

**Leadership in Sustainability:  
A Youth Internship Program for the  
Canadian Institute for Environmental Law and Policy**



Since/depuis 1970

CANADIAN INSTITUTE FOR  
ENVIRONMENTAL LAW AND POLICY

L'INSTITUT CANADIEN DU  
DROIT ET DE LA POLITIQUE  
DE L'ENVIRONNEMENT

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# 1. Executive Summary

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“The decisions we make today will shape the world for generations to come.”

These opening words to CIELAP’s call for support remind us of the trans-generational outlook necessary in sustainability work. These words remind us that today’s youth, the next generation of political leaders and social activists, are critically important.

There is currently little opportunity for youth to gain experience and knowledge in the non-profit sector and in sustainability in Canada.

Many organizations offer opportunities for youth to gain work experience, but these opportunities often involve entry-level work, and although youth do gain experience and some knowledge, there are few if any formal educational components embedded within such programs. Most internships lack formal support structures, and only provide interns with experience specific whatever job tasks they may be doing. These program generally have youth perform tasks that fulfill needs of the organization, with little attention to the needs of interns themselves.

Other youth leadership programs provide youth with skills and knowledge, but do not provide opportunity for combining these with work experience.

CIELAP’s youth internship program has been developed to provide opportunities for youth to develop knowledge, values, and skills necessary for participating in the sustainability movement coupled with experience in a non-profit setting. The current program at CIELAP involves many of the components described below but lacks the formality and built-in capacity of this program.

**Benefits of a youth internship program:**

**For CIELAP:** a fresh perspective and keen, hard-working youth to help fill the organization's mandate; capacity-building.

**For interns:** hands-on experience and insight into Canadian politics, non-profit operations, research and policy-making, and issues surrounding sustainability; an opportunity to develop personal networks; a step away from traditional academic learning through books and lectures.

**For Canadians:** a growing body of young people equipped with the skills and knowledge needed to help Canada work towards sustainability

**This program is based on five key principles and eight key components:**

Principles

- Diversity
- Solidarity
- Democracy and participation
- Transparency
- Active Reflection

Components

- Clear objectives and goals
- Meaningful and doable responsibilities
- Accountability
- Support
- Flexibility
- Clear recruitment
- Workable timeline
- Consensus base

The program uses the above principles and components to help youth aged 16-30 engage in the promotion of sustainability. At the beginning of each placement, CIELAP will work with youth to produce a list of skills and desires important to working in non-profits and the sustainability movement in general. This list might include consensus-building, democracy, research, cooperation, policy-making, citizenship, and the knowledge that youth can make a difference. Youth projects might include research that the youth carry through to policy or outreach and youth mobilization projects. Frequent meetings will be held for interns to share their work and their experiences. Skills identified at the

beginning of the placement will be supplemented in these sessions and during individual projects. All of this will operate with a focus on open sharing, active reflection, and multi-directional learning. This report contains detailed recommendations for fulfilling each of the above principles and components.

## 2. Terms of Reference

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This report was written from January-April 2003, for the Canadian Institute of Environmental Law and Policy, as a course assignment at the University of Toronto. The goal of the project is to help CIELAP fill its mandate of promoting youth leadership.

Because of the limited timeline in which this program has been developed, this report will need to be revisited frequently to change elements as they are successful or as they pose challenges. This program should be considered a work in progress.

The program's principle challenge is the acquisition of funding to support the staff and other incidental costs of the program, and possibly the interns as well.

One of the broadest limitations of this project is its narrow geographic scope. CIELAP is a national organization, but because of its location in Toronto, this program has been developed to support local youth only. It may be possible to expand the program to include youth from across Canada, but would have to develop a broader support structure to assist them outside of the CIELAP office environment (e.g. accommodation).

### 3. Methodology

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This report began with an investigation into adult education theories to find a framework consistent with the principles of sustainability promoted by CIELAP. Transformative learning is an integrative educational framework that promotes sustainability and so is particularly appropriate for educating others to do the same. It is described in section 4.7 below.

Meetings with the Executive Director of CIELAP, the current intern coordinator, and with one member of the board served to identify CIELAP's needs and ensure that the program fits within the organization's mandate and office environment. Meetings were held before the project's commencement, during the interim, and upon completion.

The key principles, key components, and details of the program have been developed as a synthesis of ideas from current internship programs, youth leadership initiatives, youth leadership literature, volunteer management literature, foundation guidelines, and the author's own experience both as a youth internship coordinator and as a participant in youth leadership initiatives.

