MAKING CHANGE IN YOUR COMMUNITY

Changemaker's Toolkit: a planning resource for local leaders.

Thank You.

Thanks for picking up this Toolkit and thanks to our client, supervisor, mentors, contributors, and team members for making it come to life!

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design lab

Together Design Lab (TDL) at Ryerson University takes a collaborative approach to investigating and creating innovative solutions to housing issues with marginalized communities in Canada. Led by Dr. Shelagh McCartney, Together Design Lab relies on an immersive model of partnership bringing an interdisciplinary team of students and collaborators together with communities to understand the meaning of housing in shaping lived experience. Recognizing the cultural, gendered and classed implications of dominant housing systems, this model of partnership looks to reimagine home environments through the values, goals and aspirations of our partners. Housing issues and solutions are not limited to discussions of basic shelter provision but are understood as central unit of analysis of personal and community well-being.

togetherdesignlab.com

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The Yellowknives Dene First Nation (YKDFN) is part of the Akaitcho Territory Government. It is one of five main Dene groups that live in the North West Territories and is governed by a Chief and Council which has offices in Dettah and Ndilo. Overall, the YKDFN Chiefs and Council affirm our sacred obligation to serve their people and their commitment to live balanced contemporary lifestyles with culture and traditions important to our community, to speak their traditional language, and protect our natural resources and treaty rights. For Chiefs and Council to lead the YKDFN to a prosperous future requires the support of their members. They work cooperatively and in partnership with all members, YKDFN administration and legal entities to achieve our proposed outcomes to improve the well-being of all their members.

ykdene.com

Client:

Ryan Peters

Where this Toolkit comes from.

This Toolkit was built as part of a Ryerson School of Urban and Regional Planning Graduate Studio project. We sought to design a curriculum and learning materials to support communities seeking to engage in community planning processes. This Toolkit aims to provide foundational knowledge with the goal of making the community planning process more accessible and engaging. Although this was designed with a broad audience in mind, aspects were catered for and designed in partnership with our client, the Yellowknives Dene First Nation (YKDFN) in the Northwest Territories. This project was overseen and supported by the Together Design Lab.

The Team Behind the Toolkit

We are six Ryerson graduate planning students with a strong interest in equity and building capacity in planning. This Toolkit is a sample of what could be done to better empower communities and make community planning more accessible. This document will be taken by TDL and YKDFN to further develop the content and to adapt it to the needs of communities. **Our hope is that many more communities and nations take this and make it their own.**

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Inside this Toolkit.

HOW TO USE THIS TOOLKIT.

Find out who this Toolkit is for and why you should use it.

Choose your own adventure.

What do you want to learn?
You can pick this Toolkit up any time and start from anywhere. It is designed to be read either from front to back, or as separate learning blocks. You may already know some of the content and want to skip ahead to sections that are most useful to you. Go ahead!

How do you want to learn?
You can decide which format you want to experience the Toolkit in. It can be a printed document or as an interactive pdf. You can also listen to pieces of this toolkit as mini-podcasts. Whatever suits your style of learning best.

You might already know some of the topics below. Take a look to get an idea of what you might learn:

What is community planning + examples of community planning.

Where we are going: the future of community planning.

Where we have been: the history of community planning.

What is community engagement?

Who can help make change?

What is a request for proposal?

How to get your voice heard.

Planning Consultants: Who they are and how to work with them?

How to share what you learn.

Keep an eye out for these symbols.

Throughout this Toolkit, you will see these symbols. Refer to this page to become familiar with what they mean and how to use them to navigate the content.

Questions
You will have seen these question marks a few times already. These help you consider the content in a deeper way by asking you to think about what you have read.

Activity
This Toolkit is presented in an interactive way. Similar to 'Questions', there are activities throughout that help you to apply what you have read and think about the content in a deeper way.

Definitions
The subject of Community Planning can be full of jargon. Throughout the document, you will see the definition of words used in context and as a full list collected in the 'Commonly Used Words' section.

Stories
These mark where you can find stories that will support your learning through real world examples. You can access these here in text and listen to them as mini-podcasts.

Connections
Much of the learning in this Toolkit relates to other topics covered within the document. These 'Connections' are tips that suggest pairing other related topics to read along with each other.

More
Similar to Connections, this Toolkit links to additional resources created by other planners and communities outside of the document, which are helpful if you are interested in learning more.

Print this Toolkit! You can print the whole thing or specific learning materials to be stapled together in packages!

Who is this Toolkit for?

A-Z A *Changemaker* is a community member that takes it upon themselves to get involved in or initiate change locally.

This Toolkit is for Community Changemakers! It is intended for anyone that has an interest in becoming a local changemaker, but does not have background knowledge in community planning. It also provides information for those who would like to go further and take this Toolkit into their community.

Are you a *Changemaker*? Ask yourself, do you:

☐ want to make changes in your community?

☐ want to build relationships with your neighbours?

☐ get asked to participate in the community planning process?

If you said yes to any of the above points, you are a Changemaker and this Toolkit is for you!

What is the responsibility of a Changemaker? Ask yourself:

- Where do you come from? *For example: here, there, or anywhere else.*

- What communities are you a part of? *For example: geographically, professionally, or culturally.*

- What kind of power do you have in your community and what is your impact?

  For example: you are an employer, you have decision-making power, you are a teacher etc.

Why should you use this Toolkit?

Reflect on Your Community

We want to help Changemakers like you make impactful, long-term change on the ground.
The goal of this Toolkit is to assist and inspire people like you, who are already making or want to start making change in their communities. But more importantly, why do you want to use this Toolkit? What kind of change are you hoping to make?

You may pick up this Toolkit because you already have a vision of change for your community.
Whether your vision is fully formed or just the start of an idea or a problem you want to solve, it is helpful to go through a visioning activity to reflect on your community.

Questions	Your Answers
What do you like most about your community?	
What do you think needs to be changed in your community?	
What two wishes would you make to change your community?	
Imagine your community in 20 or 40 years. What do you see? What has changed? What has stayed the same?	

Source: The original activity is by NADF's Comprehensive Community Plan see page 80 for their full vision creation process:
http://www.nadf.org/upload/documents/ccp-toolkit-2018-v2.pdf

Now that you have asked yourself these questions, try to sum up your thoughts into a few sentences. This statement should communicate simply and clearly either a target or direction for change to move towards. Many cities, towns and regions for example have much longer, more comprehensive visions statements that are collaboratively created by the citizens of the community during the community planning process.

Your vision statement is a good starting point and can help you communicate clearly and concisely what your vision of the future is to others in you community.

Your Vision Statement

This vision statement may be useful to come back to in the future and to share with others when discussing future changes in your community.

Here is an example of community vision statement from the City of Saskatoon:

"The vision for Saskatoon is as a world class city with a proud history of self-reliance, innovation, stewardship, and cultural diversity.

Saskatoon is known globally as a sustainable city loved for its community spirit, robust economy, cultural experiences, environmental health, safety, and physical beauty.

All residents enjoy a range of opportunities for living, working, learning, and playing. Saskatoon continues to grow and prosper, working with its partners and neighbours for the benefit of all."

View the City of Saskatoon's Civic Vision within their Official Community Plan, June 2020.
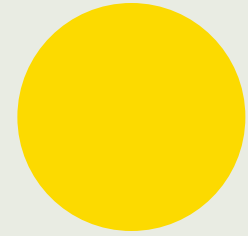
LEARNING MATERIALS.

Learn the language of planning, explore topics like community plans,
hiring a consultant, and community engagement through examples and stories.

Commonly used words.

A-Z Don't forget, look for this symbol and the words in *italic* for definitions in context.

Add Your Own Definitions

You may already use these words and have your own understanding or definition of them. These definitions will be helpful when reading this toolkit.

Try writing your own definition or examples for these words or add some of your own words in the space provided in the following pages.

? **What is your understanding of these words?**

Barriers are policies, procedures, and/or practices that may prevent someone from accomplishing a goal, project, or a task. More precisely, it is something that might stop someone from being able to share their thoughts with you, such as finding it hard to engage online, or speaking English as a Second Language (ESL).

Changemaker's are community members that take it upon themselves to get involved in or initiate change locally.

Capacity Building is the process of developing and strengthening the skills, instincts, abilities, processes, and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world.

(Community) Engagement is a process that collaboratively addresses issues and generates solutions for a decision that will impact the community.

Community Planning encompasses any decision made that changes the way land looks or is used. Community planning can impact not only infrastructure, but programs and policy too. It can impact and interact with systems such as governance, land and resources, health, infrastructure and development, culture, and the economy.

Development in community planning is the process of changing what is on a piece of land.

Environmental Impact Assessment is the process in which all of the potential impacts a development can have on the environment are identified and their significance assessed. This is increasingly becoming a statutory requirement before planning permission is granted by a local authority.

Exclusionary Zoning is the process of using zoning (see below) to stop the construction of certain types of homes in an area. This can for instance, prevent those with low or moderate incomes from living in an area with exclusionary zoning due to specific land use requirements (minimum lot size requirements, etc).

Grassroots initiatives come from within the community and are generally intended for the community.

Infrastructure is any built form which changes the natural landscape. This can for instance, include buildings, roads, and sewers.

Land Use refers to the purpose the land serves such as residential, agriculture, natural habitats, and industry.

Land Use Plans are detailed documents containing maps and written text which indicate the location use and intensity of uses to a general area. They are used for creating bylaws and policy.

Planning Consultants are professionals who know the ins and outs of the planning process. They can for instance, have knowledge about the relevant laws and how to fill out all kinds of applications They also typically know about who to talk to in government and what are the different sorts of planning tools out there. In short, they know about all those bits of technical know-how that help a planning process go smoothly.

Planning Proposal is the first draft of the plan for a given piece of land.

Policies are a set of ideas or rules that have been formally agreed upon by a group of people like an organization or, most often, a government. Policies are legal documents that enforce guidelines and inform planning decisions.

Programs address the non-infrastructure side of planning. Programs such as after school sports are paired with infrastructure like community centres and provide social benefits. Services such as water treatment are paired with infrastructure such as water treatment plants.

Public Meeting's in the context of community planning, a public meeting is a gathering open to everyone in the community where someone in charge of a particular development project such as a City official presents the details of the development to community members. The meeting is an opportunity to gather feedback, questions and concerns about the development, and often occurs after decisions about the development have been made.

Request for Proposals (RFP) is a common recruitment technique to find experts and staff to deliver a project. A group wants a job done for them, so they ask people how they would do that job, and then offer the job to the person who had the best plan for doing the job.

Revitalization is another term for redevelopment, particularly of neighbourhoods in a city. Revitalization though can sometimes lead to negative consequences. For instance, reinvestment in critical infrastructure such as housing can cause some degree of displacement.

Technical language can be defined as words and phrases that someone who is new to a topic will not understand, such as the word "gentrification" that can be defined as the process in which the character of a urban area is modified by the arrival of wealthier people moving in typically displacing the old timers.

Urban Renewal is the idea that communities can be improved through government investments in infrastructure. It was popular with city officials in the middle of the 20th century, but existing neighbourhoods were often destroyed instead of being renewed.

Zoning is the process of choosing the types of buildings and activities (also known as land uses) that are allowed on each piece of land in a community. Usually, land uses that do not go well together are kept apart.

Making change in your community.

A-Z **Infrastructure** is any built form which changes the natural landscape. For example: buildings, roads, and sewers.

A-Z **Policy** is a set of ideas or rules that have been formally agreed upon by a group of people like an organization or, most often, a government. Policies are legal documents that enforce guidelines and inform planning decisions.

A-Z **Programs** and **services** can complement planning objectives and goals and provide social benefits. Programs such as after school sports are paired with infrastructure like community centres. Services like water treatment are paired with infrastructure like water lines.

As a citizen, you have the right to participate in creating and advocating for change. Maybe you would like to see a community centre built for your friends and family to use, maybe you wish more people biked to get around your community, or maybe you are interested in attracting new businesses to your neighbourhood. To make this change happen, many communities will turn to **community planning** to get started.

A-Z **Community Planning** is a long-term, ongoing, relationship-building process that results in making changes within a community and to the land. It is a collaborative way to create a collective vision for the future of a community, created by the community.

What is Community Planning?

Planning can be any decision made that changes the way land looks or is used. Planning can impact not only **infrastructure**, but **programs** and **policy** too. Planning can impact and interact with systems such as governance, land and resources, health, infrastructure and development, culture, and the economy.
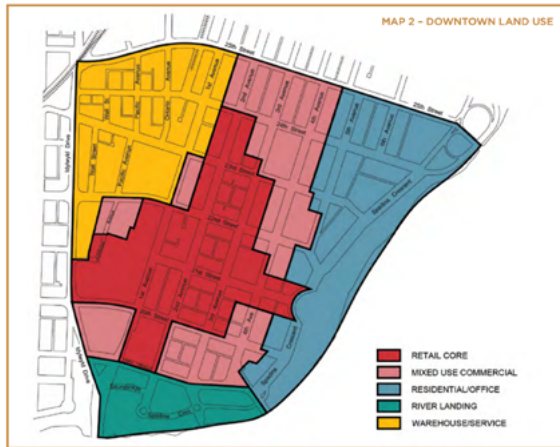
As your community grows and changes, so should your **community plan**. This plan is a roadmap that can help you navigate the steps needed towards making changes. Going through the process can help a community to acknowledge the past, take stock of the current situation (what you have and what is missing), track progress, and support community members in coming together with each other and with organizations and networks to partner with.

A-Z A **Community Plan** is a document that is created for an area which contains values, goals, and actions. This document guides the decisions to be made when changes to a community are proposed. These changes are often proposed because a problem or a need has been identified or observed within the community.

Examples of community plans.

To get a better understanding of how a community plan might take shape, take a look some sample pages and items from these two different examples.

The City of Saskatoon's Official Community Plan

View the full City of Saskatoon's Official Community Plan, June 2020 online.

The Musqueam First Nation Comprehensive Community Plan

WHERE ARE WE NOW?

Stakeholders & Participation 2

Situation Assessment 3

Getting Started 1

Adjust & Modify 10

Visioning 4

Participation
WHERE HAVE WE BEEN?
new information

Monitor & Evaluate 9

Issues & Objectives 5

Strategy Development 6

Action Planning 7

Organization & Implementation 8

WHERE DO WE WANT TO GO?

HAVE WE ARRIVED?

HOW DO WE GET THERE?

© EPI

WE ARE OF ONE HEART AND MIND

MUSQUEAM
FIRST NATION
A Comprehensive Sustainable Community Development Plan Update

Figure 8: Musqueam Traditional Territory & Current Reserves

Musqueam Village IR2
Sea Island IR3
Musqueam IR4

3.0

WHERE ARE WE NOW?

