# Speaker's Forum on the Role of Members:
# IDEAS FOR CHANGE

A report prepared by Martha Dow, Ph.D.

In Coordination with the Office of the Speaker,
Legislative Assembly of British Columbia

December 2020

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# In Memoriam

This report is dedicated to Dermod Travis, who passed away on June 1, 2020. Prior to his death, Mr. Travis served as Executive Director of IntegrityBC, and was an effective champion of increased accountability and transparency aimed at improving British Columbia's public institutions and political systems. Mr. Travis was deeply committed to better governance and offered keen insights that benefited British Columbia and Canada. His contributions to the Speaker's Forum were appreciated. His passion and dedication will not be forgotten. He is missed.

# Foreword

In December 2017, I established the Speaker's Forum on the Role of Members to engage broadly with representative groups across the province and seek input on ways to ensure that Members have the tools and resources they need. The Forum has featured a series of roundtable discussions on the roles of Members with academics and political scientists, media, Legislative Assembly interns, educators, youth, former Members, and representatives of Indigenous communities.

In March 2019, the report on the Forum's first year was published, outlining themes and issues raised in roundtable sessions. This report on the work of the Forum in its second year, outlines ideas for change, reforms and improvement identified by roundtable participants during their sessions. Shortly, this Speaker's Forum initiative will conclude with the development and presentation of recommendations and strategies for action to strengthen the Legislative Assembly's support to Members.

I am grateful to all of the participants in the Forum roundtables for their input and ideas. I also want to acknowledge the excellent work of Dr. Martha Dow, Associate Professor, Social, Cultural and Media Studies, University of the Fraser Valley, in serving as the Facilitator of the Speaker's Forum. I am also grateful to Kate Ryan-Lloyd, Clerk of the Legislative Assembly, Artour Sogomonian, Clerk Assistant, Parliamentary Services, and staff in Hansard Services for their help in supporting the Forum and making its success a reality.

I look forward to continuing the work of the Speaker's Forum as we seek to support the work of Members on behalf of all British Columbians. I invite everyone with ideas and comments on this report and the initiatives outlined in it to share their thoughts with us via email at SpeakersForum@leg.bc.ca.


Darryl Plecas
Speaker of the 41st Parliament

# Introduction

The Speaker's Forum as noted in the report titled "Speaker's Forum on the Role of Members: Current Challenges" (2019) was established by the Honourable Darryl Plecas, Speaker of the Legislative Assembly, in December 2017. The purpose of the Forum is to explore challenges and opportunities associated with the role Members of the Legislative Assembly (MLAs) and their responsibility to effectively represent their constituents and communities. The Forum adopts a non-partisan framework to explore how "to provide MLAs with a strengthened voice to represent their constituents and thereby enhance public perception of the role of parliamentarians, and consequently encourage robust and diverse political engagement of citizens, supported the central objectives of the initiative."[1]

# Background to the Speaker's Forum[2]

Thomas and White (2015) assert that "[l]egislatures are the central democratic institutions in Canada's provinces and territories. Like other Canadian political institutions, however, legislatures have fallen into disrepute, in part because they are widely perceived as unresponsive and unrepresentative" (p. 363). One of the areas that receives a great deal of attention, in any discussion of improving public engagement, is voter turnout and particularly youth voting patterns. Elections B.C. data indicate that there has been a general downward trend in voter turnout with 70.5% of eligible voters voting in 1983 and 55.3% voting in 2013 with a bump in that trend in 2017 (61.2% turnout). Among 18-24 and 25-34 year olds, only 47.9% and 39.8% of registered voters voted in 2013, with an increase in 2017 with 56.2% and 46.4% of young people voting.