In particular, the six key principles have been emphasized by Rita Thapa in her work as the founder of several NGOs in Nepal.<sup>1</sup>

There are three principal conditions for good civic education: that it be context-specific, that it reflect the expanding and incomplete nature of civic knowledge, and that it is engaging<sup>2</sup>. For CIELAP, the program will be specific to Canadian sustainability and not-for-profit environment, will be open and up-to-date on current discussion around sustainability in Canada, and will involve direct involvement in this discussion through work with CIELAP. The foci of the program can also be defined as information (about what is going on, how to use the help of experts to be part of the formal discussions),

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<sup>1</sup> See Hales (2002).

<sup>2</sup> Barber in Boggs, 1984. p. 51



values (to be able to act on behalf of the community), and action (as facilitators of “full inquiry and understanding by the public regarding its choices”<sup>3</sup>). These three categories shall be used in the program to organize the educational components.

Because of the program’s emphasis on team building, participatory learning, and community, the program will bring together a group of youth who will learn together and from one another. This will help transition youth from their accustomed mode of evaluation by their superiors to one of peer- and self-evaluation. They will be able to propose and develop their own ideas with the support and input of one another.

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<sup>3</sup> *Ibid*, p.53

## 4. Background

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### 4.1 Introduction

I am a youth. At twenty-six, I am still learning a great deal about my place in the world, amongst friends and coworkers, in society. I am learning about how I want to fit in, and the best way to do so. I really began this exploration in high school, but continued on through my undergraduate degree, two years of full-time work, and now carry on as I complete my Master's degree. When will it end? The Canadian government, whose funding for youth programs includes youth until age twenty-nine, tells me that I have three more years. Only three years to figure it all out? In truth, I suspect (and hope) that my youthful curiosity and search for place in the world will never end.

The combination of experiences that I have lived have contributed to my growth as what might be called a youth leader, but I prefer to think of myself as an active, responsible, engaged citizen. It is because of this personal experience that I write about the value and quality of youth leadership and participation in the sustainability movement. And I have been lucky enough to find an organization willing to put to the test my experiential knowledge.

### 4.2 CIELAP

The Canadian Institute for Environmental Law and Policy (CIELAP) was founded in 1970. It is an independent, not-for-profit research and education organization that provides leadership in the research and development of environmental law and policy that promotes public interest and sustainability. For the period from 2002 until 2005, CIELAP is shifting its focus from issue-specific programs to a more holistic framework in which to promote sustainability in Canada. There are four program areas that CIELAP would like to develop: Sustainable Policy Solutions, Governance for Sustainability, Public and Community Engagement, and Youth Leadership. It is this fourth program area, although it will surely overlap with the others, that the following project will address.

For CIELAP, with a vision of “a world in which basic human rights include a safe and healthy environment, achieved through respect for, and preservation of, nature’s integrity and diversity,” youth are integral in helping make that vision a reality.

CIELAP has shown in several ways its interest in including youth in its work. In 2002, it developed maps for high school students and for younger children to map types and impacts of pollution in Canada. To more directly involve youth, CIELAP already has a youth internship program in which university students work in the CIELAP office on a variety of projects, but the structure for the program is rather ad hoc; there is neither a defined program nor a staff person dedicated to running the program.

The organization’s Strategic Plan highlight’s CIELAP’s interest in promoting youth civic engagement: “by working with, and mentoring youth leaders, CIELAP is investing in future decision-makers, thereby strengthening the human dimension of sustainability.” The Strategic Plan also notes that “CIELAP will continue to seek funding to expand its existing internship program...and in identifying promising young environmental leaders to participate in the program.”

### 4.3 Building Capacity

The sustainability movement is one in which capacity holds utmost importance. Canada has many non-profit organizations that work to promote sustainability, but without attention being paid to the capacity (social capital) that provides momentum in the movement, organizations remain isolated and energies do not come together into a sum that is greater than their individual efforts.

Capacity-building in youth not only ensures that non-profits will be staffed and run by well-developed people, but it increases the capacity of the movement; it increases the number of people contributing to sustainability movement’s energy pool.

