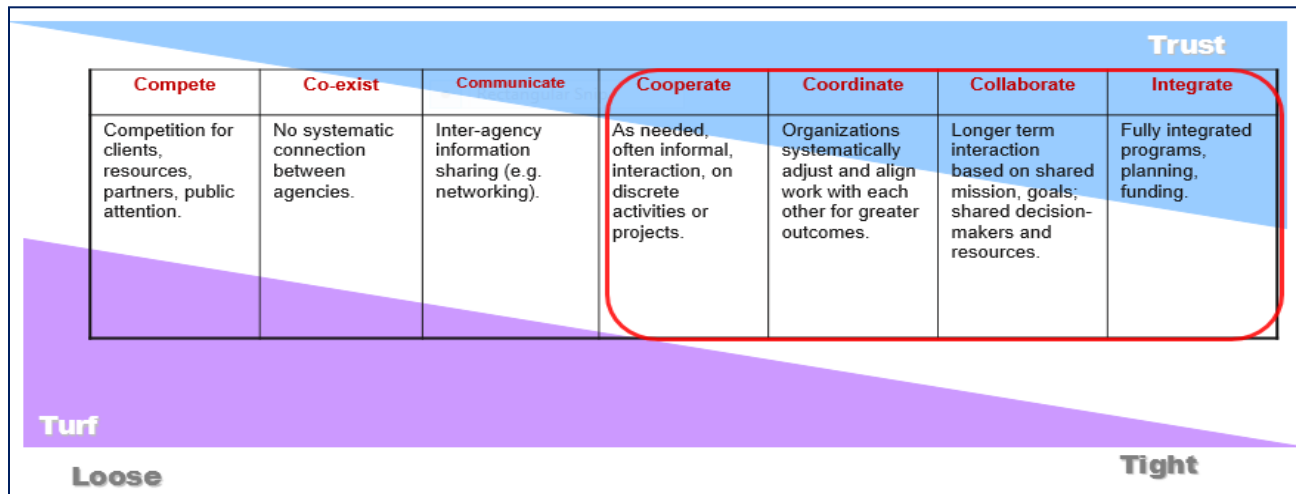
1. Ask participants to place a colored dot on a visual of the Collaboration Spectrum to depict the level of collaboration **currently** happening regarding your issue.
2. You can also ask them to place a second different colour dot on the Collaboration Spectrum to depict the level of collaboration that the personally would like to see in addressing your issue.
3. Debrief and discuss similarities and differences reflected in the placement of dots.

EXERCISE DEBRIEF:

Some suggested debrief questions include:

- How can we get others excited to work with us on this issue?
- What additional information do community partners require (& who should they hear it from)?
- Do we have this information? If not, where can we find it?

The Collaboration Spectrum Worksheet



CURRENT LEVEL OF COLLABORATION:

Place a **blue dot** on the Collaboration Spectrum to indicate the **current** level of collaboration regarding our issue. Jot down a few points about how you reached your assessment: What are you seeing/not seeing?

IDEAL LEVEL OF COLLABORATION:

Place a **green dot** on the Collaboration Spectrum to indicate the **ideal** level of collaboration that you would personally like to see. Jot down your thoughts and ideas regarding your assessment.

Assessing Our Community Context

EXERCISE DESCRIPTION:

This worksheet will help guide a conversation about how to move your ideas into an action plan and also enable you to gain greater clarity about the issue or opportunity you are trying to address. What does your gut tell you? Work your way around the six stages. At the end of the worksheet, you will find additional reflection questions for your team to consider when building your common agenda.

How Do Community Systems Change?	
External Factors	Engagement Strategies
<ul style="list-style-type: none"> Natural Disasters 	<ul style="list-style-type: none"> Citizen engagement and action
<ul style="list-style-type: none"> Corruption 	<ul style="list-style-type: none"> Policy Changes (Federal, State & Local)
<ul style="list-style-type: none"> Visionaries (good & bad) 	<ul style="list-style-type: none"> Community education
<ul style="list-style-type: none"> War 	<ul style="list-style-type: none"> Community mobilization
<ul style="list-style-type: none"> Economic melt-downs 	<ul style="list-style-type: none"> Community collaboration
<ul style="list-style-type: none"> National policies 	<ul style="list-style-type: none"> Other?
<ul style="list-style-type: none"> Advocacy and Interest Groups 	
<ul style="list-style-type: none"> Other? 	