In an effort to understand voter turnout in the 1980s and 90s, Adsett (2003) asserts that "[w]ith the emergence of neo-liberalism, the Canadian state has reduced if not retracted its support to Canadian youth in their transition to adulthood (e.g., post-secondary education, unemployment insurance and housing) in its dismantling of the welfare state. In addition, it has given a low priority to the types of programmes and initiatives that have traditionally concerned Western youth (e.g., equality, and individual and human rights)" (pp. 261-262). Not surprisingly, levels of interest in politics is more significantly connected to voting for younger people than older individuals.[3]

Importantly, there are clear and consistent similarities among calls for reform at the provincial and federal levels as "concerns about the impacts of disciplined political parties and dominant leaders on Canada's House of Commons and its public credibility have been a staple of Canadian parliamentary reform discourses for close to half a century" (Stilborn, 2017, p. 35). In an effort to understand structural resistance to change "the concept of 'path dependence' has been used to explain how established patterns of political mobilization, institutional rules of behaviour, and ways of thinking become self-reinforcing and difficult to

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[1] Speaker's Forum on the Role of Members: Current Challenges, May 2019

[2] This Background section is from the Year One Report, Speaker's Forum on the Role of Members: Current Challenges, May 2019.

[3] Statistics Canada. (2015). Civic engagement and political participation in Canada (Catalogue no. 89-652-X2015006. Retrieved from https://www150.statcan.gc.ca/n1/pub/89-652-x/89-652-x2015006-eng.htm.

reverse" (Crawford, 2011/12, p. 79). There are important structural realities and relational dynamics that need to be understood and engaged with in any change efforts.

## The Strategy, Speaker's Forum, Year Two

The purpose of Year One of the Speaker's Forum was to gather input from a diverse set of interest groups (political scientists, interns, youth, former MLAs, Indigenous representatives, media, educators) on their perceptions regarding challenges and obstacles faced by MLAs and the general public as all stakeholders engage with their respective roles in operationalizing democracy. As outlined in the Year One report, there was significant commonality in the specific issues identified and consequently they coalesced around four main foci: civic education, public engagement, parliamentary structures and processes, and the media.

The focus of the Year Two roundtables was to garner ideas for change to address the challenges identified in the first year of consultations. The key questions posed to each Year Two roundtable to spark conversation around the identified challenges were:

- How might public engagement be encouraged and consequently increased?

- How might public engagement become more significant in substance as it relates to government decision-making?

- What strategies might improve political engagement for specific groups marginalized based on Indigenous identities, age, gender, sexuality, ability, economic status, and ethnicity?

- How might opportunities for civic education be enhanced within the traditional sphere of the K-12 and postsecondary systems of education?

- How might school-based and community-based education to support understandings of alternative political/decision-making structures and processes, advocacy, and activism be structured, implemented, and encouraged?

- What suggestions do you have to improve parliamentary structures and processes with the aim to improve meaningful MLA engagement with constituents and the public?

- What ideas and strategies might improve this relationship between the media and politicians and consequently increase meaningful political engagement of all stakeholders?

Hendriks and Lees-Marshment (2019) note that "[w]orldwide, there is growing interest in providing opportunities for public engagement in modern politics. Citizens and affected groups are increasingly being invited to 'have their say' and 'engage' in governance mattes to inform policy design and delivery, and to build public legitimacy for reforms, for example, by participating in community meetings, deliberative forums and online consultations (Fung and Wright, 2003; Nabatchi et al., 2012)" (pp. 597-598).

The citizen participation through the Speaker's Forum demonstrates the tremendous commitment of members of the public from diverse standpoints to engage in the politics that shape their communities. This civic engagement raises the question of whether politicians are equally interested in this more collaborative, community-informed approach to doing the work of the people they serve. In their work on "elite-citizen interaction", Hendriks and Lees-Marshment found that "[c]ontrary to much of the sceptical literature on

participatory governing, [their] data reveal that leaders want to connect with the public to inform their understanding of policy issues, and to help them move beyond the 'bubble' of elite, professionalised and mediatised politics" (p. 610). It is this spirit of common interest and participatory commitment that has fuelled the Speaker's Forum through the identification of challenges to the ideas for change captured below.

## The Consultation: Participants' Ideas for Change

All sessions were characterized by energized and informed discussion and required very little prompting away from challenges toward the "solution" focus of Year Two. Also interesting was the preparation and desire on behalf of participants to discuss all four of the themes. Perhaps not surprising given the multi-year commitment of the majority of the participants, but certainly worth noting was the avoidance of oversimplification or targeting of particular aspects of the system or processes. Instead, the dialogue highlighted the willingness to acknowledge the complexities inherent in a meaningful conversation about enhancing capacity of citizen participants and MLA engagement in British Columbia.