## 4.4 Youth

This program has been developed specifically for youth aged sixteen to twenty-nine. There are variations within this age group in terms of behaviour, social status, political involvement, and personal needs, but this broad age range embraces youth during and at either end of the time in which they begin to participate in society most actively; it also includes youth for the years after they have completed post-secondary education. It is important to provide opportunities during this time so that when youth are motivated to participate as citizens, they have an opportunity to do so. Furthermore, this age range coincides with funding opportunities that CIELAP will be seeking to support the program.

Youth are often excluded from society. Until they turn eighteen young people prepare for citizenship rather than exercise it. Once youth are able to vote, they are often faced with breaking their way in to a political life that is dominated by an older population. Youth are often very keen to participate in society but similarly denied opportunities to participate in meaningful ways; such denial of the satisfaction of contribution can lead to apathy, cynicism, hostility, delinquency, and a lack of interest to participate as adults.<sup>4</sup>

Too often, youth are taught facts and histories that do not touch their lives; if they learn things that apply to their lives, then they are often more motivated and interested.

Internships as valuable ways for youth to learn how community decisions are made; one of the purposes of this internship program is to offer meaningful work to youth. We sincerely want to motivate, excite, and encourage youth.

## 4.5 Leadership

CIELAP's mandate is to promote youth leadership. For the purposes of this project, leadership shall be defined as "individuals who think for themselves, communicate their thoughts and feelings to others, and help others understand and act on their own beliefs;

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<sup>4</sup> Conrad and Hedin p. 136.

they influence others in an ethical and socially responsible way.”<sup>5</sup> This definition is particularly appropriate in the context of CIELAP’s work because of its inclusiveness. Some traditional views of youth leaders recognize measures such as academic, athletic, or creative excellence and popularity among peers, but do not recognize leadership potential in youth who may not fit into these groups. For CIELAP leadership to promote social and ethical responsibility is key, regardless of the academic standing of a given young person. In addition to leadership, this program will promote youth empowerment, engagement, and civic participation.

## 4.6 Sustainability

York University’s Centre for Applied Sustainability (YCAS) was founded in 1996, after the dismantling of the Ontario Round Table on Environment and Economy’s (ORTEE). YCAS has recently partnered with CIELAP to promote governance for sustainability, based upon the following principles.

### **Six Principles of Sustainability<sup>6</sup>**

- Anticipating and preventing problems is better than trying to react and fix them after they occur;
- Accounting must reflect all long-term environmental and economic costs, not just those of the current market;
- The best decisions are based on sound, accurate, and up-to-date information;
- We must live off the interest our environment provides and not destroy its capital base;
- The quality of social and economic development must take precedence over quantity; and
- We must respect nature and the rights of future generations.

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<sup>5</sup> Linden and Fertman (1998).

<sup>6</sup> Faculty of Environmental Studies, 1996

According to the YCAS, organizations such as CIELAP have several roles.

**Roles of NGOs in Promoting Sustainability<sup>7</sup>:**

- educate and inform
- advise and to warn
- articulate the public interest
- mobilize the public to action
- criticize and encourage
- collaborate for implementation.

CIELAP's work in politics and capacity building target the identified limits to sustainability (social, institutional, and political<sup>8</sup>), and the youth internship program will help further this work. This program has been developed to foster the caring that is necessary for a sustainable society. Not only is the program content relevant, but the decision-making, problem-solving, and active reflection are based in respect and caring for the earth, and for one another.

Because problems facing sustainability are linked to one another, i.e. all environmental, economic, and social decisions have implications in each of the other realms, we need an integrated systemic approach to decision-making. This approach calls for collaboration amongst the public sector, private sector, and civil society. Such an approach has been called governance for sustainability.

CIELAP is one body within civil society that contributes to governance for sustainability in Canada. By including youth in its work, it represents a broader cross-section of civil society, and helps to ensure a strong future for governance in Canada.

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<sup>7</sup> Bell, 2003.

<sup>8</sup> Study conducted by Jennie Lynn Moorer, University of British Columbia, 1994 (in Bell 2003).

### **Ingredients for success in governance for sustainability:<sup>9</sup>**

1. Understanding complexity of issues
2. Developing a shared vision
3. Willingness to take action to change the status quo
4. Good leadership
5. Public understanding and support
6. Informed media

The CIELAP youth internship program will foster the above ingredients for success in youth.