In this section, we provide an overview of Musqueam's community characteristics, including our community's demographics, Administration and governance, and current lands. This information helps to give us a clear understanding of our community's strengths, as well as some of the challenges we face. By keeping track of these areas, we can continue to strengthen our understanding and use this information as a foundation from which to move forward as a community and a people.

3.1 Community Profile
3.2 Situational Assessment

Figure 1: Planning Hierarchy

Sky-Level: Community Envisions This

High-Level: Chief and Council Do This

Mid-Level: Managers Develop These

Ground-Level: Staff Carries Them Out

Implementing Actions Creates Need to Update CCP

CCP

Chief & Council Strategic Priorities

Musqueam Capital Corporation (MCC)

10

2018 CCP UPDATE

? What is different or similar about these plans?

? What might be some reasons that they are different from each other?

+ View the full Musqueam First Nation Comprehensive Community Plan online.

Taku River Tlingit First Nations (TA-koo River Kling-git)

A good example of Indigenous planning is the Taku River Tlingit First Nation, located in northwestern British Columbia and southern Yukon, who have been doing community planning for a long time. They have been trailblazers when it comes to making their voice heard and holding agency in decision-making while engaging in Western planning processes in order to protect their traditional territory.

In 1988 they created their first land use planning framework. This is a way to decide what the land in the area should be used for, like for homes, businesses, or even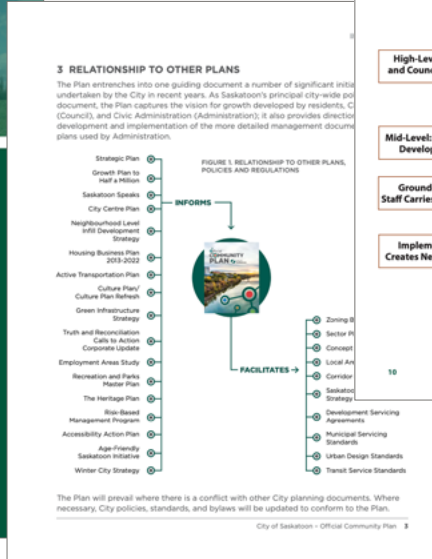 a hospital. Creating a land use planning framework helped them create the visioning and guiding documents that impact their current planning process with the province of British Columbia.

Then, in 2004, they successfully protected their ancestral land at the Supreme Court against a mining company that wanted to build a highway through the heart of their traditional territory. During this process, they established a supportive partnership with Round River Conservation Studios, a research organization with expertise in ecology and wildlife conservation, in order to create a sustainable land plan to further strengthen their argument for stewardship over the land.

Stage 1
Spawning: Getting Ready
- Assembling the planning team
- Building local planning capacity
- Building our engagement strategy together

Stage 2
Hatching: Discovery
- Reviewing our planning history
- Engaging with our Citizens
- Analyzing results

Stage 3
Journey to the Ocean: Vision
- Building our CCP framework
- Identifying emerging actions
- Communicating results
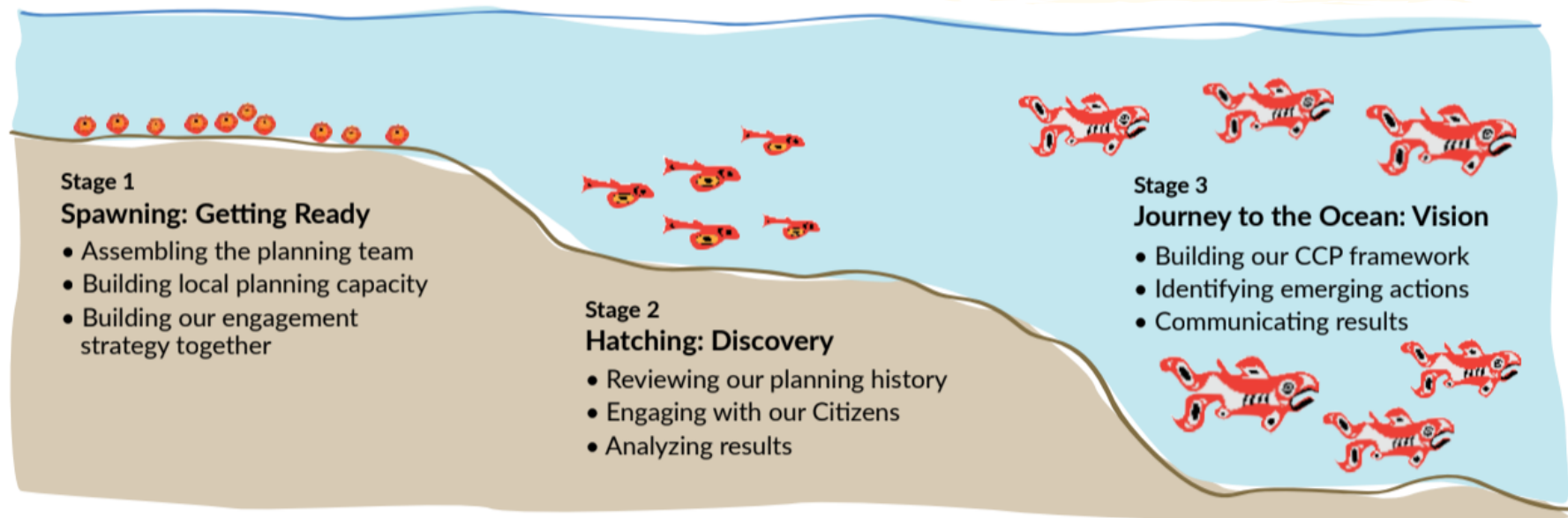
Taku River's Community Planning Methodology

This court case remains important today as it fundamentally changed Aboriginal Rights Law by establishing a framework for the Duty to Consult and Accommodate Indigeneous peoples. This is a phrase which means that governments must speak with and listen to Indigenous communities and "reasonably" consider their interests when government actions may impact Indigenous rights. What is considered "reasonable" continues to be a point of conflict between governments and Indigenous peoples in Canada.

The Taku River Tlingit First Nation have also been successful in holding agency in decision-making processes when planning with the B.C. Government. In 2011, they signed a historic plan for the interconnected management of land, freshwater fish and wildlife, negotiated under a shared decision-making framework between the First Nations and the B.C. Government. The Plan successfully establishes land protection measures and shared management responsibility that is grounded in Tlingit concepts, values, and understandings, and infused with Tlingit language. In 2014, an Order-In-Council (a form of legislation) under the Environment and Land Use Act was approved to legally implement the plan's direction.

Finally, they have developed a strong Land Guardian program where members of the Taku River Tlingit monitor and patrol the land on a regular basis. This is a practice of land stewardship which the First Nation group has identified as being extremely important to the ongoing assessment of their policies and programs and for maintaining a relationship with the land.

So as a changemaker, here's what you need to know about how the Taku River Tlingit used planning as a tool for positive change. One, they actively work to protect the land and wildlife using policies and plans that establish their legal claims to the land. Two, they successfully established and maintained trusting partnerships with organizations that support their planning-related work. And three, they have ongoing ways to assess how these policies and plans are being implemented, and how effective they are in practice.
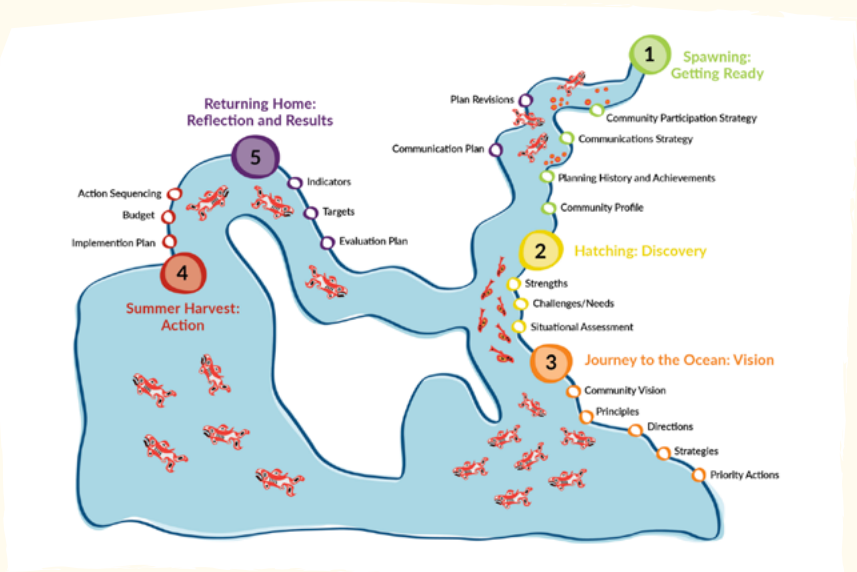
Taku River's Community Planning Process Graphic

History of the Community Planning Process

In 2016, the Taku River Tlingit First Nations developed their own CCP framework, led by their Community Planning Team, and engaged over 100 of their people in the CCP process. The CCP is framed using the history and worldview of the Taku River Tlingit First Nations people, and opens with the traditional planning history of the Taku River Tlingit First Nations, recognizing firstly that their ancestors have been planning for the stewardship of their people, lands, and resources for thousands of years, guided by a set of Tlingit laws about respect for the interconnectedness of everything.

Throughout the CCP, it is clear that the voice of the Taku River Tlingit First Nations People is prioritized. For example, the CCP contains directions such as "increasing healing, unity and pride, and "improve protection & stewardship of our lands".

The first section of the CCP includes their understanding and definitions of what a CCP is, what planning is, and is entirely written from their voice/perspective. This makes the document more accessible to individuals who are not familiar with the formal planning process. The explanations of a CCP include graphics such as a portion of a woven basket to show the elements of the CCP. The use of familiar images and items not only draws from the history of the Taku River Tlingit First

Nations, but also show consideration for a broader audience that may pick up the CCP document to read it.

Why is this an example of good planning? How is this CCP framed as an accessible planning document?

This First Nation has agency over their planning process and has historically been extremely active in planning for themselves. This can be seen in their many ground-breaking agreements and
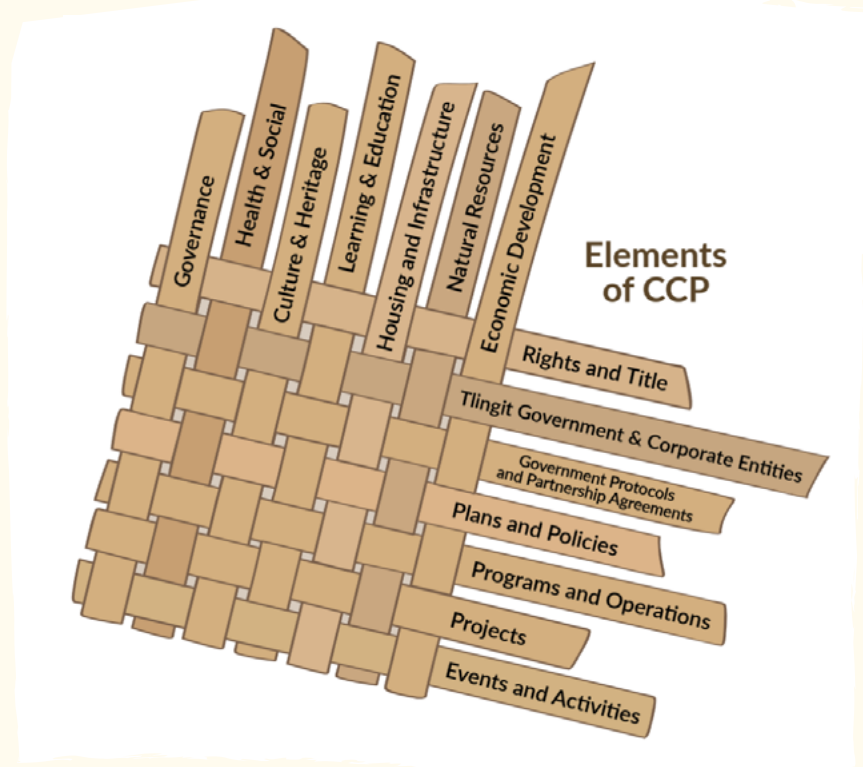
Taku River's Comprehensive Community Plan Process Elements

decisions made with the provincial government, such as the Atlin Land Use Plan.

The First Nation has a well-documented planning and engagement process that allows them to then identify the strengths and weaknesses of the Nation. For example, the Taku River Tlingit First Nations recognizes their strong planning history, self-reliance, and government-to-government cooperation, but also highlights challenges such as limited land, loss of traditional knowledge, and government-to-government respect.

Going through the process of self-identifying strengths and weaknesses allows the Nation to more accurately understand the ways in which the CCP process (and planning more generally) can be used as a tool to address weaknesses and build on existing strengths. The CCP document itself is also structured in a way where the reader can easily draw connections between the information gathered in the engagement process and the chosen planning directions, strategies and actions in the CCP. For example, the direction of "Honour and Strengthen our Tlingit culture and identity" led to the strategy of "protecting and learning our language and culture" through language classes, healing workshops, and youth hunting lessons.

The planning team consists of many different groups within the Nation, suggesting a very inclusive process. Youth, elders, Clan members from all Clans, and individuals with knowledge related to lands and fisheries, economic development, health and social issues, and education were all involved in one way or another in the CCP process. Rather than display these relationships between people involved in the planning process as a hierarchy, the Taku River Tlingit First Nations shows the relationships as bubbles. Within the larger bubble are the community members, and within the inner bubbles as the Governance-related individuals, the planning team, and other leaders/knowledge holders in the community.

Overall, the Taku River Tlingit First Nations's planning process has several key elements that contributed to its success. There
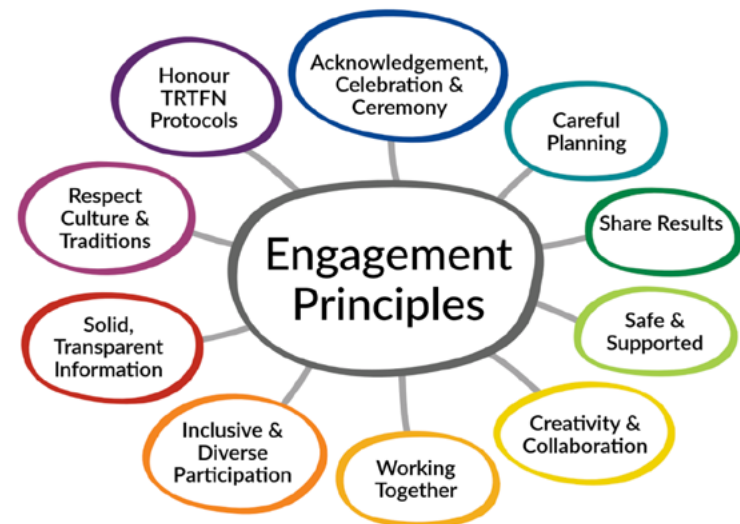
Taku River's Comprehensive Community Engagement Principles

is clear and effective communication between different groups and leaders within the Nation, enough to ensure that when a role is passed from one individual to the next, there is successful knowledge transfer. So, internally, the First Nation has found a way to ensure that plans do not end up on the shelf. Next, they ensured that many diverse voices were heard and represented both in the planning team and in the engagement process. Finally, they have a good understanding of their planning-related strengths and weaknesses as a community, which they integrated into a comprehensive framework that is used to guide future planning.