The ideas generated were in some cases widely expressed across the various stakeholder groups, and in other cases, were raised in particular groups, often in relation to the expertise at the table.

## The Role of the MLA

- Develop job descriptions for MLAs.

- Implement term limits for MLAs.

- Provide an online mechanism for the public to submit questions for MLAs to bring forward to other members of the Legislative Assembly.

- Establish a mid-session check-in with MLAs to determine what, if any, additional supports are needed as they fulfill their responsibilities.

- Extend the current MLA orientation to all MLAs returning or new to office. This orientation will include:

    o Equity, diversity, and inclusion training

    o Review of and training in relation to the Respectful Workplace Policy

    o Discussion of duties and responsibilities

    o Examining the gendered consequences of heckling

    o Strategies to maintain/develop work/life balance

- Encourage as a best practice, monthly reports from MLAs to constituents.

- Institute an annual report card assessing MLA performance.

- Establish non-partisan constituency caucuses to regularly meet with their MLAs.

- Support MLAs in developing acknowledgements with respect to the locations and identities that characterize their constituents, communities, and parliament buildings.

- Expand Private Members' Time to consider Private Members' motions or bills to provide additional opportunities for MLAs to state their own perspectives on issues.

- Encourage MLAs to host informal town hall meetings as a best practice, in lieu of more corporate communication formats.

- Encourage MLAs as a best practice, to increase involvement and engagement with local schools.

- Educate MLAs on solutions-oriented politics to develop a more collaborative and evidence-based culture in place of the current adversarial approach.

- Institutionalize the expectation that MLAs communicate their rationale for voting.

- Encourage MLAs, as a best practice, to share calendars to illustrate the range and volume of ongoing responsibilities and activities.

- Survey MLAs to assess whether their offices are appropriately resourced given their job description.

- Expect MLAs to articulate their position on the need for changes in the culture of the Legislative Assembly.

- Offer training to MLAs on the power of both speech and listening.

- Offer MLAs regular professional development opportunities including training and education on topics such as: Indigenous history, anti-racism, work-life balance.

- Provide support for each MLA to develop an annual professional development plan.

- Offer opportunities for MLAs to learn more about marginalization and intersectionality of identities as it relates to the profile of their communities.

- Provide support to MLAs who want to enhance their role as community organizers to support citizen assemblies when required.

- Develop and promote enhanced awareness of the responsibilities of MLAs to their constituents.

- Encourage, as best practice, the role of emotionality, compassion and lived experience in politics.

- Revise MLA awareness of processes to develop informed community consent achieved through relationship building as best practices.

- Provide MLAs with opportunities to participate in an immersive seminar to learn the practices of consensus-based decision-making.

- At the end of each session, offer the MLAs the opportunity to share reflections on the work of the just completed session and any mechanisms of procedure and process during that session that require some dialogue.

- Encourage each MLA to assess their strategies of constituency engagement for their efficacy and coverage and to share strategies with their colleagues.

- Offer MLAs training in ethical partisanship.

- Include former MLAs in orientation sessions for current members.

- Offer MLAs the opportunity for media training.

- Develop a cross-partisan mentorship program for MLAs.

- Develop a MLA Mentorship Program to support first time MLAs.

- Encourage the executive branch reflection on the inclusion of members of the public in Ministerial Advisory Committees.

- Encourage MLAs, as a best practice, to respond to questions from the public in an individualized and timely manner.

## Citizen Engagement

- Seek understanding and clarification of issues relevant to stakeholder groups (e.g., youth, older adults, rural residents).

- Encourage MLAs, as a best practice to consider strengthening relationships with advocacy groups and other civic organizations.

- Utilize social media platforms to share the lived experiences of citizens as they encounter government programs and policies in their everyday lives.

- Encourage MLAs to develop community-based expert advisory groups around particular policy issues to provide evidence-informed opinions to MLAs.

- Enhance development of community-based civics workshops for the public.

- Work with schools and universities to develop a Public Policy Speakers Bureau to be drawn on to educate the public, MLAs, and the media on specific policy issues.

- Reintroduce 'public written questions' by developing a structure for organizations to submit questions to the Speaker's Office to be responded to by Cabinet Ministers.

- Provide context for visitors prior to and immediately following Question Period through the Legislative Assembly Tour Program.