## **4.7 Transformative Education**

Transformative learning is a holistic, earth-centred educational approach that emphasizes quality of life, ecological sustainability, participation, experiential learning, active reflection, democracy, and non-hierarchical structures, and embraces many forms of education such as environmental, development, anti-racism, feminism, worker, popular, indigenous, peace, and media. It promotes a shift from trying to conquer the earth to living in community with it<sup>10</sup>.

Daniel Schugurensky has written a particularly poignant paper linking transformative education with participatory democracy and politics.<sup>11</sup> He summarizes this link well:

Transformative learning “expects that significant personal and social transformation may emerge from critical reflection, (and) it admits that after critical reflection, a person can decide to change or not to change a particular behavior, depending on factors such as the context, the need for additional information, and the required skills and emotional commitment to proceed.”<sup>12</sup>

This transformative vision has evolved out of educators’ observations that traditional education only serves to replicate and further societal status quo rather than inspiring independent and critical thinking in learners. For sustainability to occur, Canadian society must undergo a shift in behaviours and even in values, and the link described

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<sup>9</sup> From Bell, 2003.

<sup>10</sup> Thomas Berry, forward in O’Sullivan (1999).

<sup>11</sup> This paper is very relevant to the subject of this report and highly recommended.

above between critical reflection, information, skills, and change is the crux of this change. Critical reflection alone may evoke feelings of cynicism and helplessness, and must be coupled with the capacity to evoke change.

The CIELAP youth internship program's goal is to fulfill all of these needs so that youth can help Canada undergo the shift towards sustainability. It will help youth foster and become part of the greater sustainability movement as it snowballs society. In his farewell speech to the teachers of the Highlander Institute's Citizenship School program, Myles Horton said:

People learn faster and with more enjoyment when they are involved in a successful struggle for justice that has reached social movement proportions, one that is getting attention and support outside the movement, and it's socially big enough to go far beyond the individuals involved. It's a much bigger experience than anything you've had before as an individual. It's bigger than your organization, and it's qualitatively different, not just more of the same. I want the struggle for social and economic justice to get big and become so dynam that the atmosphere in which you are working is so charged that sparks are darting around very fast, and they explode and create other sparks, and it's almost perpetual motion. Learning jumps from person to person with no visible explanation of how it happened.<sup>13</sup>

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<sup>12</sup> Schugurensky (2001). p. 62.

<sup>13</sup> Horton, 1998, in Schugurensky (2002), p.72



## 5. Key Principles and Components

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This program has been developed according to five key principles and involves eight key components. They have been synthesized from relevant literature, personal experience, and the recommendations and practices of similar youth and volunteer programs.

A youth internship program for sustainability should be based upon:

### 5.1 Principles

#### **Diversity**

The program shall promote diversity within its participants and within its projects. Not only is sustainability about environmental sanctity, but it is about social justice and access to resources. By having a diversity of youth participate in its program, CIELAP will have a better representation of people affected by societal barriers to sustainability.

Recruitment shall be designed so as to attract youth from different regions of Toronto, different social and economic backgrounds, and different ages within the prescribed range of 16-29. Youth with a diversity of backgrounds i.e. not solely academic, will be sought out as well. Furthermore, a diversity of approaches to problem-solving, skill-learning, and project-implementation shall be promoted.

#### **Solidarity**

Governance for sustainability involves solidarity and team-building both within organizations but also amongst them. Team building shall be emphasized within the program to encourage youth to work together, share ideas, and support one another.

“Where community exists, learning is strengthened:  
everyone is smarter, more ambitious, and productive.”<sup>14</sup>

#### **Democracy and participation**

“The best and most effective way to learn democracy is simply by doing democracy.”<sup>15</sup>

The internship program shall operate as a democracy as well as promote the notion of democracy. Decisions shall be based in consensus and all participants, including the internship coordinator, shall have a voice in decisions that affect the group. CIELAP shall be recognized as an expert in some of the content of the program, but shall not hold an unfair amount of power over the internship team.

### **Transparency**

All decisions taken that affect the internship shall be transparent. This is an open program based upon trust and openness.

### **Active Reflection**

All participants shall engage in frequent active reflection to maximize the personal gain from the program and to continually encourage creative and critical thinking.

## **5.2 Components**

### **Clear Objectives and goals**

Objectives and goals are important as a measure of success, to provide funding agencies, and for prospective interns to identify their own interest in the program. The CIELAP internship program will help **two cohorts of four youth per year** develop:

1. skills necessary to work in non-profit sector
2. networks to aid in future work and learning
3. meaningful project experience in line with CIELAP’s mandate
4. knowledge of sustainability in Canada

At the end of the program, interns and the internship coordinator will engage in active reflection to measure the success of the program. More detail will follow below in the discussion about evaluation.