All images from Taku River's Comprehensive Community Plan document

Sources: Taku River Tlingit First Nation CCP Phase 2 Report - September 28,2016 | https://www2.gov.bc.ca/gov/content/industry/crown-land-water/land-use-planning/regions/skeena/atlin-taku-lup | Toward Indigenous Planning? First Nation Community Planning in Saskatchewan, Canada by S. Yvonne Prusak, Ryan Walker, and Robert Innes | Matunga, H. 2013. "Theorizing Indigenous Planning." In Reclaiming Indigenous Planning, edited by R. Walker, T. Jojola, and D. Natcher, 3–32. Montreal: McGill-Queen's University Press. | http://takuhatlen.org/background/trtfn-land-use-planning/ | https://www.roundriver.org/where-we-work/north-america/taku-british-columbia/

How is it done?

A-Z A *Community Plan* is a document that is created for an area which contains values, goals, and actions. This document guides decisions made when changes to a community are proposed. These changes are often proposed because a problem or a need has been identified or observed within the community.

Check back to the commonly used words section starting on page 12 if there are any terms you need clarification on.

Participatory Asset Mapping Toolkit and other toolkits that relate to the Community Planning process can be found in the Resources section on page 71.

You might be wondering how a community planning process works, how is it done?

The steps and elements of a community plan can be different for each community. The process is made up of typically 3-5 phases, and can often take years. In this section you will see a few examples of how community plans look in differnt places as well as an example of the process below.

Form Planning Team and a Community Advisory Committee

Assess the current state of the community

- Community Profile
- Demographic Information
- Governance Structure
- Asset Mapping
- Strengths and Challenges

Develop an Engagement Strategy

- Determine who to engage and how
- Create supporting information materials
- Host Public Meetings and Consultations
- Co-create Objectives and Vision Statements

Develop an Implementation Plan

- Confirm Community Vision and Objectives
- Short-term Actions
- Long-term Actions
- Create a Budget

Continue to Monitor and adjust the Community Plan over time

NADF's Comprehensive Community Planning Toolkit: Finding Bimadizowin

FINDING BIMADIZOWIN - THE CCP PLANNING PROCESS

The dreamcatcher shows the 5 phases of the CCP process as a continuous journey around a circle. Each of the 5 phases answers an important question about your community (in English, Ojibwe, Oji-Cree and Cree):

1. **Where have we been?**
   aandi gaa'eyaa'ing?
   ᐋᑊᏂ ᖮ ᐅᐈᐅ ᐱᑊ ᐅᏞᏂᏏᐟ
   Dan-deh geeh do tay-auck

2. **Where are we now?**
   aandi eyaa'ing noongom?
   ᐋᑊᏂ ᖮ ᐅᑯᐟ ᐁᐊᏏᏏ
   Dan-deh id dih-day -auck anush

3. **Where do we want to go?**
   aandi ezhaa'ing?
   ᐋᑊᏂ ᖮ ·ᐊᐃᏏᐟ
   Dan-deh id-doo tay-auck

4. **How will we get there?**
   aaniin ge'inaadawe'o'ing?
   ᐊᐟ ᖮᑊ ᖰᐱᐅᏆ ᐃᏏᐳᐳᐤᐤ
   Dan-deh geeh doo tay-auck

5. **Have we arrived?**
   gi gii dagoshinimin ina?
   ᐊᏏ ᐊ ᖮᑊ ᏒᖮᒷᏃᑯᐟ
   Ashugh na ge dug-gobunninan

Each phase is described in more detail on the next page.

1. WHERE HAVE WE BEEN?

2. WHERE ARE WE NOW?

3. WHERE DO WE WANT TO GO?

4. HOW WILL WE GET THERE?

5. HAVE WE ARRIVED?

Source: http://www.nadf.org/upload/documents/ccp-toolkit-2018-v2.pdf

Taku River Tlingit First Nations CCP Process

Directions

- Honour and Strengthen our Tlingit culture and identity
- Increase Healing, Unity and Pride
- Support Healthy and Engaged Youth
- Strengthen Tlingit Self-Governance
- Improve Protection and Stewardship of our Lands
- Create Economic Independence
- Ensure a Healthy, Safe and Welcoming Community
- Invest in Education and Learning

Strategies

1. Protect and Learn our Language & Culture
2. Increase Love, Trust and Forgiveness
3. Strengthen our Families
4. Reduce Trauma, Addictions and Lateral Violence
5. Target Infrastructure, Programs and Services for Youth
6. Empower Youth through Respect, Learning and Responsibility
7. Promote Strong Leadership & Financial Accountability
8. Improve Citizen Relationships & Involvement
9. Strengthen Planning, Communication and Information
10. Expand our Authority, Technology and Management Capability
11. Generate Long Term Training, Employment and Revenue
12. Establish Strategic Alliances and Partnerships
13. Improve our Emergency Preparedness and Fire Safety
14. Expand Community Housing, Buildings, Roads, Energy, Water and Waste Management
15. Increase Readiness and Access to Education and Training Opportunities

Situational Assessment → Vision → Principles → Directions → Strategies → Actions

Source: Taku River Tlingit First Nation CCP Phase 2 Report - September 28, 2016

25

Parkdale (Toronto) Planning Study Process

Source: https://parkdalecommunityeconomies.files.wordpress.com/2016/11/20161121_pced_final.pdf

Musqueam First Nations Engagement Process

Aboriginal Day Kickoff

Open house style intro to CPP revision and community action input activity.

IGA Open House

Division-wide open house where members had opportunity to casually engage with planning team and offer input.

Youth Photo Scavenger Hunt

Youth exercise to help show us what parts of their community matter the most.

July 2017

August 2017

June 2017

July 2017

August 2017

Family Meetings

Met with three Musqueam family groups to introduce revision process and obtain input on actions.

Elders' Luncheon

Met with Elders to discuss ideas for new CCP actions.

Elders' Tea

Met with Elders to discuss CCP action ideas.

Engagement With Musqueam Administration

Hosted engagement sessions with all departments. Obtained administrative input relating to feasibility, importance and scope of new actions.

CCP Kickoff

Celebrate the completed plan with a community-wide celebration.

October 2017

March 2018

October 2017

January/February 2018

October 2018

Youth Prioritization Event

Met with youth and led them in an objectives prioritization exercise.

Engagement With Community

Brought new list of actions to community for affirmation.

Source: https://www.musqueam.bc.ca/wp-content/uploads/2018/10/Musqueam-CCP-Update_FINAL_Oct2018_lowres.pdf

Who can help make change?

A-Z *Planning Consultants* are professionals who know the ins and outs of the planning process – the relevant laws, how to fill out all kinds of applications, who to talk to in government, the different sorts of planning tools out there, and all those bits of technical know-how that help a planning process go smoothly.

Take a look at the story about Saskatchewan where planners failed to meaningfully engage with Indigenous people in the planning process on .

Your community has started a planning process, for its own reasons or because a government has requested a plan. Is there anyone who can help? Yes, there is! Communities that do not have their own full time planning staff will often hire a **planning consultant**.

Why is your community making a plan?

Sometimes communities get involved in planning for their own reasons, but it is often the case that plans are created or updated to meet requirements from provinces/territories or in some cases the federal government. To meet these requirements many communities hire planning consultants on temporary contracts. Unfortunately these short-lived arrangements do not always lead to the best planning outcomes. Take a look at the example on the next page from Saskatchewan where planners failed to meaningfully engage with Indigenous people in the planning process.

When did you get involved?

Changemakers can have a big impact by intervening in the relationship between their community and their planning consultant. This could happen at many different stages of the community planning process, but the earlier a changemaker can get involved, the more impact they can have. For example, if a changemaker can ensure that the hiring process for their consultant is thorough and fair, that alone could transform the whole process to come.

Saskatchewan Commmunity Planning Pilot

From 2006 to 2011 there was a community planning project on the reserves of eleven First Nations in Saskatchewan, Canada. The project was funded by the Government of Canada and a planning firm from Dalhousie University in Nova Scotia was brought on to work with the First Nations and their tribal councils on the community planning process.

Through interviews with various people involved in this planning project, researchers from the University of Saskatchewan were able to assess how the project went. *One good part of this project was that community members in each of the First Nations developed their own community vision and guiding values which acted as a framework for the future community plan.*

A major failure of this project was the timeline. The First Nations who were part of this project had no control over the timeline or the planning firm staff, and felt very rushed during the whole project. This is an example of how the settler state (the province and federal government) used its power to ensure its provincial priorities were met and made the First Nations' own authority seem small. Another problem with the project was that the *Western planners hired local First Nations leaders of the planning process without the involvement of the band or tribal council in each of the First Nations.* The Western planners simply decided who was the best fit without the input of the First Nations administration. Involving the band and tribal councils would have been the appropriate way to hire these local leaders. Not doing so limited how much control the First Nations had over the planners and again reduced First Nation authority in the project.

One other issue with this project was that *once the pilot project was over, funding disappeared*, so the people from the First Nations who were hired to support the project, who were members of the Nations themselves, did not have the chance to continue the project into the future. *Having community authority and control* through these participants in the process is vital, and so future projects need to ensure members of the First Nations communities can remain involved throughout the process and after the process, and the *plan itself should also be able to be updated in the future* to reflect changes in the First Nations or what their members find important as a community.

The main takeaway here is that the federal government should not have imposed the timelines, the planning consultants, the funding, or the planning process upon the First Nations. Instead, *they should have used this pilot project as an opportunity to recognize the First Nations own authority and power to control their own planning processes.*

How should planning feel?

If you are working with a planning consultant now or you may be soon, try asking yourself these questions.

? What is my planner doing for me?

? What would my ideal planner be like?

? What does my planner know about my community?

The way many governments do planning can be awkward and difficult. Sometimes funding is promised, but communities have to jump through hoops to get it. Or the timeline that is chosen is too short and does not leave enough time to make changes that will have long term impacts for the benefit of the community. Working with a planning consultant might be one of these challenges, or it might make planning easier. It should make planning easier. **Planning consultants work for the community, not the other way around.** An ideal scenario might look something like this:

The planning process is led by your community and built on local knowledge, values, and decisions. The planning consultant contributes professional knowledge and experience where and when your community asks for it. The consultant already has some relevant knowledge about your area, and leaves with far more. The consultant works with your community to push the boundaries of planning and challenge the status quo in ways that create collective benefits. After the planning process, your community remains engaged with local issues and is better prepared for the next round of planning.

What do you know about? What do they know about?

Unfortunately things do not always go as well as that. Planning consultants know a lot about planning, but they might not know that much about the community where they are working. **Two kinds of knowledge – professional and local – are needed for a good planning process.** If a consultant tries to go without the help of locals, the result is often a plan that could be for anywhere instead of being specific to that community. When a plan does not show what people really want and feel, it usually becomes a document that sits on a shelf and gathers dust. It is a waste of everyone's time and resources when that happens. When people put energy into planning and then see no changes in their community, they often feel discouraged about all planning as a whole. That is why it is so important to work with the right consultant.

On expertise.

It is important to acknowledge your own expertise as a local changemaker in the planning process. In order for the planner to do their job well, they should engage with and partner with people like you.

Planners are experts in:

- **Listening:** *There are often many diverse voices and perspectives that must be listened to through facilitation, engagement, and outreach. Planners should be good at asking the right questions and deeply listening to answers.*

- **Connecting:** *Planners work closely with the professionals like engineers and politicians as well as community members to get the job done well through communication and negotiation skills.*

- **Navigating the system:** *Today, planning is political and built to be a legal process. Planners work within this framework, making judgement calls based on what they learn and know, and know how to work within it to get plans achieved.*

- **Creating plans:** *With all of this, planners know how to efficiently turn ideas into action into infrastructure.*

Local changemakers are experts in:

- **Local knowledge:** *You know the day to day of your community better than anyone from outside, this is valuable!*

- **Lived experiences:** *Each of us has had different experiences, education, and relationships that provide unique perspectives.*

- **Community stories and history:** *Whether your community has shared stories in writing or by word of mouth, you know what has happened in the past.*

- **The land:** *You live here and move through the buildings and the land. You know the best way to get places, you know what the weather is like, what the plants and animals of the area are.*

Can you think of any other ways you are an expert?

_____

_____

How do I find the right consultant?

A-Z *Request For Proposal (RFP)* is when a group wants a job done for them, so they ask people how they would do that job, and then offer the job to the person who had the best plan for doing the job.

✚ Check out this list of Provincial And Territorial Institutes and Associations through the Canadian Institute of Planners (CIP).
You can also post a job or an RFP on the CIP Job Board.

You can also find an a list of planning consultants through the Ontario Planners Institute Directory.

If you get involved early enough to be responsible for hiring a planning consultant, it can be hard to know where to start. If you have ties to another community that has created a plan recently, they might be able to tell you about the consultant they worked with. Do not just rely on what others say about a consultant though. It is also good to look at other plans they have created and decide for yourself if you think your community could use something similar. If you find a consultant this way – by referral – try to get at least three references from the consultant's past work (more would be fine too). **Looking at a planner's past work is a good way of finding out if they are a good fit for your community.**

If you do not think referral is a good option for your community, check with your provincial or territorial planning body or the Canadian Institute of Planners (CIP) because they often have lists of planning consultants you could hire. Either way, once you have your own list of consultants you might like to work with, it is time to start a *request for proposals (RFP)*. An RFP is when a group wants a job done for them, so they ask people how they would do that job, and then offer the job to the person who had the best plan for doing the job.

The first big step is to send everyone you might work with a one-page letter to check if they are interested, explain what you're looking for, and tell them when you need the planning process to happen and when the deadline is for them to submit a proposal. Once you know who is interested you can send them the full RFP. There are some generic or template RFPs around, and they are helpful to look at and get ideas. *If you can help it, do not use a cut-and-paste RFP. Going through the work of personalizing it will save you work later and make consultants' applications more relevant to your community.*

Once you know who you want to hire, the final step is to draw up a contract. Include a termination clause in case the relationship does not go well for whatever reason. That way you can end your contract with them and use the remaining money to hire a new consultant. Starting from the beginning again can be a big setback, though, so firing a consultant should probably be a last resort. If you think a serious conversation can fix the relationship, that is the better option.