- Develop regular themed podcasts with the Speaker, Cabinet Ministers and Opposition Critics to discuss topical issues and questions submitted by the public.

- Work with the Legislative Press Gallery to establish a fund to support access to the Legislature for alternative media outlets.

- Collaborate with the Legislative Press Gallery to develop a knowledge holder list that can be accessed by MLAs and the media.

- Examine in partnership with the Legislative Press Gallery, the effectiveness of current issues regarding access, resources, and physical space.

- Have an independent body provide an annual report card of the media's coverage of the Legislative Assembly.

- Establish a mandate for parliamentary committees to consult the public on longer term public policy goals beyond the election cycle (e.g., climate change).

- Establish a non-partisan "fact-checker" of statements made by MLAs in the Chamber.

- Routinize the Legislative Assembly's hosting of regular civil society presentations to MLAs.

- Encourage the Legislative Press Gallery and other media to present news to the public more like an accessible briefing note on relevance and less like a story about villains and heroes.

- Promote public education and engagement with decision-making processes within government.

- Develop strategies for civic organizations to engage with the Legislative Assembly.

- Encourage the Legislative Assembly, parliamentary committees, and all MLAs to utilize web-based surveys to assess public opinion on issues.

- Provide a rotating scholarship for smaller newspapers so that they can be working members of the Press Gallery.

- Provide public access, wherever possible, to the data and information being used to make decisions in accessible and manageable ways.

- Encourage political parties and MLAs to recognize and address the barriers to attracting more diverse and highly qualified electoral candidates.

- Host public education and engagement lectures, including a "How did Canada Come Together 101" course as a basis for the public's political engagement.

- Partner with creative arts programs around the province to develop creative vehicles (e.g., a play or art installation or animation project) to educate on consensus models of governance.

- Establish more curated spaces in the Parliament Buildings for regional representation of art.

- Develop workshops and mentorship opportunities for organizations who are participating in Legislative Assembly proceedings emphasizing topics such as petition design, understanding budget consultations, draft responses to bills, etc.

- Establish an open registry for organizations and individuals with public policy interests and expertise to enable bidirectional communication with the Legislative Assembly.

- Encourage MLAs to sponsor or encourage crowdsourcing of Private Member's bills.

- Distribute reports to members of the public who have been involved in their making.

- Enhance evidence-informed Legislative Assembly research resources for Members and develop related partnerships with educational institutions.

**Accessibility**

- Provide childcare to enable participation in public consultation events.

- Reimburse transportation costs to enable participation in public consultation events.

- Provide modest incentives to support participation in public consultation events.

- Develop a Travel Grant/Scholarship Fund to facilitate onsite participation in any programs and opportunities sponsored by the Legislative Assembly.

- Develop an engaging and aesthetically appealing mobile app that educates citizens on how to navigate the provincial political system.

- Develop an engaging and aesthetically appealing mobile app that educates citizens on how the various levels of government interact and outlines their areas of jurisdictional responsibility.

- Develop an Accessibility Toolkit for event and consultation organizers within and outside the Legislature that highlights key accessibility needs (e.g. childcare, interpretation services, transportation).

- Establish a schedule of regional sittings of the Legislative Assembly.

- Educate the public on strategies to process the information presented in the media (i.e. media literacy) regarding B.C. politics.

- Conduct an accessibility audit of the physical plant of the Parliament Buildings.

- Conduct an accessibility audit of the public's access to observe and participate in proceedings of the Legislative Assembly.

**Youth Engagement**

- Develop an interactive directory for students of who does what in government and where there are opportunities to make a difference.

- Develop an "Activism Across the Curriculum" focus in the K-12 system that would emphasize why students should care and development of effective advocacy skills.

- Establish an "Activism/Civic Engagement 101" requirement in the first year of postsecondary education.

- Institute a virtual Page system/program.

- Include student representation on local School Boards.

- Develop a Shadowing Program for non-partisan positions to enable students to better understand the role of Legislative Assembly staff.

- Develop an array of strategies (both face-to-face and remote) for MLAs to engage with students in their communities.

- Establish student spaces in middle and secondary schools to encourage easy engagement with political events (e.g., Throne Speech, Question Period, Introduction of Bills, votes).

- Develop a youth-led media platform to encourage engagement and commentary on public policy issues and provincial politics.