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<sup>14</sup> Ralph Peterson in Schugurensk (2002), p.73.

<sup>15</sup> Schugurensky (2002) p.68

### **Meaningful and doable intern responsibilities**

The program involve working with interns to develop clear responsibilities that can realistically be accomplished within the internship time frame, and that help in the development of relevant skills and knowledge bases.

### **Accountability**

The internship coordinator must have a framework within which to deal with problems that may arise. To what extent are interns accountable for their work? What happens if they do not do the work? If they do not show up? Interns must be accountable to the coordinator in terms of the work they are producing but also in communicating throughout their experience. The internship coordinator must also have a degree of accountability to the interns in terms of satisfying their needs and providing a safe environment of open communication.

### **Support**

The program must have a full-time support person within the organization. Any internship program must have an appropriate support structure for its interns, to ensure satisfaction, clear accountability, and adequate attention are given to youth. Interns should never feel as though they are a burden to the organization; the presence of a coordinator who is entirely dedicated to supporting the program will alleviate this problem. Similarly, youth interns should not drain the organization's capacity or resources; with a full-time support staff, the program should add to rather than drain the organization.

### **Flexibility**

A successful internship program must involve a careful balance between flexibility and structure. It is important that the program be flexible enough to accommodate the needs of any particular group of interns, but must have enough pre-defined structure to attract a youth who want a particular experience, and to maintain predictability within the experience. Also, a group experience of exploration may take unpredictable paths, so the

program must provide a structured flexibility to ensure that unforeseen opportunities may be grasped in the learning process. Youth are most comfortable in a relaxed and fun setting and may respond better to a more loosely scheduled meeting or training session than to one that is rigidly tied to a particular agenda.

### **A clear recruitment process**

The program must have a clearly defined recruitment process that screens individual applicants for their suitability to the program, while clearly communicating the details of the program and responsibilities of CIELAP, the internship coordinator, and interns.

### **A workable timeline**

If an internship pays little and only involves one day per week, youth may be tempted not to stay for the entire program because of employment or other opportunities that may arise. A full-time, twelve-week program is easier to commit to, and fits well within university and college schedules.

### **Fun**

Youth are energetic and motivated, but any hard work must be balanced with fun for it to be sustainable. The internship should be a fun and enjoyable experience for everyone involved.

## 6. The Program

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### 6.1 Players

The program will be administered and coordinated by a full-time coordinator at CIELAP, and will involve a team of four interns for each session.

Some internship programs include a strong role for a representative from the intern's academic institution. If a particular intern is participating in the internship because of an academic requirement and grading is necessary, then a relationship will be made between the organization and the institution separately. Not all youth participating in this internship program will be affiliated with a school, and so it has been designed not to have this as a component.

This report combines adult education and citizenship theory with practical needs of youth and of the sustainability movement in Canada to create a youth internship program. It is common for internships to include a faculty member or other sponsor from the youth's educational institution<sup>16</sup>, but since not all interns will be affiliated with an academic institution, this program does not include a faculty member. If there is a need to evaluate the program, a specific arrangement can be made between the academic sponsor, the internship coordinator, and the intern.

### 6.2 Recruitment

In order to ensure that CIELAP recruits fairly and appropriately, recruitment will involve five steps: posting, interview, references, contracting, and orientation.

Recruitment will be carried out so as to promote diversity. Priority may be given to youth representing different geographic areas of Toronto.

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<sup>16</sup> Balutis and Honan, 1984.

### **6.2.1 Posting**

The posting may be distributed through three media: online non-profit job listings, academic internship listings, and the CIELAP website. Volunteer Canada 's report "Volunteer Connections: New strategies for involving youth" provides excellent guidelines for posting a youth internship position.

#### **Suggestions for the internship posting:**

- Time commitment: 5 days per week. 4.5 days individual projects, .5 day group meeting (approximately).
- If there is a bias, e.g. experience in the non-profit sector, or favour towards creating a diversity within the group, this shall be explicitly stated in the posting
- information about the specific intern jobs
- skills and experience needed
- skills and experience to be gained
- thorough outline of the time and duration of the position
- description of the training to be provided
- brief overview of the organizational and program goals and objectives
- information about the application, interview, screening and selection process
- any other necessary information e.g. grant details or stipulations

### **6.2.2 Interview**

Once the posting period has expired, the coordinator and the CIELAP Executive Director will select ten youth to interview. Interviewees may be asked to provide a writing sample, portfolio, or another example of relevant work to demonstrate skills and creativity.<sup>17</sup>

### **6.2.3 References**

The project coordinator should consult at least two of the applicants' telephone references.