How do I get what I want for my community?

If you got involved after the planning consultant was hired, there are still steps you can take to improve the end result. First, the planning consultant should be providing frequent updates on their progress. This is especially important for any changes in how much money they'll be charging your community for their work. Differences in their timeline between expected progress and real progress should be explained and reasons should be given in writing. If any of these updates are not being done, or not done well enough, expressing your concerns and expectations around the quality of their work may be enough to fix the issue. If it is not, there is always the option to end their contract.

Changemakers can also make a big impact when planners are looking for feedback from a community. As a local with strong connections throughout your community, your voice is powerful and you can encourage your neighbours to speak their minds too. In the end, the more people planners hear from the better. Ask your planner when and how they are going to speak with and listen to your community, and if you do not like their answers, again, express your concerns and expectations. Generally, the earlier and more frequently a community is engaged the better. The quality of the engagement matters too. People should not just be told what is going on – wherever possible, decisions should be made in collaboration with the community.

Even once you have a stack of proposals from consultants, how do you choose which one is the best? If there are a lot of proposals it can help to put together an evaluation committee – a team of staff or volunteers who can work together on the decision. Another trick is to use a matrix.

✚ Create a free account with First Nations British Columbia (FNBC) Knowledge Network to access more resources for hiring a planning consultant including a **" Sample Matrix for Evaluating Consultant RFP Submissions – INAC 2010".**

Getting your voice heard.

? **Have you ever had someone like a government official or community member ask you about your experience? How did it make you feel?**

A-Z *Community engagement* is a process to collaboratively address issues and come up with solutions on a decision that will impact them.

To see an example in which the people in charge of planning did not initially take into account the community's needs, but how they are trying to now, check out the story on .

How do I get my thoughts heard?

Engagement is an opportunity for co-development of ideas and solutions; an avenue to have your voice heard on decisions that will change your life in some way. In planning processes, engagement is done by the people leading the process. This could be people who work for the government, or people in a community who want to hear from the people who live there. You can be engaged in many ways, and many things count as engagement.

Sometimes engagement is one-way, like voting for a government party. While governments or other organizations may act like this is a good way of engaging with you, think about this carefully. It could be that they are simply engaging with you because they have to, and once this is done, they will move on. Since engagement is so crucial, It is much better to have two-way engagement, which involves you hearing from the leaders of the process, and them hearing from you. This type of engagement is deeper and makes sure you are working together rather than just you giving your thoughts or opinions to those leading the process.

Why is it important to hear people's thoughts like this?

Hearing what you think about a topic is important so that the government does not just make decisions without you. It gives the government, or anyone leading the process, a chance to learn about your experience with something, which is worth a lot! It also allows you to learn more about the project and why it is happening. You have power as a citizen, more power than you may think. You should demand to be heard and to be part of the process.

Urban Renewal & Community-Oriented Planning

In the 1950s and 1960s era of Western planning, cities were becoming more crowded as more and more people moved in to find work. Urban planners saw this as an issue they could fix with planning, and began calling these crowded neighbourhoods "slums" or "blighted" to give reasoning for why these communities needed their help.

The problem was that these planners never actually went to these neighbourhoods to ask community members how best they could help. Instead, they thought that an ideal solution would be **urban renewal**. This is the idea that communities can be **revitalized** (improved) through **public investments** (money from the government) into **infrastructure** (things that help a city function, such as streets, transit, parks, and utilities).

Urban renewal projects were heavily influenced by an earlier trend in planning where planners would dream up big ideas for cities - what cities could look like, how they could function with maximum efficiency, and how "blight" could be fixed with design - and try to apply them to cities. In planning literature, these projects are often referred to as "utopian projects", meaning that they were idealistic visions of the city. Two well-known North American examples are:

The Garden City, proposed by English urban planner Ebenezer Howard, who imagined the ideal city as self-contained communities surrounded by greenbelts.
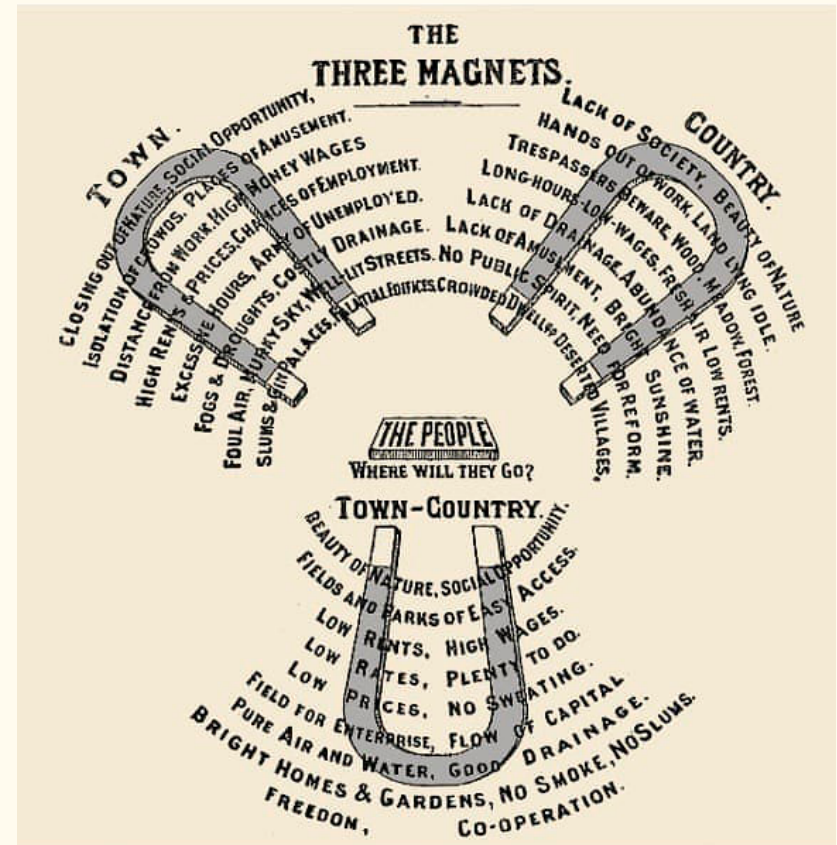
Ebenezer Howard's 'The Three Magnets', 1898

Ville radieuse, also known as the Radiant City, or "Towers in the Park". This idea was proposed by the famous French-Swiss architect Le Corbusier, and imagines the ideal city as a group of high-rise buildings, surrounded by green space.
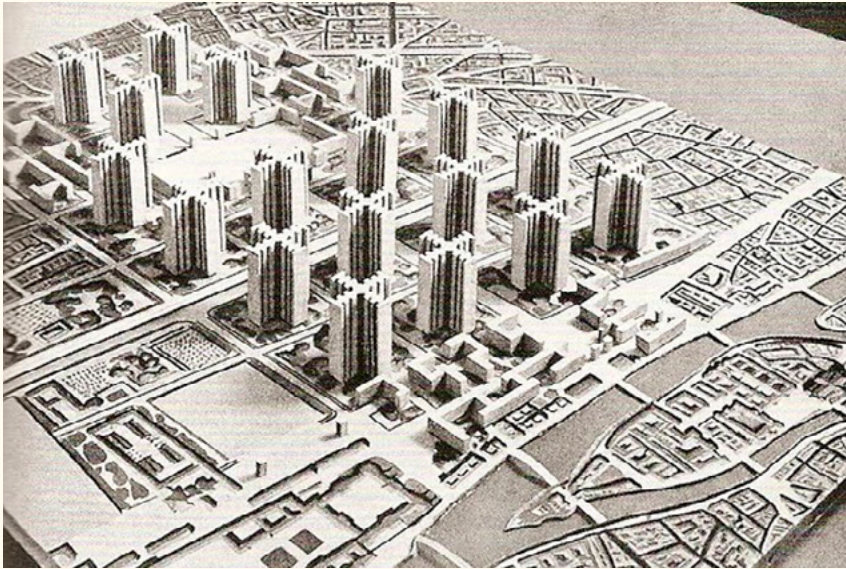

Image of Ville radieuse. Retrieved from https://99percentinvisible.org/article/ville-radieuse-le-corbusiers-functionalist-plan-utopian-radiant-city/

There are many examples around the world demonstrating the ideas from the Garden City and the Radiant City on the ground. Planners created these visions as if the land was blank space, free to develop on. They never considered what would happen to the people living in existing neighbourhoods that would have to be demolished to make way for their utopian visions of the city.

Though many of these plans were not built out entirely, their ideas made ripples throughout the world of planning, and pieces of these plans have been built out on-the-ground in urban renewal projects. One such example is Regent Park, in Toronto, Canada.

Before Regent Park got its name, it was just another corner of Cabbagetown, a Toronto neighbourhood that got its name from the produce that locals would grow on their lawns. Cabbagetown was first built way back in the 1840s when working people moved there. As the years went by, the buildings there needed more and more repairs. Eventually the neighbourhood was in such rough shape that it became known as a slum. This gave the City enough reason to rebuild Cabbagetown. This was in 1947, just after World War Two.
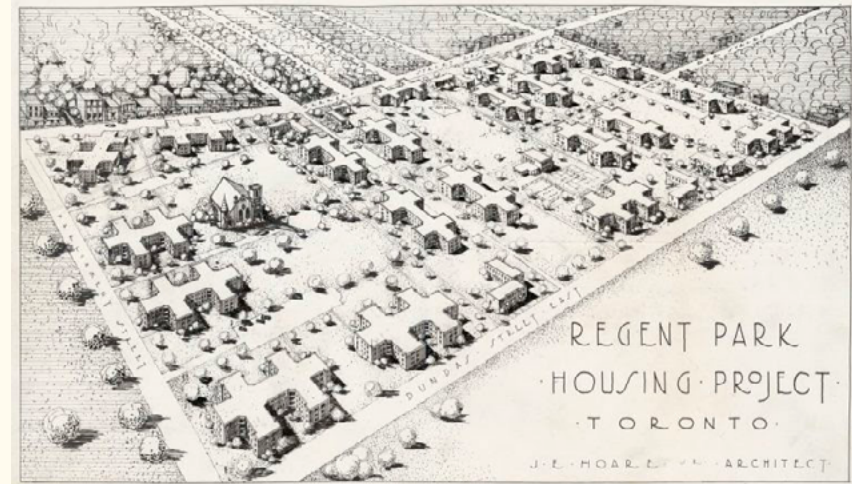
Regent Park (North) Housing Project, architect's perspective J.E. Hoare Jr., Architect ca. 1948 City of Toronto Archives Series 1311, File 561

The project was influenced by ideas from Howard's Garden City and Le Corbusier's Radiant City. The City felt that, by changing homes into highrises and creating room for more open green space, the environment would be healthier and better suited to the people living there. The first thing they did was they knocked down all the houses in a big part of Cabbagetown. Next, they put up new buildings for the people to live in. Some were tall apartment buildings and others were shorter row houses. They even demolished the main roads that used to run through the neighbourhood. This new part of the city was called Regent Park.

Regent Park (North) Housing Project, architect's perspective J.E. Hoare Jr., Architect ca. 1948 City of Toronto Archives Series 1311, File 561

A lot of people hoped that giving people new homes would make all sorts of other problems go away, but planning is more complicated than that. When the places we live have problems, they're almost never simple. We should be careful about solutions that promise to make everything better by changing only one thing.

Source: Kevin Van Paassen for Global News for a piece on Regent Park's Background. Story & photo can be found here: globalnews.ca/news/243057/background-torontos-regent-park/

People also thought that living in a place that looked like a park would make people happier, so a lot of space was turned into grassy lawns and walkways. The buildings all pointed into the middle of the area and turned their backs on the rest of the city. The designers thought that would be nice because the rest of the city was noisy

and busy. A lot of the people who used to live in Cabbagetown were excited to have a nice new home that was clean and warm and bright. Who wouldn't be?

But the new Regent Park neighbourhood had many small problems that added up. For one thing, there was nowhere to work. The new buildings were only for living in, so all the residents had to leave to go to work. That made it harder to get to work and harder to keep a good job that you liked. It also meant that people from outside of Regent Park had no reason to go there. There were no stores and not many opportunities for recreation.

People need more than just homes. Great communities also give people access to jobs, food, services, education, recreation, and chances for social interaction. People also were not sure what was theirs and what was not, or who was supposed to take care of all the places people shared, like the large empty lawns or the stairways leading in and out of the new apartment buildings. As a result, maintenance and repairs quickly became a major issue. **You can't just build something new – you have to have a plan to take care of it.**

Regent Park was cut off from the rest of the city, but the strength of a city comes from the connections it forms. The area faced all sorts of challenges that it wouldn't have faced if its redevelopment in the 1940s and 1950s had not been so single-minded, so focused on homes and not on anything else a community needs. By the 1990s Regent Park was once again known as a slum, but it was not until the 2000s that a second wave of demolition began.

When people began to understand the downfalls of urban renewal projects like Regent Park, they began calling for change. Jane Jacobs, an activist from New York, was a key figure who helped to popularize community-led planning, reminding planners that they could not just go into a neighbourhood with a plan and assume that they could solve all of people's problems without actually talking to the people who lived there.

So, in 2005, the City tried again, this time under the name of *revitalization* (the newer, more politically correct version of urban renewal that tries to take into account what community members need by using the **community engagement** process).

'Old' vs. 'New': Photo taken by a young woman from Regent Park, who participated in the Regent Park Focus/University of Toronto community-engaged learning partnership. Retrieved from https://www.uoftxrpfocus.com

The second Regent Park redevelopment is still happening today. The city learned a lot from its first try at re-doing Regent Park. That is why the new version has roads to connect people to the rest of the city, and to connect the city to Regent Park. There are also all sorts of things to do there now. There is a new pool, athletic grounds, a cultural centre, and common essential businesses such as a bank, a phone shop, a grocery store, a pharmacy, and a coffee shop. Many residents report that they feel good about their new homes, although that would have been the case when Regent Park was first built too.