EXERCISE HOW-TO:

1. Invite participants to spend a few moments individually completing this worksheet.
2. Next, invite them to share their responses to this worksheet with one other person. Instruct the listener not to interrupt, and only ask the presenter to, “tell me more.” After a few moments get the two people to swap roles.
3. Pairs, join one other pair and share the similarities and differences that surfaced from their conversations.

EXERCISE DEBRIEF:

Some suggested debrief questions include:

- How can we get others excited to work with us on this issue?
- What additional information do community partners require (& who should they hear it from)?
- Do we have this information? If not, where can we find it?

Assessing Our Community Context Worksheet

Condition	What is challenging about this condition for our community?	Ideas for filling the gaps
History of Collaboration		
Influential Leaders		
Urgency of Our Issue		
Adequate Resources		
<p>What is unique about our community that we have to pay attention to? (Past history of collaboration, interest in the issue, key leadership, etc.)</p>		
<p>How does the community context influence our community issue?</p>		

Our Common Agenda Framework

EXERCISE DESCRIPTION:

This worksheet will help your team get greater clarity about your issue. Work your way around the six stages. At the end of the worksheet, you will find additional reflection questions for your team to consider when building your common agenda.

EXERCISE HOW-TO:







Complete all the boxes starting with defining the problem, issue or opportunity.

EXERCISE DEBRIEF:

Possible debrief questions:

- What are the implications to your team in working through this Common Agenda Framework?
- What assumptions are we making about our Common Agenda that we will be testing and/or learning more about as our work unfolds?
- What else do we need to know to be able to build our common agenda?

Common Agenda Framework Worksheet

Strategies: 		Assumptions: 	
Influential Factors: 	Problem/Issue/Opportunity: 	Desired Results (outputs, outcomes & impact) 	
	Community needs/assets/resources: 		

Source: <https://apps.publichealth.arizona.edu/CHWToolkit/PDFs/Logicmod/chapter3.pdf>