### 6.2.4 Contracting

Once the interns have been selected, they shall meet with the coordinator to finalize details about the internship.

#### **Contracting Details:**

- sign letter of agreement, with details about compensation<sup>18</sup>.
- Provide job description, which includes key results for the program, a basis for accountability, organization of the position, nature of the position, relationships with others in the program and at CIELAP, education and skills required, and predominant tasks<sup>19</sup>.
- provide readings as preparation—on sustainability, on CIELAP, tips from past interns
- funding details—paperwork
- start date

## 6.3 Training/the Internship

The internship shall consist of two major components: individual projects and training.

Individual projects will be determined prior to the commencement of the program, and be relevant to current projects in which CIELAP is involved. They will be matched with interns according to their previous experience and skill-sets. All assignments will be designed to be completed in twelve weeks.

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<sup>17</sup> See “how to make a good match” on p. 12 of the YCLSF Host Organization Guide.

<sup>18</sup> Compensation will depend upon funding opportunities for the project. It is common either to set a per hour compensation or a stipend to cover transportation, lunch, and other incidental costs.

<sup>19</sup> As described in Berger, 1992.

### 6.3.1 Projects

The particular projects to be assigned to particular interns will depend upon the particular work in which the organization is involved.

#### **Possible intern jobs identified by CIELAP**

- Research
- Assistance with specific projects
- Monitoring websites such as the Ministry of Environment and the Environmental Bill of Rights
- Hazardous waste
- Biotechnology
- FTAA
- Reviewing and preparing executive summaries on law or policy guidelines/proposals
- Communication jobs e.g. helping to prepare the electronic newsletter, annual report
- Fundraising initiatives—helping with project proposals, special fundraising events, special appeals to donors, administration
- Filling publication orders
- Responding to inquiries to CIELAP for information, etc.

Training shall be ongoing throughout the internship, and involves four components:

- initial group orientation
- reflective journal
- one-on-one meetings with the coordinator and interns
- weekly group meetings

### 6.3.2 Initial Group Orientation

This initial session will be the first time that members of the group meet one another. At this meeting, interns will learn about one another and discuss their internship placement, as well as:

- Outline entire program
- Tour of CIELAP office, orientation of equipment, work spaces for interns
- Establish work/office schedule—one intern per day of the week, share work space
- Discuss CIELAP's mandate, program
- Highlight some research opportunities for interns
- Determine skills desired and possessed by group
- Set schedule for program
- Discuss support structures within the program.



### **6.3.3 Reflective Journal**

Interns will maintain a reflective journal throughout the program. Notes may include:

- repeated behaviour patterns they have observed of themselves or of others,
- guiding assumptions they may observe in themselves or others,
- jargon used on the job.<sup>20</sup>
- Pose (and do not try to answer) three questions each week.
- Note perceptions, feelings, desires.
- The journal should also include self-evaluation.

### **6.3.4 Individual meeting with coordinator**

After the initial group meeting, each intern will meet individually with the intern coordinator to:

- Discuss research interests
- detail individual projects, set achievable goals, specific to the time and ability of intern
- discuss skills possessed, able to share
- assess current skill-sets and match with research project at CIELAP

### **6.3.5 Weekly meetings**

The weekly meeting's purpose is to integrate theory and practice for the interns.

They provide an opportunity to expose and discuss challenges that youth may be facing in their work with CIELAP.

Part of each weekly meeting will be a discussion about journal reflections. Interns will be asked to pose one of that week's questions to the group for discussion.

Below are some of the points that CIELAP has suggested for development. They have been organized as information, values, and actions.

## **Suggested information, values, and actions for youth development**

### **Information**

Fundraising	How government and policy work
Role of law in sustainability in Canada	democracy
Role of citizens in sustainability in Canada	

### **Values**

Critical thinking	Teamwork
Holistic thinking	There is always a choice
Cooperation, not competition	Youth can make a difference
Quality of life	

### **Action**

Communication	Computer literacy
General office support	Research
Decision-making	Delegation
Organizational skills	Public speaking

These skills may be achieved by sharing with one another amongst the interns, from a guest speaker, by examining and discussing case studies, or through simulations and role play.