This second revitalization attempt may be going better than the first, but it is far from perfect. Many of the residents say that destroying the old buildings destroyed something else too – the sense of community. Even though all of the residents who had to move out during demolition were promised a place in the new Regent Park, the time away has made it hard to stay connected to their old friends and neighbours. **Planning is about more than physical structures. Places also have social strengths and weaknesses that must be recognized and considered.**

When planners talk about urban renewal, they are referring to projects that attempt to re-do communities that they consider "slums". These areas are usually low-income communities that a City has not paid enough attention to nor given enough money and resources. So, over time, these neighbourhoods fall apart in the same way that anything that does not receive regular care and maintenance naturally would. Urban renewal was seen as a solution in the 1950s and 1960s, but after urban renewal projects aged, people began to realize that it was very far from a perfect solution for communities in need. People began to activate their voices and demanded that planners listen to their requests. Planners then realized that they had to talk to the people they were planning for, also known as community engagement. The standard for how much you need to talk to a community before you actually redevelop anything is still quite low, and so is the standard for how much a planner should listen to the community's concerns and include them in the redevelopment.

Sources: Ontario government 1-pager defining Coåmplete Communities: http://www.mah.gov.on.ca/AssetFactory.aspx?did=15007 | Globe and Mail on study saying RP residents fell happier and safer with new homes: https://www.theglobeandmail.com/news/toronto/regent-park-residents-satisfied-with-new-homes-study-says/article16986854/ | Globe and Mail on history of RP: https://globalnews.ca/news/243057/background-torontos-regent-park/ | The Star on the failure of social mixing in RP: https://www.thestar.com/news/gta/2012/06/16/regent_park_revitalization_has_it_created_an_us_versus_them_dynamic.html | The Star on the loss of community during relocation/displacement: https://www.thestar.com/news/2007/05/19/a_loss_close_to_the_heart.html | Jay Pitter in Spacing on how one relocated RP resident stays connected with the community: http://spacing.ca/toronto/2013/12/14/regent-park-life-relocation/ | Envision Realty on the history of RP: http://www.envisionrealty.ca/new-blog/the-history-of-regent-park | TCHC RP page: https://www.torontohousing.ca/capital-initiatives/revitalization/Regent-Park/Pages/default.aspx | Lena Sans Tovar on Regent Park: https://www.arcgis.com/apps/MapJournal/index.html?appid=22ccd60b07584576996d06e466f52050#

What does the future look like?

Remember your vision for what your community might look like in the future from page 10? Can any of these innovations for good planning help make your future vision come true?

Note that this section was written during COVID-19, and we are unsure of how changes to cities during the pandemic may affect current and future planning trends, particularly in relation to housing and transit.

The future looks different everywhere you go. Planning can take shape in all sorts of ways depending on who is in the room, what is possible or appropriate in the local context with funding, legal framework, weather, ecology and many other factors. Across the world, these are some examples of innovations in good planning that are worth knowing about.

Diversifying Housing Options

Housing Co-operatives (Coop) are a type of housing where all the people who live in the building share ownership over the management and upkeep of the building, hence the "cooperative" term in the name. In other words, there is no landlord in a cooperative. Rather, there is a board of management, elected by the people living in the cooperative. The benefits of a cooperative are that it gives members (i.e. the people living within it) control of the housing and it creates a space which supports community-building.

➕ For examples of where housing cooperatives are currently used, see the map on the following webpage: HousingInternational.coop/Housing-Co-operatives-Worldwide

➕ For more information, check out this Youtube video created by Co-operative Housing Federation (CHF B.C.): **'What is a Housing Co-operative?' by coopsbc**

Zoning for the Missing Middle refers to housing types that have gone "missing" from many cities over the past several decades because of planning decisions that prioritize single-family homes. Missing middle housing types include duplexes, triplexes, townhouses, or other multi-unit or clustered housing types that are similar in scale to single-family homes. The idea of the missing middle came about as people realized that there was a section of the population whose housing needs were not being met. The housing market serves those who could afford market-rate housing, while social housing serves those who cannot afford market-rate housing, so what about housing for those who make just enough to not qualify for social housing, but who would be living paycheck to paycheck? Cities are beginning

to understand the importance of creating more inclusive forms of housing that meet the needs of all different types of households, and creating zoning that allows for more diverse housing types.

➕ Take a look at what the City of Toronto is doing with their [Expanding Housing Options in Neighbourhoods](#) initiative.

Source: Evergreen, Canadian Urban Institute. (2018). What is the Missing Middle? https://www.evergreen.ca/downloads/pdfs/2018/What_is_the_Missing_Middle_Evergreen_CUI_s2.pdf

Innovative Regulations/Policies

A Minister's Zoning Order (MZO) is a tool that allows the province of Ontario to approve a planning proposal for a site without the consent of the local government. It also allows the minister, who is a provincial employee, to allow development to occur without hearing what the public has to say about it. Minister's Zoning Orders are final decisions and they cannot be changed by anyone. This is important because most planning decisions can be appealed, which means someone can say that they do not want the development to go ahead. In normal planning decisions, where a MZO is not used, the development may or may not happen, depending on what a group of provincial employees who sit on a tribunal (a court) decide.

Inclusionary Zoning is a policy tool that requires developers to build housing at prices below the average price in the city and/or provide rents below the average rent in the city to owners and renters of all income levels. Though it is more commonly a tool used in larger cities, inclusionary zoning can also be applied to smaller cities. Some cities will also provide incentives to developers who build affordable housing units. Inclusionary zoning helps to provide more people with access to housing, as it benefits people who do not qualify for social housing, but may not earn enough to afford market-rate housing.

Read about the Minister's Zoning Order in story format in this Toolkit on .

➕ This video, ['Inclusionary Zoning Toronto' by Toronto City Planning,](#) shows the need for inclusionary zoning in Toronto, one of many cities thinking about implementing this kind of policy.

Minister's Zoning Order

In Ontario, a popular tool that the province is using this year is called a Minister's Zoning Order, or MZO. An MZO is a tool that allows the province to approve a planning proposal for a site without the consent of the local government. It also allows the minister, who is a provincial employee, to allow development to occur without hearing what the public has to say about it. Minister's Zoning Orders are final decisions and they cannot be changed by anyone. This is important because most planning decisions can be appealed, which means someone can say that they do not want the development to go ahead. The development may or may not happen, depending on what a group of provincial employees who sit on a tribunal (a court) decide. Some people think that not hearing what the public has to say about a project is a bad thing, and MZOs give the province too much control over what gets built, which affects the local people surrounding that development.

Minister's Zoning Orders are not a new tool, but in the year 2020 they have been used a lot more by the province of Ontario. In some cases, people are unhappy they are being used. In Pickering, Ontario, for example, a MZO was recently used to allow a development that is on wetlands to proceed. Some people think the wetlands should be protected rather than allowing buildings to go in their place. However, MZOs can also be used to meet important needs that are not being met at the moment. In another example in Toronto, Ontario, Minister's Zoning Orders were used to approve modular housing projects to provide housing for people who are homeless right now. In this case, the City of Toronto thought it was important that the housing be built as soon as possible, so they asked for a Minister's Zoning Order. The most important thing to know is that **this is a powerful tool that the province can use to support certain development projects but it can mean people are not part of the process, and parts of the normal planning process can be totally ignored.**

Sources: https://www.thestar.com/news/gta/2020/11/01/this-is-being-done-so-wrongly-it-just-cant-be-ignored-doug-fords-government-has-fast-tracked-a-huge-development-in-durham-that-will-create-hundreds-of-new-jobs-and-destroy-ecologically-importa.html | https://www.toronto.ca/community-people/community-partners/affordable-housing-partners/modular-housing-initiative/

Public Transit

Transit Oriented Development (TOD)/Transit Oriented Community (TOC). One issue some municipalities are struggling with these days is the large distance between where people live and where people work, shop, eat, or study. A recent solution to this has been transit oriented development, which is when new buildings are constructed near transit stations. Sometimes it is new housing that is built, or it could be office buildings, or a mixed-use building, which could have shops and housing, for example.

Transit oriented development can limit how many people drive cars and how often they use their cars, which is better for the environment and makes the roads less crowded. Typically transit-oriented development is higher density than single-family homes, which are built for one family. This allows more people to live in transit-oriented communities if they want to. It also allows people to live further away, but easily commute to a large city centre. This is the case in Metro Vancouver, Canada, where the light rapid transit system (as seen in part below) connects many cities in the region to each other and to Downtown Vancouver.

Source: http://davidpritchard.org/maps/vantransit.html
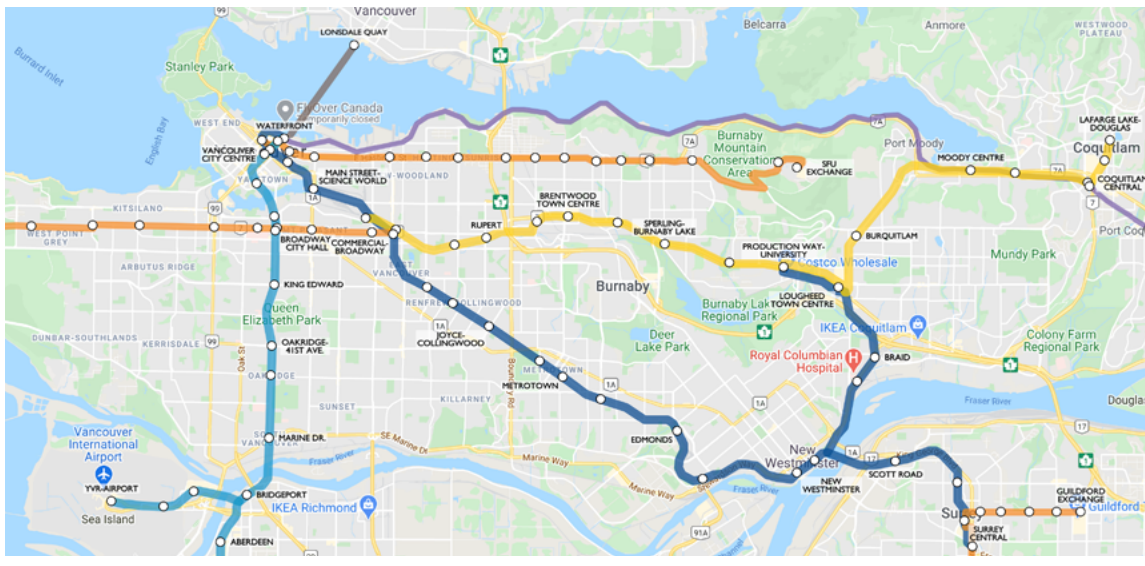
It is important to make sure that new buildings built for TOD do not raise rents to be too high for local residents or businesses. Some cities are making efforts to stop this from happening.

✚ In Boston, Massachusetts and Los Angeles, California, rents were rising in buildings near transit-oriented development. In Boston, the government has reduced parking requirements and allowed affordable secondary units to be built in single and two-family homes. Read about 'How Residential and Commercial Property Values Rise in Transit Sheds' on NJTOD.org.

✚ Read about how in Los Angeles, the transit organization LA Metro gives loans to developers to build affordable housing in areas near transit. Visit MatchFundLA to read the article 'Metro Affordable Transit Connected Housing Program (MATCH)'.

➕ See a list of cities around the world that currently provide transit for free to some or all of their citizens: FreePublicTransport.info/city

Affordable or Free Transit. A major debate around transit is if it should be viewed as a business that must cover its own costs, or if it should be seen as a public good that is paid for through taxes while increasing the overall health of the economy, environment, and citizens. Most transit systems are deeply subsidized so that fares will stay affordable and the transit system can continue to attract riders. Some transit systems take this a step further and offer free transit.

Many other cities offer free or deeply discounted transit to kids, seniors, low-income individuals, and students. Free transit in certain zones (such as a downtown) is another common strategy for increasing mobility. Systems that offer free transit to some riders or in specific areas or at certain times usually have a goal in mind such as improving equity or reducing traffic congestion during the busiest times of day. Transit systems have shown well documented systemic racism. By removing the issue of fare payment and enforcement, free transit helps create more just and equitable mobility.

Source: Tricia Wood (October, 2017). The Case for Free Public Transit. Retrieved from: https://torontoist.com/2017/10/case-free-public-transit/ | Fare Free Public Transport (no date). A list of cities that currently provide all or some public transport for free. Retrieved from: https://freepublictransport.info/city/

➕ Read the piece in Metro-Magazine **'Via Teams to Launch On-Demand Transit System in Canada'** to learn about what is happening in Niagara.

➕ The University of Toronto Transportation Research Institute writes about what is happening in Belleville in the article titled **'The new age of on-demand transit in Canada'**.

On-Demand Transit. Another way to be more efficient with the vehicles on the road is by offering transit to people when and where they need it, in real time. This idea, called on-demand transit, has allowed smaller towns and cities to have transit for the first time, like in Niagara, Ontario. On-demand transit has also become more popular during the pandemic because technology allows the transit authorities to only provide the transit necessary for the number of people requesting a ride. This is what Belleville, Ontario did during the height of the pandemic, and Belleville has kept using on-demand for its night bus service. On-demand transit is an important option to add to the current, more traditional transit options that exist, but in bigger cities traditional options like frequent bus service are usually more efficient at moving people from place to place.

Automobiles

Car Sharing. The idea that each household needs a car for everyday use is not as popular these days, with more people living in cities globally than ever before, and more cities becoming easier to get around without a car. However, some people still want a car for certain tasks, like large shopping trips. A solution to this has been the rise of car sharing in the last few years. Car sharing allows anyone with a membership to use a car for a period of time and then park it for another person to use. This is how two car sharing companies in Canada, 'Communauto' and 'Car2Go', run their business.

There are other options for car sharing too, such as the 'Locomotion project' based in Montreal, Quebec. In this program, people can borrow their neighbours' car. Car sharing is helpful for reducing the number of cars on the road and uses vehicles more efficiently, which is good for the environment. If enough people adapt to car sharing rather than owning their own vehicle, maybe parking spaces will not be needed as part of new development, freeing up space for other things like parks for everyone to use.

Parking Cash Out. Under this concept employers charge the true cost of parking and a lump sum is granted to all employees for their travel, independently of their modal choice (car, bicycle, public transport) - so they can use this lump sum to buy a bus pass or a bike for instance. It increases equity and removes the incentive to come to work with a car.

➕ Learn more about the car sharing initiative 'Locomotion Project' on their website: **Solon-Collectif.org/Locomotion**
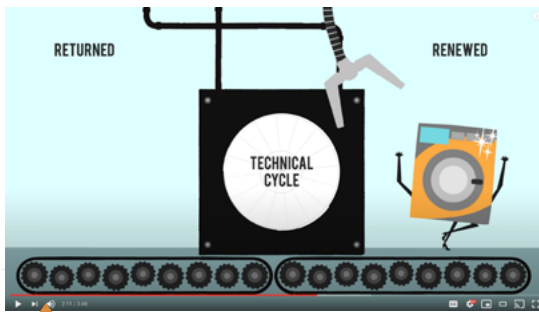
➕ Read about **'Offering a parking cash-out program'** on the Transitscreen blog.