- Establish an "Encounters with British Columbia Program" modelled after the Encounters with Canada program.

- Establish a "Future of the Vote Program" modelled after the Daughters of the Vote Program and extending the program beyond gender to include other marginalized groups.

- Utilize the new B.C. curriculum to emphasize advocacy and activism skills in the K-12 system.

- Use the "Youth at the Booth Program" as a model to develop other paid opportunities for youth to engage in B.C.'s political system.

- Employ what is known about politically active youth to develop programs to broaden that involvement.

- Provide more curricular opportunities for students to merge their academic requirements with civic engagement (e.g., art contests, essay, and public speaking competitions).

- Support Model Parliaments in Grades 10 through 12.

- Mandate Civics 12 in high school.

- Establish virtual tours and access to the Parliament Buildings.

- Partner with the Ministry of Advanced Education to establish, and integrate in the K-12 curriculum, virtual access to the Legislative Assembly.

- Encourage high school students to bear witness to Legislative Assembly proceedings.

## Parliamentary Processes and Structures

- Encourage MLA independence in voting.

- Establish an all-party parliamentary committee to examine parliamentary decorum, including heckling.

- Establish an all-party parliamentary committee to consider options for discipline associated with unacceptable behaviour in the Chamber.

- Expand livestreaming of Question Period through additional social media platforms.

- Undertake a review of Hansard broadcasting guidelines including the restriction on camera positions in the Chamber.

- Publish a report detailing MLA attendance during sessions.

- Undertake a review of virtual proceedings, including provision of electronic voting by MLAs in the Chamber.

- Establish a non-partisan staff position to support the information and access needs of members of the Press Gallery.

- Establish an online petition system that requires a response from government.

- Email petitioners to acknowledge receipt of the petition and their contribution.

- Develop a registry of petition signees by issue to include them in future correspondence/ consultation on related issues.

- Encourage the Speaker to act as the official listener to the public.

- Encourage government to reflect the diversity of the province in all governmental appointments.

- Identify means to strengthen transparency and associated education of the public about how decisions are made by MLAs.

- Communicate the role of all stakeholders, reports, consultations that feed into a specific decision by the Legislative Assembly.

- Establish specific consultations through the Speaker's Office.

- Establish a "Youth Committee" that travels the province and has virtual capacity to listen to the issues important to young people.

- In the current voting registry indicate whether MLAs voted with their party or in dissent.

- Provide secondary school students with opportunities to participate in non-synchronous online Question Periods.

- Establish a parliamentary committee or other mechanism for the Speaker to discuss with MLAs the purpose and consequently the "rules" of Question Period including opportunities:

  o For questions to be brought forward in Question Period only if submitted in writing ahead of time.

  o To eliminate clapping during Question Period.

  o To eliminate banging of desks during Question Period.

  o To eliminate interruptions during Question Period.

  o To eliminate heckling during Question Period.

- Establish randomly assigned seating in the Chamber on a trial basis.

- Assign seating in the Chamber randomly, without regard for caucus groups, and rotate it on a regular basis.

- Strengthen the parliamentary committee system through expanded independent powers of inquiry and required responses by government to all committee reports.

- Ensure that decisions by parliamentary committees to meet in-camera are well documented and available to the public.

- Make minutes of in-camera meetings available to the public as soon as possible.

- Individualize responses/updates to citizens who contact the government and the Legislative Assembly.

- Develop a digital tour of the Parliament Buildings.

- Conduct a gender-based analysis, or gender audit, of the operations of the Legislative Assembly.

- Restructure sessions to reduce the amount travel to and from Victoria.

- Record heckling through Hansard.

- Hold Question Period later in the day so it is less likely to be catered to the media.

- Expand utilization of American Sign Language as a service.

- Enforce the prohibition of the reading of notes by MLAs in the Chamber.

- Train Constituency Assistants in an integrated and non-partisan format.

- Develop a user-friendly Members' Handbook.

- Develop a public list of requests from the public and a record of action taken.

- Facilitate an electoral reform conversation.

- Incorporate the use of the Talking Stick into Question Period.

- Establish behavioural guidelines and associated parliamentary discipline with respect to Chamber decorum.