Guest speakers and meetings or interviews with stakeholders in any give issue may also be a successful way to help interns increase their own networks.

It is essential for the coordinator to remember that much of the language used during the internship will be new to youth interns, particularly during the first few weeks of the program. Special attention should be paid to words which may be new to youth.

Youth are also more likely to want to learn by doing, even during weekly meetings, than to sit and be taught. Skill-sharing sessions shall be premised upon a fully participatory model which may include collective art, role-play, and so on.

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<sup>20</sup> In Balutis and Honan p. 54.

If an exercise requires peer review, once it is given, it may be appropriate to take a ten minute break in which the reviewee must reflect on the review before responding. This helps to ensure that any feedback is taken in, reflected upon, and thoughtfully responded to.<sup>21</sup>

### **6.3.6 Recognition**

Interns, whether paid or unpaid, but most particularly in the case of volunteer placements, should receive appropriate recognition for their work. This may be in the form of a dinner, party, outing, certificate, pin, t-shirt, or any other way that the organization decides it would like to show its appreciation for the hard work of its interns. Volunteer Canada offers recognition ideas on its website, as does Charity Village. Interns may also appreciate the opportunity to choose their own recognition event. The importance is less on the details of the recognition and more that it happens.

## **6.4 Closure and Evaluation**

Evaluation should be on-going throughout the term of the program.<sup>22</sup> Evaluation is thoroughly important for youth who are only beginning to learn about their place in the working world. Feedback about their attitudes, abilities, and work styles are very useful. The journal will also be a useful self-evaluation tool for interns.

Once the program has been completed, the interns, internship coordinator, and CIELAP executive director shall participate in a four-part closing and evaluation: a team meeting, an intern-coordinator meeting, a written evaluation, and an evaluation by the coordinator after completion.

The evaluation shall also act as an exercise to familiarize the intern with typical workplace evaluation tools. Effective peer review is essential in any healthy workplace,

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<sup>21</sup> From Baird p.48

<sup>22</sup> The Laidlaw Foundation has developed an excellent evaluation tool for internships and can be found at their website. Also, see the section on intern assessment on page 19 of the YCLSF Host Organization Guide.

so throughout the internship and after, youth and the coordinator shall be encouraged to provide feedback about and to one another in a gentle, constructive manner.

The interns will have one final group meeting, in which they can discuss their experiences in the program, and reflect upon successes and failures. A group evaluation can be conducted at this point as well.

Each intern will also meet individually with the internship coordinator, at which point a one-on-one evaluation and reflection can take place.

**The evaluation meeting between intern and coordinator may involve:**

- 7 an essay based upon the intern's journal work
- 8 intern self-evaluation
- 9 a final evaluation and reflection upon the intern's own contribution to CIELAP, specifically through his or her own individual project.
- 10 Evaluation of the program to identify opportunities for improvement.
- 11 opportunity for two-way evaluation of the program and of one another between the intern and the coordinator.

Finally, each member of the program shall have an opportunity to provide feedback on anything that has not been covered in either of the group or one-on-one reflective sessions.

**Independent feedback may include:**

- Evaluation by the coordinator of the program, of interns, and of self
- After the exit interview, the intern shall have an opportunity to submit a written evaluation of the coordinator and of CIELAP in general.
- Overall evaluation of the program

The coordinator shall perform an in-depth evaluation of the program after each session.

**Follow-up evaluation by the coordinator may involve asking:**

- how many internship participants later became employed in relevant fields?
- how they have used the skills they learned at CIELAP?
- which elements of the program were useful and which ones have not been useful to them?
- have they used their network contacts once leaving CIELAP?
- what value has the program added to CIELAP as an organization?<sup>23</sup>

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<sup>23</sup> see Jack Quarter's *Calculating Value Added*.

- how diverse has the internship been, over time? How has diversity been measured?

## 7. Conclusion and Recommendations

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The above program is a work-in-progress to help CIELAP better promote capacity building and promote youth citizenship in Canada. Its unique approach to combining work experience with learning in a participatory, democratic way embeds the principles of sustainability in the very people who are joining the team of Canadians working towards building a truly sustainable society.