Climate & Sustainability

Resilience in the context of urban planning is the ability of individuals, communities, institutions, businesses, and systems to survive, adapt, and grow in response to the changing climate and environment. Depending on where the city is located, this can look like preparing for droughts, extreme heat events, typhoons, and improving general climate resilience by encouraging green infrastructure (such as green roofs). This is important because cities need to be able to exist and function as part of the environment, rather than against it, especially as people's impact on the environment and the climate has increased in alarming ways.

Source: Resilient City. (n.d.). Resilience. Retrieved from https://www.resilientcity.org/index.cfm?id=11449

Circular economies take into consideration the life cycle of things we produce and consume, with the goal of minimizing waste and pollution. This is done by encouraging regenerative design, or in other words, by keeping products and materials in use for as long as possible through re-use, repair, and remanufacturing. The idea of circular economies comes from the way in which nothing in nature goes to waste. So, similar to nature, the idea of circular economies suggests that cities and their many systems of production and consumption can work to minimize their impacts on nature by rethinking how waste can be used, and how to produce less waste in general.

For an example of how Medellin, a city in Colombia, is changing to be more resilientee watch the video **'What is Urban Resilience'**, by 100 Resilient Cities - Pioneered by the Rockefeller Foundation.

For more information, watch the following video from the Ellen MacArthur Foundation: **Explaining the Circular Economy and How Society Can Re-think Progress', by the Ellen MacArthur Foundation.**

The Ellen MacArthur Foundation works to develop and promote the idea of the circular economy worldwide. Visit their website to check out several case studies of places where circular economies are working in action: **EllenMacArthurFoundation.org/Case-Studies**

Food Systems

Food Security. As cities grow in size and population, there has been a growing gap in the ability of all residents to access affordable, healthy food. Some neighbourhoods have many grocery stores offering fresh produce, whereas other neighbourhoods have more convenience stores instead that offer fast foods and pre-packaged foods for sale. This means that residents living in the second kind of neighbourhood, also known as a food desert, spend more time and energy travelling to other neighbourhoods with grocery stores in order to feed their family fresh and nutritious foods. The idea of food security brings this concern to light, and asks cities and planners to ensure that residents in all neighbourhoods in a city have equal access to fresh foods. Some solutions include urban agriculture, rooftop and community gardens, vertical gardening, container gardening, and farmers market vouchers.

➕ The Foodshare Mobile Good Food Truck is a travelling community food market on wheels that sells fresh vegetables and fruits to neighbourhoods in Toronto where fresh produce is either too expensive or too far away. For more information, check out their website: FoodShare.net/program/mobile

➕ The isolated Inukjuak community will soon be able to grow its own produce year-round. Check out this CBC article for more info: 'Growing kale on the shores of Hudson Bay? Year-round vegetable farming comes to Inukjuak'.

Source: Toronto Youth Food Policy Council. (2011). Urban Food Security.
https://tyfpc.ca/foodissues/urbanfoodsecurity/

Circular Food Systems & Waste Reduction. A circular food system is one that (1) sources food locally, and grows food regeneratively; (2) makes the most of the food available; and, (3) markets healthier food products. The goal of a circular food system is to minimize or entirely get rid of the waste produced in the food system, minimize the impact on the environment, and provide everyone with access to healthy and nutritious food. One place that has started the process of becoming a circular food system is Guelph, Ontario, a mid-sized city with a high concentration of agricultural food industry businesses. One of the goals of the project is to use all the bio-solid waste processed in the city's sewage treatment plants as organic fertiliser for farms in the area. The project will also increase local investments in food projects, reduce local water usage and greenhouse gas emissions by supporting local agriculture, and stimulate the local economy.

Source: https://www.ellenmacarthurfoundation.org/explore/food-cities-the-circular-economy
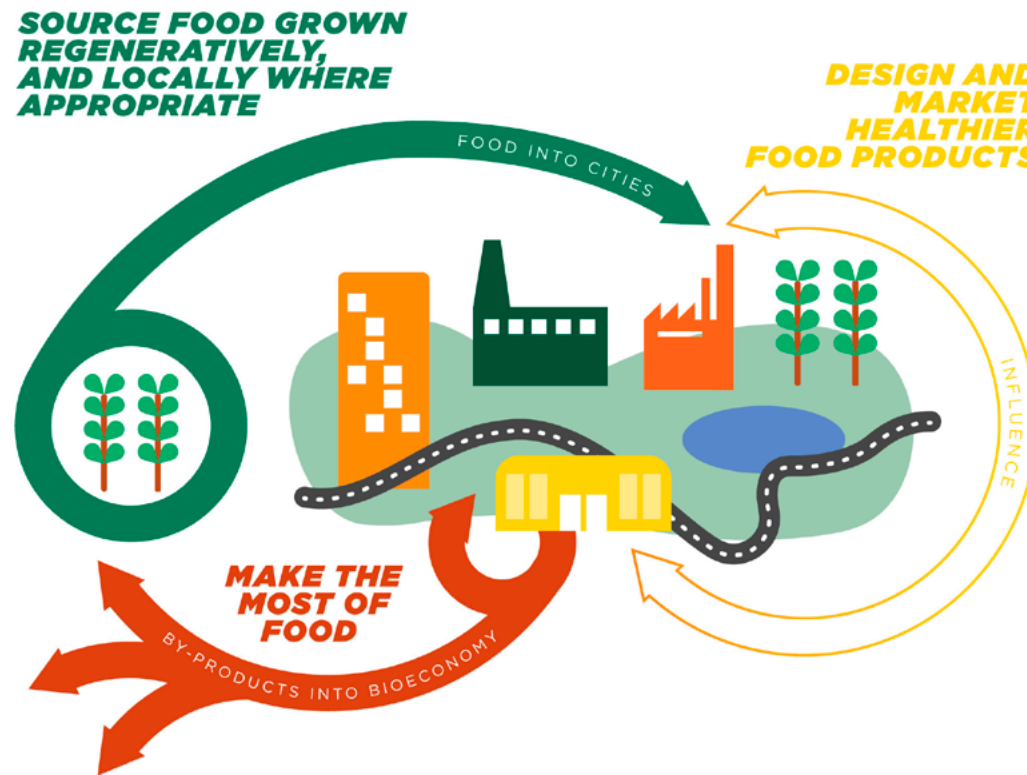
Collaborative City-Building

Participatory Cities. The idea behind participatory cities is that everyone can participate in city-building in small, practical ways, and these actions together can enable people living in a neighbourhood to contribute to much larger changes. In other words, people can collaborate to co-create neighbourhoods made by everyone, for everyone. The idea comes from a recognition that while many people want to be more involved in their communities and in planning, they do not know where to start - the solution proposed by the organization Participatory City is to start small, and act communally. Examples include repairing and sharing cafes, community-owned businesses, community kitchens, and working together in local shared spaces.

Participatory Budgeting (PB). A type of inclusive engagement process that allows residents of a city to propose and vote on projects they think are important. This helps involve citizens in the public budgeting process and allows them to have a say over how a city spends its money. The more typical way of budgeting is that a city government decides what the budget is and votes the budget in.

The Participatory City Project in the United Kingdom has created a guide on understanding and implementing ideas of Participatory Cities. View it here: **ParticipatoryCity. org/The-Illustrated-Guide**

They also have a website that includes many more ongoing projects and videos: **ParticipatoryCity.org**

Watch this video created by the Participatory Budgeting Project (PBP) **'Real Money, Real Power: Participatory Budgeting'**.

Source: Participatory Budgeting Project. (n.d.). What is PB? Retrieved from https://www. participatorybudgeting.org/what-is-pb/

Smart cities combine new technologies and innovations into planning and public space, with the goal of improving people's everyday interactions in a city, increasing the efficiency of infrastructure that allows a city to operate, and using data to improve decision-making and quality of life. Often, smart city initiatives involve the government and the private sector working together. Using technology to track data in cities, while effective, does also bring about concerns related to the privacy and security of the people whose data is being tracked, how the data will be protected, what the data will be used for, and how clear the government collecting the data will be with the public about policies related to data-tracking. In Barcelona, Spain, the city has put in a network of fibre optic cables throughout the lighting in the city that provide free high-speed wifi to everyone. This has helped to address the digital divide (the differences in access to technology). In Baltimore and Boston, in the United States, the local governments have installed sensors in the trash cans that monitor if the bins are at capacity, and use the data to create more efficient waste collection routes.

Source: Bird. (2019). Building the Smart Cities of the Future: Think Long Term and Local. Retrieved from https://www.smartcitiesworld.net/smart-cities-news/smart-cities-news/building-the-smart-cities-of-the-future-think-long-term-and-local-3948 | Ellsmore. (2019. Smart Cities: The Future of Urban Development. Retrieved from https://www.forbes.com/sites/jamesellsmoor/2019/05/19/smart-cities-the-future-of-urban-development/
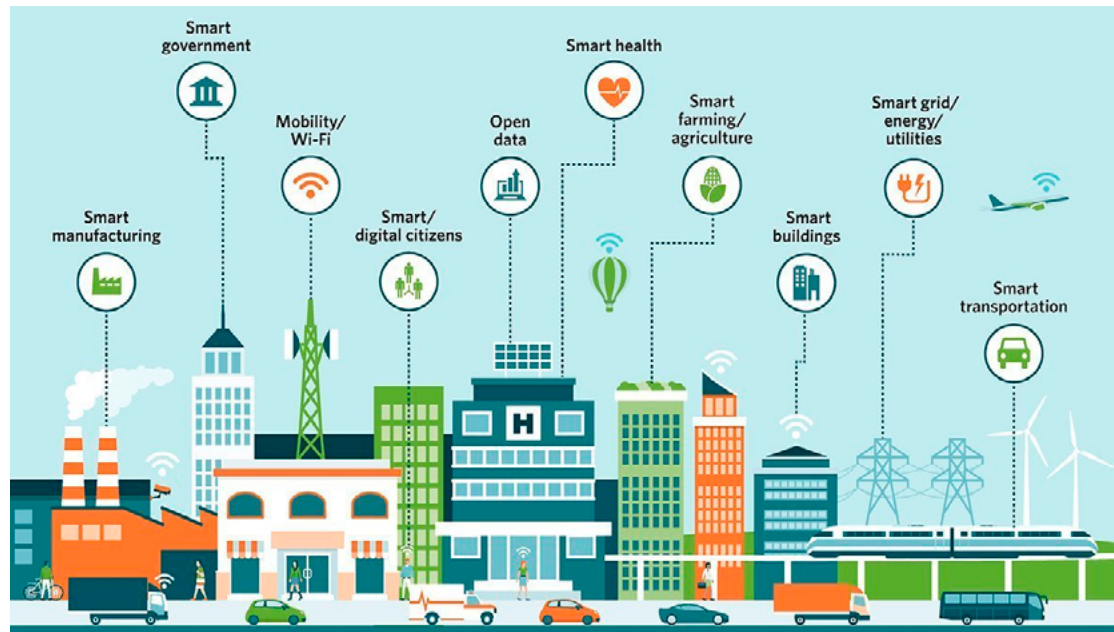
Digital Participatory Platforms. A method of encouraging people to participate in decision-making digitally. Participatory platforms make data and knowledge accessible to the public, allowing for more clear, fair and trustworthy actions by the government. These platforms aim to be low-barrier and interactive ways of participating. Digital participation also extends to the use of social media as a tool to get people to participate in decision-making. For example, the city of Cape Town, South Africa, created a project called "Your City" that uses large installations in popular destinations around the city to get people to vote on ideas proposed by the government and add their own suggestions.
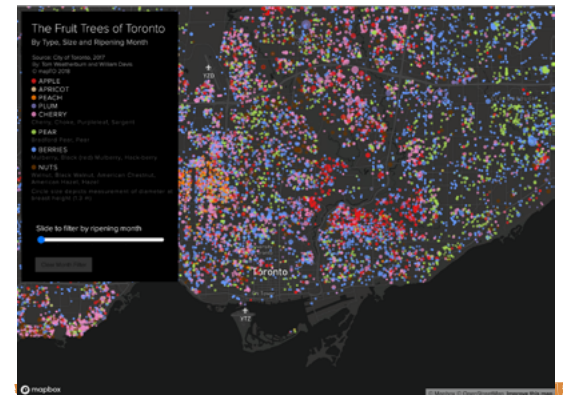
The City of Barcelona has an online platform to encourage participatory democracy called Decidim. "Decidim is more than a software product. It is a digital and public democratic infrastructure which is constantly developing and extending."

⊕ See this blog post about **Cape Town's 'Your City' installation**.

Source: Hunink. (2018). Digital Participation: Trends and Activities. Retrieved from https://medium.com/the-hague-pioneers/digital-participation-trends-and-activities-f2ea28e2a58c | https://ajuntament.barcelona.cat/innovaciodemocratica/en/projects

Interactive Mapping. A tool that helps people see how different resources are spread out in an area. How interactive a map is depends on what it is intended to be used for, and what the map is showing. The map may be for one specific resource, such as this map of the fruit trees across Toronto, or may be of many different resources, such as the Neptis Geoweb (**NeptisGeoWeb.org**), which shows which policy documents apply to what spaces in Toronto and the municipalities around the city. The map may also draw from the knowledge of the general public by allowing people to contribute and build out the map over time. One example of this is the LANDE organization, a collaborative mapping platform where citizens in Montreal can submit the location of vacant lots in order to encourage the public to make such places serve their community better.

⊕ Check out **'The Fruit Trees of Toronto'** by MapTO.

○ Watch the video: **'Transform Your City With Tactical Urbanism'** by Streetfilms on Youtube.

Learn more from the many Tactical Urbanism Guides found here **TacticalUrbanismGuide.com/guides**.

○ For a more complete list of ways planning can integrate ideas of universal design, see this by the Centre for Excellence in Urban Design, established by the National Disability Authority of Ireland: **'Building for Everyone: A Universal Design Approach'**.

Inclusive Design in Cities

Tactical Urbanism. Flexible, short-term, low-cost projects in a city that encourage people to think differently about how a particular space can be used. Tactical urbanism projects have been used to get people to think about street safety, public space, cycling infrastructure, and parks. An example might be setting up chairs and tables in a space people normally just walk through.

Source: The Street Plans Collaborative. (2016). Tactical Urbanist's Guide to Materials and Design. Retrieved from http://tacticalurbanismguide.com/about/

Universal Design is the idea that spaces should be usable by as many people as possible, regardless of ages and ability. Incorporating universal design into planning is important because if a space is accessible by everyone, it means that everyone is more able to participate in their community. A common example of universal design is a sidewalk ramp, which is the area of the sidewalk that slopes down towards the street. The seven principles of universal design are: (1) equitable use; (2) flexibility in use; (3) simple and intuitive use; (4) perceptible information [information that is easy to understand by all users]; (5) tolerance for error; (6) low physical effort; and, (7) size and space for approach and use [regardless of age, mobility, body size, or posture].