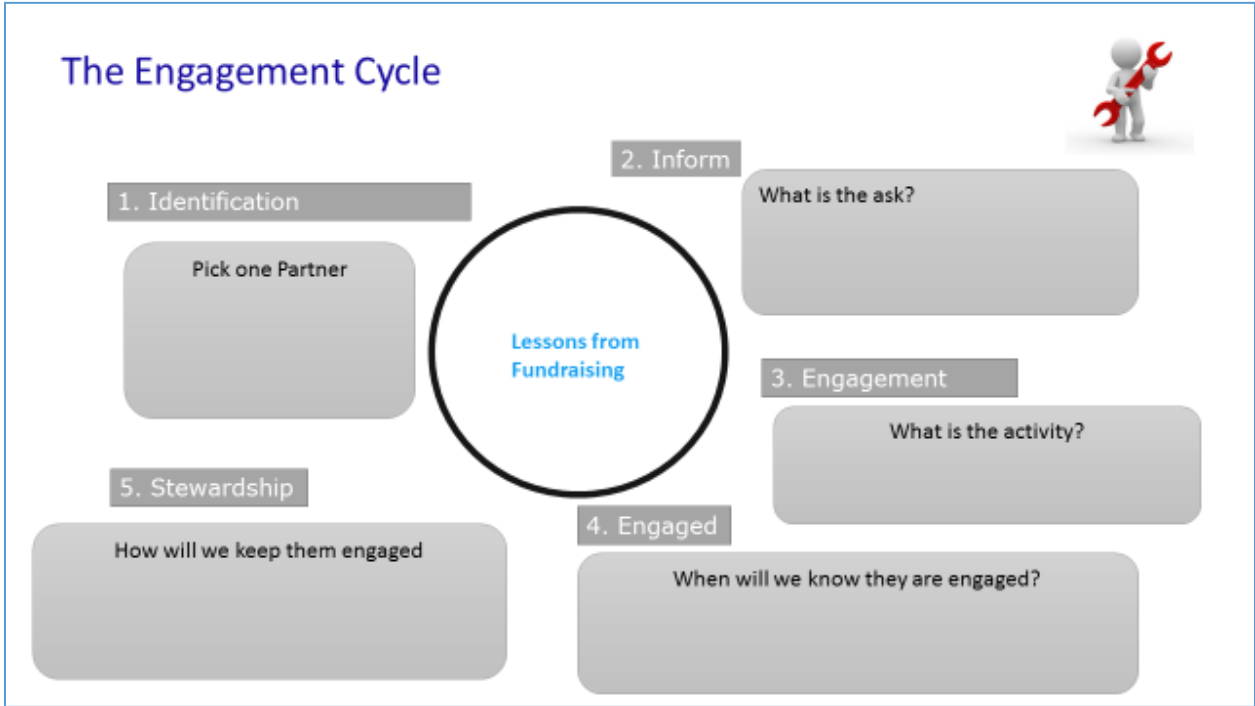
Top 100 Engagement Worksheet

Who are the top 100 people that “if they agreed, things would change” who we need to engage to work with us?

- **Goal:** Comprehensive System Engagement
- **Challenge Today:** Identify the key “door openers” to each sector in the system
- **Our Top 100:** The 100 people that, if they bought into our change and plan, we are confident that change would occur.
- **Next Steps:** Build a database of those we most desire to engage with the constituency or issue we represent. Host conversations for system-wide engagement and develop a communications system that keeps them linked to our work.

Business Sector <i>Share organizations, names and titles</i>	Government or Public Sector <i>Share organizations, names and titles</i>
Citizens/Lived Experience <i>Share organizations, names and titles</i>	Voluntary/Charitable/Non-Profit Sector <i>Share organizations, names and titles</i>

The Engagement Cycle – A Strategic Engagement Tool



The Stakeholder Engagement Wheel

EXERCISE DESCRIPTION:

This worksheet is a useful way to engage attendees at a workshop or presentation to quickly and easily provide you with input regarding their own desired level of involvement in the opportunities and work of your group going forward. If needed, the circle can be sub-divided into slices, each of which represents specific “priority areas” related to your group’s work. These can then be specifically identified on the visual. Descriptions of the “levels of involvement” on the graphic – as well as definitions of each priority area – can be described on the back page.

It can be most useful to introduce this tool after participants have had an opportunity to identify concrete and specific opportunities for action to advance a strategy. Specifically I often ask that they, “Identify the 3-5 high leverage strategies for this priority area within the next year.” People tend to be more comfortable placing themselves on the stakeholder wheel when they have a fairly concrete sense of the potential focus of work for the various groups.

EXERCISE HOW-TO:

Time Needed: 5 minutes to set-up & 5 minutes to complete

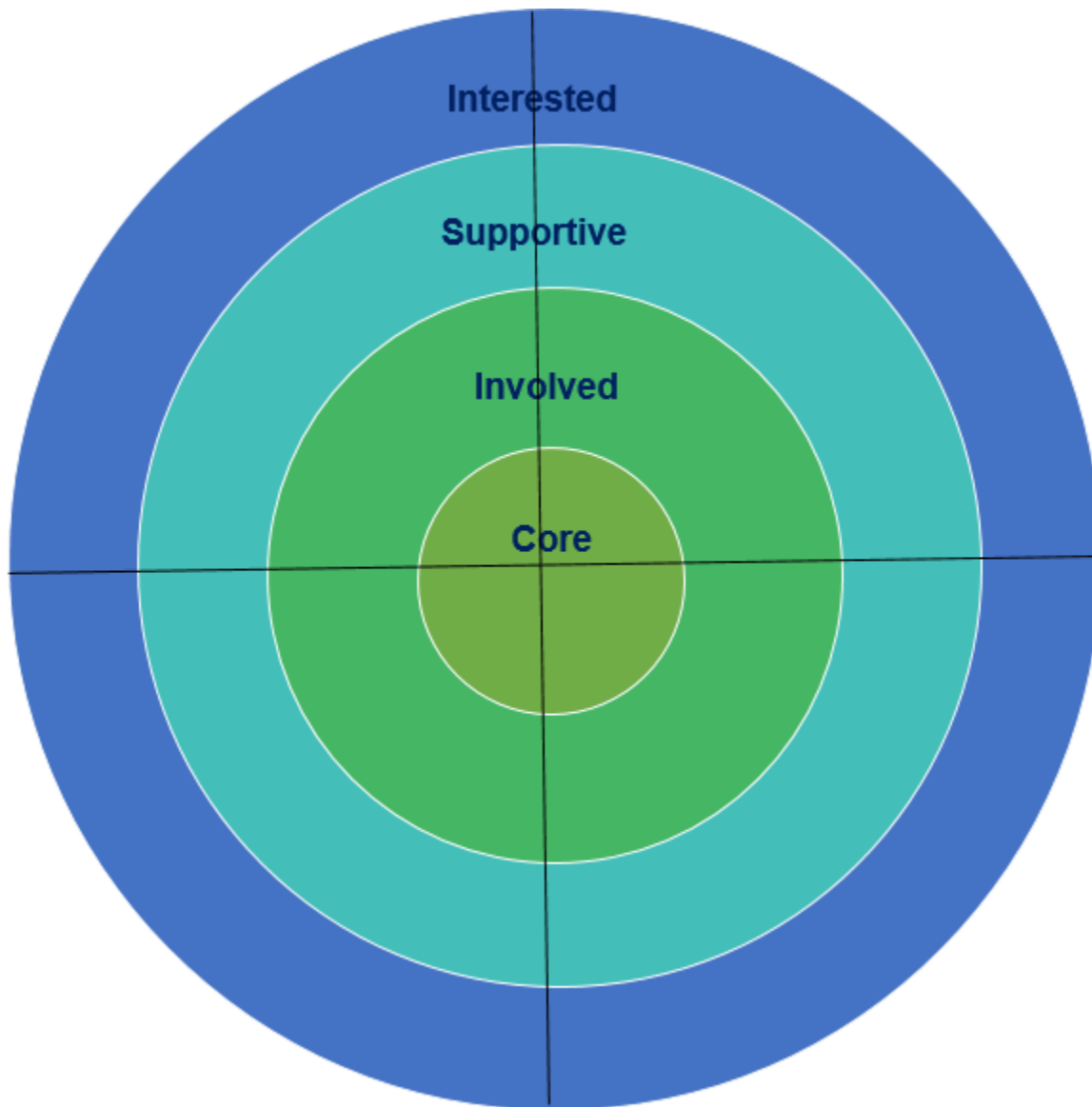
Instructions:

- Ask people to place a dot (or dots) to indicate the level of involvement they would like to have in the continuation of putting the ideas explored today into action
- Take a few moments to summarize at a high-level how each level is defined and remind them there’s a description on the back
- If applicable, recap the priority areas for action and remind people that descriptions of those priority areas can also be found on the back of the sheet.
- Tell people that they are welcome to place more than one dot on their map, to represent different levels of involvement with different aspects of this project’s work
- Remind people to be sure their name and contact info is written on the bottom right corner...so folks know how to get hold of them in future.

EXERCISE DEBRIEF:

Participants are invited to turn-in their completed form, but no debrief of this worksheet is typically needed.

Stakeholder Engagement Wheel Worksheet



Name	
Organization	
Email	
Telephone Number	
Area of Greatest Interest	

Stakeholder Engagement Wheel

Level of Involvement Description

Core - Stakeholders or individuals who are interested in being actively involved in the functioning and development of a Collective Impact effort to enhance community well-being in Chatham Kent. (e.g. Becoming members of the Working Group – meeting regularly; helping to develop sections of the plan).

Involved - Stakeholders or individuals who want to be frequently consulted and given opportunities to provide in-depth feedback. (e.g. Attending topic specific/community specific/age specific discussions or workshops)

Supportive - Stakeholders or individuals who provide some form of support and input (i.e. attending future community forums, answering surveys and providing input online).