It is recommended that project funding be sought to support the program, and that it be implemented in the fall of 2003.

There are several factors that may affect particular aspects of the program:

- Particular funding requirements may stipulate small adaptations to, for example, the length of the program, the type of individual projects a given intern will do, or the age of the intern to be funded.
- The program can accommodate youth ranging from 16 to 29, which fits with most Canadian funding agency criteria for youth opportunities. It may be interesting and useful to run the program differently each time, to see how groups differ. One could be run with the broad age ranges, another with only youth aged 25-30, a third with youth aged 19-25, and so on. The broad age range supports the program's goal of working with a diversity of youth.
- The program may also be opened in the future to include international placements. The Government of Canada offers placements abroad for Canadian youth; it may be possible to partner with such a program, or to become a placement for a similar program administered by another country.
- This report should be added to as other resources and complementary programs are discovered. This will help to ensure that the program structure remains dynamic and current.

"If you are thinking a year ahead, sow seed.

If you are thinking ten years ahead, plant a tree.  
If you are thinking one hundred years ahead, educate the people.”

Kuan Tzu, Chinese Poet, c. 500 B.C.

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## Appendix A Opportunities for funding

**Samuel and Saidye Bronfman Family Foundation** [www.bronfmanfoundation.org](http://www.bronfmanfoundation.org)

Primarily fund the arts, but have a special initiatives fund for new programs. Its mission involves investing in creative innovative ways to meet the challenges facing Canada.

**Human Resources Development Canada**

<http://youth.hrdc-drhc.gc.ca/programs/yic.shtml>

Funding for youth internship programs in Canada for youth aged 15-30.

**Laidlaw Foundation** [www.laidlawfdn.org/](http://www.laidlawfdn.org/)

Funding for youth engagement programs targeted at Canadians aged 12-24. The foundation has also made available a study about youth engagement strategies and evaluation tools.

**McConnell Foundation** [www.mcconnellfoundation.ca](http://www.mcconnellfoundation.ca)

Supports initiatives “to support the development of healthy communities that are environmentally and economically sustainable” and “to provide young people with opportunities to engage and to develop their leadership potential.”

**George Cedric Metcalf Charitable Foundation** [www.metcalffoundation.com](http://www.metcalffoundation.com)

Funding specifically for initiatives, including skills-training and leadership initiatives, that will enhance the capacity and effectiveness of organizations working in environment-related areas.

**Trillium Foundation** [www.trilliumfoundation.org](http://www.trilliumfoundation.org)

Offers grants for projects within, amongst others, environment and human and social services.

## Appendix B Other Programs and Resources

### **Charity Village** [www.charityvillage.com](http://www.charityvillage.com)

This is a website that services Canada's not-for-profit community by posting work and volunteer opportunities, contact information, and useful volunteer management resources.

### **Earth Charter** [www.earthcharter.org](http://www.earthcharter.org)

This is a document that promotes sustainability and is consistent with transformative learning. It was developed by a conglomeration of nations. The website includes suggestions for youth to promote the Earth Charter. This may be useful not only as a project for CIELAP interns but also as a supplementary framework for sustainability.

### **International Institute for Sustainable Development (IISD)** [www.iisd.org](http://www.iisd.org)

IISD's vision is "better living for all--sustainably." IISD has several leadership development programs, including for youth aged 19-30. See Young Canadian Leaders for a Sustainable Future Program (YCLSFP) [www.iisd.org/interns/](http://www.iisd.org/interns/). This is an international internship program that includes a two-week training session, a six- or eight-month international placement, and a one-week career search session. IISD also has publications available about youth leadership training.

### **Laidlaw Foundation** [www.laidlawfdn.org/](http://www.laidlawfdn.org/)

Funding for youth engagement programs. The foundation has also made available a study about youth engagement strategies and evaluation tools.

### **Leadership for Environment and Development (LEAD)** [www.lead.org](http://www.lead.org)

LEAD offers an eighteen-month international leadership training program for professionals, with no age restriction. LEAD has developed resources for youth leadership training that may be useful for the CIELAP youth program sessions. Its methodology and internship information, as well as a very useful search tool for finding experts in sustainability around the world, are all available on its website.

### **Volunteer Canada** [www.volunteer.ca](http://www.volunteer.ca)

This national initiative provides resources for volunteer managers such as screening information, training ideas, and suggestions for recognition. Volunteer Canada also has specific information about youth volunteer initiatives.