Source: Centre for Excellence in Universal Design. (2019). Building for Everyone: A Universal Design Approach. Retrieved from http://universaldesign.ie/Built-Environment/Building-for-Everyone/9-Planning.pdf

Shared streets / woonerf: The "woonerf" is the oldest form of shared space since automobiles and roadways replaced the mix between horses, rails and pedestrians. The term woonerf means backyard, driveway, or residential yard.

○ Watch a video about **'Life on a Dutch Woonerf (Living Street)'** by Streetfilms on Youtube.

TAKING THE TOOLKIT TO YOUR COMMUNITY.

Now that you are equipped with all of this knowledge, it's time to share it!

Before talking to your community.

? **Have you set goals for other projects you've led before?**

? **What could have been better about the goals you set?**

+ Check out the **'LGBTQ+ Language Dos and Don'ts handout'** by TheSafeZoneProject.com.

Think about what you want to come out of the engagement and set goals.

Before speaking to anyone to hear their thoughts, you should consider setting goals for yourself or your organization. This is a good idea because it will let you think about your process later and whether you got what you wanted out of the process. Project goals should be measurable so that it is easier to decide if you have met them or not later on. The goals should be realistic so that you can actually meet them. You can also create goals for participant engagement. These goals should be clear and specific, so participants fully understand their role. They should also include actionable steps on the short, medium, and long term to ensure that they can be met. A goal for participants might be *"learn about what local residents' like about the current bike lanes in Montreal", not "hear from Montreal residents".*

Providing background knowledge (pre-knowledge).

It is a good idea to provide community members with important, basic information so that they understand the proposed changes in the community more clearly. This information should be provided in a way that understands different parts of people's identities. Providing both written and oral materials is an example of this, to be aware of different learning levels and styles. Another example could be using careful language that is inclusive of people who are part of the LGBTQ+ community.

Have a clear ask and prove why local knowledge is important.

The first step to take with getting citizens involved in a planning process is to let them know what they are being asked to do. Part of this is saying why their thoughts are important for you and other community changemakers to hear. One way you could do this is by highlighting how important local knowledge is. People who live in a community have an understanding of it and what it might need more than someone who is visiting or has been employed to work in the community, like a government official. If you can prove to citizens that they are experts in their own communities, they may feel more empowered to participate.

Where in the planning process do you want your community to get involved?

Another thing to think about is the level that your community members will participate at. There are five levels of citizen participation, seen in the Participation Ladder produced by the Montreal Urban Ecology Centre (MUEC). As you go up the ladder, the amount of power community members have in the process increases.

Look back at the different community plan examples and process starting on page 17 to refresh your memory on ways the community planning process might take shape.

Where have you been engaged in planning processes before? Do you wish you had more or less power in that situation?

PARTICIPATION LADDER

LEVEL OF PARTICIPATION AND INFLUENCE

5 Decide together, partner
e.g., referendum, co-management of a site

4 Engage, negotiate
e.g., citizen advisory committee

3 Discuss
e.g., workshop

2 Consult, gather information
e.g., online survey

1 Inform, educate
e.g., information session

Source: This graphic comes from Montreal Urban Ecology Centre (MUEC)'s toolkit to participatory urban planning Toolkit: https://participatoryplanning.ca/sites/default/files/upload/document/participatory_urban_planning_brochure_2016.pdf?fbclid=IwAR0O9Kbz1uR8W00phYGT-mNt7l0C_Dfb8B5xl4PofxYE9mbJM9GlHA1kslc
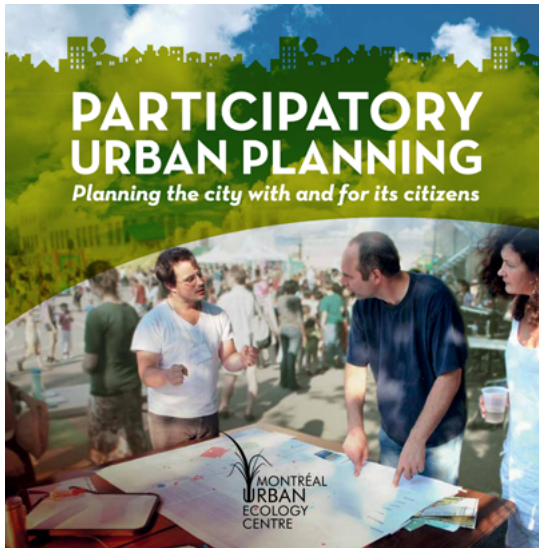
The 'Consult, gather information' stage, in the middle of the ladder, is a way to hear citizens' opinions, often through surveys or neighbourhood meetings. The 'Consult, gather information' stage offers no promise to citizens that the information they give will affect the planning process.

The 'Decide together, partner' level, the highest rung of the ladder, gives citizens full power over a program or institution. In many places the final decision-making power is still with the City Council, but they are some places where citizens have more power. The City of Paris has a participatory budget in which citizens are invited to decide how to spend 5 % of the city's budget through a public voting process. Participatory budgeting is one example of how the "partner, decide together' level has been reached.

➕ See more of the [Montreal Urban Ecology 'Centre's Participatory Urban Planning' Toolkit](#) and their principles for mobilizing citizens.

✏️ **Share and explain the ladder to your community members.**

- Pick a local problem as an example, and split people into groups.
  Problem:

  _____

  _____

- Assign one stage of the ladder to each member of the group (stages 1 through 5).

- Give them 10 minutes, and ask them to present back the way that they would be engaged on this issue based on the ladder stage they were given.

Planning what to say to your community.

A-Z A *barrier* is something that might stop someone from being able to share their thoughts with you, like finding it hard to engage online, or speaking English as a Second Language (ESL).

? What biases, if any, might you bring into this work with your community?

? How can you work to find out and accommodate other people to support them participating?

Designing an engagement process

People sometimes may not be able to give their thoughts or opinions because of barriers they face. When you are figuring out how to get the most people to take part, you may want to think about how to break down common barriers people face when sharing their thoughts or experiences. Here are some of those barriers:

Online versus Offline Participants: *Some people will be more comfortable sharing their thoughts online, and some will be more comfortable sharing in-person.* It might be easy to rely on stereotypes for who prefers which type of engaging, but these stereotypes are not always true. People who are older, for example, are using the Internet more and more these days. If your goal is to hear from the most people possible, you may want to use both online and offline ways to engage people. This might include hosting an in-person meeting, and an online social media post for people to share their responses to an idea you post. Be sure that what you're asking and what goals you set are the same both online and offline, and encourage people who are comfortable online to speak up offline to encourage more participation.

Language: *There may be members of your community who you would like to hear from that do not speak English as a first language.* They could face barriers like not knowing the vocabulary to express their ideas, or be fearful of being judged for their English level. As the person leading the process, it's a good idea to take a few actions to these participants to feel more comfortable. You may want to consider your own knowledge and potential judgements you might make about participants and think about how your community members might think about these parts of you. Before an event you plan begins, you may want to ask participants what their level of English is so that you can change what you say to fit that level. You may also think about offering two members of your team to the people who do not speak English as a first language to give them more support and encourage smaller group discussions.

Check out this related story on page 60 about how different priorities between Western and Indigenous understandings of the land and resources changed a plan which was created in Labrador, Canada.

A-Z *Technical language* is words and phrases that someone who is brand new to a topic will not understand, like the word "gentrification".

Socio-economic Status, Education and Feeling Unqualified: *Sometimes people who do not have very much formal education or who have a lower socio-economic class are left out of engagement activities.* In some cases not having the time to take to go to events is part of the problem. In other cases people may not have the money to pay for childcare, or travel to the event. Some people may also be left out because they feel embarrassed or like they do not have enough knowledge or experience to share. Each person brings a special type of knowledge or experience to the table, not just people who are "experts". Since people who do not see the value of their experience are less likely to engage, it's even more important for you to show them how useful their input can be.

Disability: *People with disabilities are not always engaged with by municipal officials.* This can be due to physical barriers like not being able to get to events, or to barriers in their minds, like not feeling as if they can have an impact on the political system. As the person leading the engagement, you need to make sure that everyone is able to take part. Technology, for example, can be used by anyone who cannot take part in more traditional ways, like attending a public meeting in person.

Avoiding Technical Language: *Technical language stops people from understanding the topic, which makes it a barrier for people. It means people who have not come across these words or phrases before cannot understand, and makes it harder for them to participate in your process.* You can avoid technical language by making sure the information you share with your community is simple, clear, and does not require your community members to have any previous knowledge. It is even more important to avoid technical language when working with groups that have a history of technical language being used against them. Technical language in some cases has been used to say that planners who have been trained in a professional program have superior knowledge to others, which is not true.

Avoiding technical language also means that more people of different ages and language levels can understand. The language you use should allow people of all ages and language levels to understand so that you can include the most people in your planning process, which should always be your goal. Another thing you should consider is how to make sure all participants feel respected. You can do this by using language that is inclusive of different communities. One example is this Inclusive Language guide created by the City of Edmonton. This is one example of language you could use, but it is always best to talk to people about how they like to be addressed.

➕ Check out the City of Edmonton's **'Inclusive Language Guide'** to learn more about how to avoid technical language.

Musqueam First Nations Engagement Process Methodology
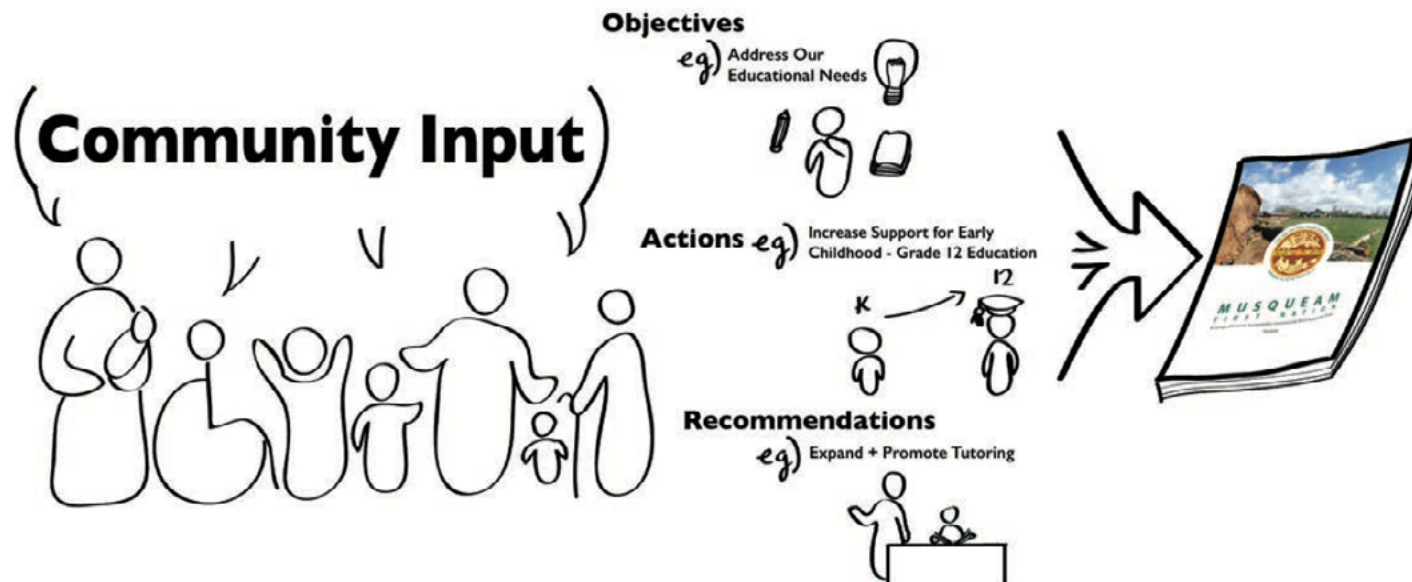
Source: https://www.musqueam.bc.ca/wp-content/uploads/2018/10/Musqueam-CCP-Update_FINAL_Oct2018_lowres.pdf

CCP Process: Labrador Inuit

In 2005 there was a land claims agreement struck between Labrador Inuit, and the provincial and federal government in Labrador, Canada. The land claims agreement shows the decisions that were made about which level of government has control over which land in Nunatsiavut. The governments needed to create a **Land Use Plan** for the entire Nunatsiavut region within three years. A group was created of two Labrador Inuit and two provincial government employees to create the land-use plan. A crucial piece of the planning process was meant to be adapting planning to Labrador Inuit realities, but this is not at all what ended up happening. Firstly, one of the main goals of the land use plan was to understand the Labrador Inuit environmental, social, and cultural interests, and make them part of the plan. The Labrador Inuit live in communities located all over the region, each with their own histories, economies, and land-use patterns. The team of Labrador Inuit and provincial employees hired a Western planner to undertake the land use plan, but he lived hundreds of miles away from Nunatsiavut. This meant that the task of including Labrador Inuit priorities was left to the two Labrador Inuit team members - but this was asking for the impossible, since over 7,000 Labrador Inuit people benefited from the land claim! The time-frame of three years was also far too short for such a large task. This is because creating a regional land use plan like this one involves several

steps: implementing the plan, monitoring it, enforcing it, amending it, and providing updates on it. The land use plan also has several pieces to it, which take time to create: maps with guidelines on how the land can be used, recommendations for more detailed planning in particular areas, and a description of how the plan fits with other policies.

The first time the Labrador Inuit were involved was when the draft land use plan was shared with them, and the Labrador Inuit were consulted at this time, meaning that they had the chance to give their thoughts on the plan. Many of the Labrador Inuit felt that it was difficult to learn enough about planning to understand the project, and that they wished they had been involved in the process much earlier on. The consultation with the Labrador Inuit was done through a formal slideshow presentation by the planner and a discussion afterwards. This did not help build relationships or establish trust in the project by the Labrador Inuit people. The Regional Planning Authority said that not having time, resources or staff meant that the consultation process was not as good as it could have been, but this goes against the original goal of the land use plan to adapt planning to Labrador Inuit realities.

There were also issues with the different ways the settler governments and the Labrador Inuit viewed land and resources. Where the Labrador Inuit saw sea ice as a continuation of the land and so wanted it protected in the land use plan, the federal government said that it had control over the water, and the province said it had control over the land in the area. In the land claims agreement, the federal government did not give the power to control or own sea ice to the Labrador Inuit, even though the Labrador Inuit made it clear that sea ice was very important to them. In the end, sea ice was excluded from the plan. The second issue was that the Labrador Inuit viewed the land as interconnected with resources, people, and culture, but the settler governments viewed the land and its resources through a strictly economic lens. Again, the settler governments' values are what ended up in the land use plan.