Interested - Stakeholders or individuals who are kept informed of the progress of the initiative, but are not directly involved in the work (e.g. list serve, newsletter, informed about opportunities to participate in events)

Working Well with Friends, Allies and Enemies: Befriending Your Nemesis Tool

EXERCISE DESCRIPTION:

“Us” versus “them” is a luxury we cannot afford when we are seeking new solutions to intractable problems. We all have “shadow” aspects or parts of ourselves that we reject. We tend to react very strongly when we see those characteristics in other people. These, often unconscious reactions, can limit us from seeing the wisdom or perspective that that individual holds.

EXERCISE HOW-TO:

Consider the “shadow side” of a different sector you don’t normally work with or mistrust and then...

1. In the first column of the worksheet, list all the bad qualities of that individual or sector...the ones that really “push your hot buttons”
2. In the second column, list the opposite of each quality you named in column one.
3. In the 3rd column, reframe each quality from column #1 as a positive. What would your nemesis call this quality?
4. In the 4th column, identify the potential benefits of each “bad quality” listed in column 1.

EXERCISE DEBRIEF:

Possible debrief questions:

- Can you think of situations where the qualities in column 4 could help you achieve ends that you value?
- How is your own sector perceived – both positively and negatively – by others?
- Capture any AHAs or insights from this exploration

Befriending Your Nemesis Worksheet

What irritates me most about X?	What are the opposite attributes?	Reframe X's irritating attributes as positives	ID potential benefits of X's attributes

Source: Frances Westley & Brenda Zimmerman, Graduate Diploma in Social Innovation, U of Waterloo

Making Space for Innovation – TRIZ

Source: Liberating Structures - <http://www.liberatingstructures.com/>

Every act of creation is first an act of destruction. Pablo Picasso

What is made possible? You can clear space for innovation by helping a group let go of what it knows (but rarely admits) limits is success and by inviting creative destruction. TRIZ makes it possible to challenge sacred cows safely and encourages heretical thinking. The question “What must we stop doing to make progress on our deepest purpose?” induces seriously fun yet very courageous conversations. With creative destruction comes opportunities for renewal as local action and innovation rush in.

The Steps: (10 minutes each)

- Step 1: Make a list of all you can do to make sure that you achieve the worst result imaginable with respect to your strategy or objective.

- Step 2: Go down this list item by item and ask yourselves: ‘Is there anything that we are currently doing that in any way, shape, or form resembles this item?’ Be brutally honest to make a second list of all your counter-productive activities/programs/procedures.

- Step 3: Go through the items on your second list and decide which first steps will help you stop what you know creates undesirable results?

Reflection Questions:

What a’ha’s did you get from being involved in the TRIZ process?

How can you apply your learning to LCDS and your work in the community?

Conversation Café – Thursday April 6, 2017 (1:30-4:30 pm)

Location: Mecatina School

The goal of a Conversation Café is to engage participants in a conversation which create connections, applies the curriculum, enables participants to co-create the future and develop a path forward.

General Themes **we may need to regroup some themes further*

- Agriculture, Green House/Gardens, Bio-economy product development
- Economic development
- Fishery
- How to move forward following conferences such as these (concrete actions for follow up)
- Municipal infrastructures & wheelchair access
- Nutrition / Nutrition North
- Seniors programs & funding for i.e. salary
- Tourism
- Transportation
- Youth & Education

Instructions:

Activity structure: Modified - OPEN SPACE

Participants will have 30-45 minutes to dialogue about each question.

The facilitation team will provide instructions and will let you know when to move from question to question.

Dialogue Questions

1. Introductions / Connection to theme/topic - Who am I and what brings me to this theme?
2. Over the last 2.5 days, we've talked about lots of big ideas. How can these ideas be applied to this theme?
 - a. What's already working in the region?
 - b. Where are some of the gaps?
3. If we would want to do something different about this theme area, what would that look like (what change would we envision?)
 - a) Draw a picture of what this vision looks like
 - b) Poster walk at end
4. How do we get there, what are the next steps?

Good discussions and reflections everyone!