So, what are the key takeaways from this example? The planner(s) working on a plan should be located within or near the location so that they can discuss the plan with members of the Labrador Inuit communities directly. If community values and priorities for the land use are going to be brought into the plan, the project should have enough time, money and resources to engage as many Labrador Inuit people as possible and as fully as possible. Consultation with Indigenous people should be based on building relationships and trust. Further, settler governments must be open to values and worldviews other than their own. It's clear that although the settler governments understood what the Inuit

priorities were in both cases, the Western planning bias privileged the settler governments' priorities as the most important, as these are what were put into the final plan. As a citizen, you have a right to be heard and you can demand that the government, or anyone leading a planning process, listens to what you have to say. This is why this toolkit has information about why it's important to get your voice heard and tips on how to share what you know about planning with others in your community.

A-Z *Land Use* refers to the purpose the land serves such as residential, agriculture, natural habitats, and industry.

A-Z *Land Use Plans* are detailed documents containing maps and written text which indicate the location use and intensity of uses to a general area. They are used for creating bylaws and policy.

Sources: Toward Indigenous Planning? First Nation Community Planning in Saskatchewan, Canada by S. Yvonne Prusak, Ryan Walker, and Robert Innes | Matunga, H. 2013. "Theorizing Indigenous Planning." In Reclaiming Indigenous Planning, edited by R. Walker, T. Jojola, and D. Natcher, 3–32. Montreal: McGill-Queen's University Press.

Sharing this Toolkit.

? **Who might benefit from using this Toolkit in your community?**

? **Who do you want to share the things you've learned with?**

? **Why would they find it useful? How will you share it with them?**

Can you think of any other ways to share this Toolkit?

_____

_____

_____

Make the impact of this Toolkit grow! Share it with more people who might find it helpful. The more people who learn from this Toolkit, the more reflective of your community your plans will be and the more you can work together to make change!

Who: Start to think about all of the different kinds of people your community is made up of. Teachers, business owners, elders, neighbours, grocery store staff, and so on. Make a list in the first column of the table below.

Why: Think about what brought you to this Toolkit. Many people will have similar reasons for seeking out this information. Many people will have other motivations. Knowing what you know now, what would someone get out of learning this information? When you share it with them, make sure to share what you got out of it and suggest what they might gain from exploring the Toolkit.

How: Once you have this list, you can start to think about how you might share what you have learned with them. Which method of sharing makes the most sense for each person? Where do you see them around most; in person or online?

- **Email or social media:** *Send an email to your contacts with a digital PDFcopy attached or share it on your social media account. Be sure to tell them why you are sharing it and what you got out of it.*

- **Handout:** *Print out this Toolkit or pick a section of this toolkit to give to people when you see them in person. Some places you might see people to share this with include at school, church, the community centre, at a public meeting, at your house, or wherever people gather.*

- **Keep talking:** *Think about hosting an event or a discussion to speak with your neighbours and friends about what you have learned. It doesn't have to be formal. Bring up what you have learned around the dinner table and invite others to weigh in.*

✏️ Create a communications plan.

Who?	Why?	How?
For example: *Teachers and students.*	*For example:* *To share with their class and learn about how to make change in the community.*	*For example:* *With a handout at school.*

Following up with your community.

Explore more activities created by other communities in their Community Plan documents found in the "Resources" section of this Toolkit starting on .

Why should I collect my community's feedback?

Collecting your community's feedback is important to improve your future engagement processes. It will allow you to reflect on the successes and failures of the process and prevent you from making the same mistakes again.

This makes sense, but how can I do that?

There are many possible ways to collect feedback from your communities. These include surveys, group activities, interviews, among others.

Are there any other things I should know if I decide to collect feedback from my community?

When collecting people's feedback, you should inform them on how you will use this information in order to be clear with them. If possible, you should also share what you found out when collecting feedback from the community. A last thing to mention is that people who do well at collecting feedback often include strategies to make sure that what they learn will lead to actions. This ensures that the feedback collected will not sit on the shelf, but will truly inform future decisions.

Defining and measuring success.

Revisiting your vision from page 10 is a good place to start when trying to define success. How close to this vision have you come?

Add your own performance measures to the list:

_____

_____

_____

How do you define success?

Your vision of success should change over time the more people you talk to, and the more you learn. The vision should end up being one that is shared by your community. It should include performance measures in the short, medium, and long term defined by as many people in the community as possible. These can be qualitative or quantitative measures. Here are some examples of performance measures:

- **Visible changes:** What can you see? Observable change is often the most exciting! If your community wants more green space and you see more green space, this is a good sign.
- **Invisible changes:** How do people feel? Ask people if they feel heard or have been impacted positively by any changes.
- **Relationships:** Who do you know now that you did not know before? Knowing who to talk to is a big sign of success! It is a great sign when you start to feel closer to the people in your community.
- **More engagement:** If you have led an engagement process, do you know how many people participated in your meetings or engagement activities? It is a good sign when more people come out! It would be a good idea to also think about who did not show up. For instance, did you notice that certain groups of the population were present or not? These reflections can help improve your engagement process in the future.
- **More equity:** Measuring equity could be hard to measure depending on your access to information and data. If you can, look for metrics like housing costs and income for example. How many new housing options are built as affordable housing?

➕ The Pikangikum First Nation's **'Comprehensive Community Health Plan: Our Healing Journey'** covers their in-depth Monitoring and Evaluation methodology on page 169.

➕ For more inspiration on measuring and monitoring success, check out page 37 of the **Indigenous Guardians Toolkit**.

Why should you measure success?

As time goes on, things will change. The change you want to ensure is positive and aligned with what you and your community define as success.

- **Aligning with goals:** Make sure to check that things are aligning with community goals and visions. Are the changes being made making a positive impact?
- **Tracking progress:** This helps to keep momentum. If you can see where you have come from, where you are and where you are going feels even better! You can track progress by updating your community plan and taking note of when things change, are achieved or other pivotal moments that happen over time.
- **Future decisions:** Keeping a record or how things are going helps inform future decisions. What work is there still to be done? Who helped? What other resources or funding do you need to keep going?
- **Celebrate successes:** Hard work is worth rewarding. How can you and your community celebrate success and change? Have a party to celebrate a new community centre, decorate your main street to celebrate new businesses coming to town, stop and enjoy a new public space with a picnic, take a bike ride or a walk down a new path. There are so many ways to enjoy your community!

Continue this work.

You can add to this Toolkit!

Is there anything missing from the Toolkit? This document is meant to live on, evolve, and grow with new resources, stories, and experiences from the people who use it and share it like you!

- Make this Toolkit your own by interacting with the activities.
- Speak with your local government about hosting the Toolkit document on their website for others to download and add to.
- Reach out to your local radio station to play some of the audio stories or to play stories you have to tell.
- Create your own useful resources that you think Changemakers might benefit from and let us know what might be helpful to add!

+ together
design lab

Stay tuned!

The Toolkit will continue to grow through the work of the Together Design Lab over time.

RESOURCES.

For easy reference, here are all of the resources that appear throughout the Toolkit!

Resources.

Page 10, 16
City of Saskatoon Community Plan
https://www.saskatoon.ca/sites/default/
files/documents/city-clerk/bylaws/9700.
pdf

Page 17
Musqueam First Nation
Comprehensive Community Plan
https://www.musqueam.bc.ca/
wp-content/uploads/2018/10/
Musqueam-CCP-Update_FINAL_
Oct2018_lowres.pdf

Page 32
Provincial and Territorial Institutions and
Associations
https://www.cip-icu.ca/Resources/
Provincial-and-Territorial-Institutes-and-
Associat

CIP Job Board
https://jobboard.cip-icu.ca/products

Ontario Planners Institute Directory
https://jobboard.cip-icu.ca/products

Page 33
Sample Matrix for Evaluating Consultant
RFP Submissions – INAC 2010
http://fnbc.info/resource/working-
consultants

Page 40
Cooperative Housing Map
https://www.housinginternational.coop/
housing-co-operatives-worldwide/

What is a (housing) cooperative?
https://www.youtube.com/
watch?v=kWfbLPmOeTs&ab_
channel=coopsbc

Page 41
City of Toronto 'Expanding Housing
Options in Neighbourhoods' Initiative
https://www.toronto.ca/city-government/
planning-development/planning-studies-
initiatives/expanding-housing-options/

Inclusionary Zoning Toronto
https://www.youtube.com/
watch?v=ozJ06SR7IrQ&feature=emb_
logo&ab_channel=TorontoCityPlanning

Page 43
How Residential and Commercial Property
Values Rise in Transit Sheds
http://www.njtod.org/the-real-estate-mantra/

Metro Affordable Transit Connected
Housing Program (MATCH)
https://www.matchfundla.
com/#:~:text=MATCH%20provides%20
critical%20funding%20to,Los%20
Angeles%20County%20public%20
transit.&text=Originating%20
lenders%20include%20Enterpr-
ise%20Community,and%20Local%20
Initiatives%20Support%20Corporation

Page 44
Free Public Transport
https://freepublictransport.info/city/

Via Teams to Launch On-Demand Transit
System in Canada
https://www.metro-magazine.
com/10123636/via-teams-to-launc-on-
demand-transit-system-in-canada

The new age of on-demand transit in Canada
https://uttri.utoronto.ca/news/the-new-
age-of-on-demand-transit-in-canada-
klumpenhouwer/

Page 45

Locomotion Carsharing Project

http://solon-collectif.org/Locomotion/

Offering a parking cash-out program

https://transitscreen.com/blog/
commuting-cash-out-programs-parking-
public-transit-employee-incentives-
decrease-traffic-how-to-create-effective-
transit-programs-in-the-office/

Page 46

What is urban resilience?

https://www.youtube.com/watch?v=v8
u9BJDuIrY&ab_channel=100ResilientCities
-PioneeredbytheRockefellerFoundation

Explaining the Circular Economy and How
Society Can Re-think Progress

https://www.youtube.com/
watch?v=zCRKvDyyHmI&feature=youtu.
be&ab_channel=EllenMacArthurFoundation

Ellen MacArthur Foundation

https://www.ellenmacarthurfoundation.
org/Case-Studies

Page 47

Foodshare Mobile Good Food Truck

http://foodshare.net/program/mobile/

Growing kale on the shores of Hudson
Bay? Year-round vegetable farming comes
to Inukjuak

https://www.cbc.ca/news/canada/
montreal/vegetable-farms-
inukjuak-1.5794100

Page 48

Guelph-Wellington Food Future Project

http://foodfuture.ca/

Cities and Circular Economy For Food:
Guelph, Canada

https://www.ellenmacarthurfoundation.
org/assets/downloads/Focus-City-Guelph-
Canada.pdf

Page 49

Participatory City Project

http://www.participatorycity.org/
the-illustrated-guide

Participatory City

http://www.participatorycity.org/

Real Money, Real Power: Participatory
Budgeting

https://vimeo.com/162743651

Page 51

Cape Town's 'Your City' Campaign

https://vimeo.com/162743651

The Fruit Trees of Toronto

http://www.mapto.ca/maps/the-fruit-
trees-of-toronto

Page 52

Transform Your City With Tactical Urbanism

https://www.youtube.com/watch?
v=rhgkzQEplaU&ab_channel=Streetfilms

Tactical Urbanism Guides

http://tacticalurbanismguide.com/guides/

Building for Everyone: A Universal Design
Approach

http://universaldesign.ie/Built-Environment/
Building-for-Everyone/9-Planning.pdf

Life on a Dutch Woonerf (Living Street)

https://www.youtube.com/watch?v=bSBd
shn2tUM&ab_channel=Streetfilms

Page 54

LGBTQ+ Language Dos and Don'ts

https://thesafezoneproject.com/
wp-content/uploads/2017/07/
SZP-Language-DO-DONT-Handout.pdf

Page 56

Montreal Urban Ecology 'Centre's Participatory Urban Planning' Toolkit
https://participatoryplanning.ca/sites/default/files/upload/document/participatory_urban_planning_brochure_2016.pdf?fbclid=IwAR0O9Kbz1uR8W00phYGT-mNt7l0C_Dfb8B5xl4PofxYE9mbJM9GIHA1kslc

Page 59

City of Edmonton's Inclusive Language Guide
https://www.edmonton.ca/documents/PDF/InclusiveLanguageGuide2019.pdf

Page 66

Indigenous Guardians Toolkit
https://www.Indigenousguardianstoolkit.ca/

Pikangikum First Nation's 'Comprehensive Community Health Plan: Our Healing Journey'
https://www.cip-icu.ca/Files/Awards/Planning-Excellence/Our-Healing-Journey-Pikangikum-First-Nation-s-Com.aspx

More Resources

Climate Change Planning Tools for First Nations Guidebooks - 2006
http://www.yourcier.org/climate-change-planning-tools-for-first-nations-guidebooks-2006.html

Comprehensive Community Planning: Indigenous and Northern Affairs Canada
https://www.aadnc-aandc.gc.ca/eng/1100100021901/1100100021902

Comprehensive Community Planning Toolkit by NADF
http://www.nadf.org/upload/documents/ccp-toolkit-2018-v2.pdf

Comprehensive Community Planning for First Nations in British Columbia
https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013_1378922610124_eng.pdf

Connected Communities Resource Library
https://connectedcommunities.ca/resources.php

Creating Communities for Young Children A Toolkit for Change
http://earlylearning.ubc.ca/media/publications/help-toolkit.pdf

Cultural Mapping Toolkit
https://ccednet-rcdec.ca/sites/ccednet-rcdec.ca/files/cultural_mapping_toolkit.pdf

Discuss. Decide. Do.
https://www.swerhun.com/discussdecidedo1

Inclusive Design Toolkit
https://www.bridgeable.com/ideas/introducing-the-inclusive-co-design-toolkit/

Northern Policy Hackathon Toolkit
https://gordonfoundation.ca/wp-content/uploads/2020/05/Northern_Policy_Hackathon_Toolkit.pdf

Participatory Asset Mapping
https://www.communityscience.com/knowledge4equity/AssetMappingToolkit.pdf
PHAST:
https://www.who.int/docstore/water_sanitation_health/Environmental_sanit/PHAST/phastep/ch05.htm

Reconciliation Canada Kitchen Table Dialogue Guide For Municipal Leadership
https://reconciliationcanada.ca/staging/wp-content/uploads/2020/02/CommunityActionToolkit_KitchenTable_for-mun_Aug1.pdf