- Expand Question Period to allow for a secondary response during Question Period in addition to the exchange between the Minister and Opposition/Critic.

- Remove Hansard cameras from the Chamber.

- Rethink representation to provide representation from groups not just geographic regions.

- Establish a committee to enhance the role of Private Members and provide more power to Private Members.

- Support professional development opportunities for MLAs by an independent group.

- Develop a Code of Conduct for MLAs.

- Provide mandatory training and development workshops for MLAs modelled after the program for federal court judges.

- Lower the voting age to 16.

- Establish a parliamentary committee to examine opportunities for parliamentary reform including ideas to enhance the effectiveness of Question Period, reducing its current form of political theatre.

- Provide more Indigenous-inspired spaces at the Parliament Buildings.

- Establish welcoming gathering spaces for civic engagement within the Parliament Buildings and across the province.

- Develop a consultation about designing the Legislature as an ethical space for dialogue and consensus-building.

- Develop a set of parliamentary values that include respect, humility, and generosity.

- Establish a Citizen's Advisory Committee to review and make recommendations on misbehaviour and misconduct in the House.

- At the beginning of each session, all MLAs are encouraged to undertake an all-party commitment to the democratic representation of citizens.

- Redesign physical spaces within the Chamber and the Parliament Buildings to align with a solutions-based discourse instead of an adversarial one.

- Incorporate Indigenous place-making design elements in the Parliament Buildings.

- Consistently incorporate expert testimony in committee processes.

- Implement a Harassment and Sexual Harassment Policy.

- Amend Standing Orders to permit minority opinions of committees to the public.

- Allow proxy voting for MLAs under certain circumstances, such as when a Member is ill or when family commitments prevent them from attending the House in person.

- Host and sponsor a "Parliament Week" with events held province wide.

- Encourage MLAs to poll constituents on important issues, providing additional constituency funding if required.

- Complement the current budget consultation process with a participatory budgeting model.

- Provide for the Speaker to take responsibility for a constituency office for parental and maternity leaves.

- Evaluate the most often used tools developed by the Parliamentary Education Office for teachers.

- Incorporate Opposition Days in the Legislative Assembly's calendar.

- Lessen caucus influence in the selection processes for Committee Chairs.

- Protect members in committee posts for the duration of their term by establishing parliamentary committees to be in place for the life of a parliament (electoral term), rather than being established on a sessional basis.

## Moving Forward

Clearly, there is a wide range of thoughtful suggestions for change made by the Forum participants all of which are being reviewed by the Speaker and the Legislative Assembly Administration staff. In some cases, ideas for change that on the surface seem positive may present unanticipated and undesirable consequences that need to be considered. Given the significant attention to technology in the suggestions and as that emphasis is now situated in the COVID-19 pandemic, the following reflection is instructive:

> Engagement in the digital era is not equivalent to traditional engagement using digital tools …. the risk is that governments might selectively use digital engagement tools that appear cheaper, faster, and have greater potential reach. But these 'engagement plus digital' approaches might actually represent less effort, be less genuine in their outreach, reach fewer citizens and stakeholders,

encourage fewer citizens and stakeholders to engage, risk selection bias in who they consult, hear from, and listen to, and make consensus more elusive. If so, old engagement with new digital tools may fail to achieve the effectiveness and legitimacy aims of citizen and stakeholder engagement" (p. 530).

Year Three of the project has focused on reviewing, contextualizing, and prioritizing the participants' suggestions and selecting potentially actionable ideas for change.

The Year Three final report will outline a set of recommendations and associated strategies for action to be considered by Members of the Legislative Assembly and other stakeholders where appropriate.

## Conclusion

Clearly the ideas for change that have been identified by the participants are informed by their lived experiences, their belief that they have a responsibility to be active, engaged citizens, and that the legislature and government are stronger when its citizens have a voice and most importantly when those voices are heard.

In their work, Hendriks and Lees-Marshment (2019) assert that while no one is "claiming that politicians always listen to, or follow, public views: they have their own policy preferences and listen to, or follow, public views: they have their own policy preferences and listen to other sources of input from civil servants, advisors, stakeholders and their party…. [however] many political leaders at the top level of government want to connect and interact with the public. Their support for participatory governing is, however, qualified; in their experience, formal consultation processes such as public meetings do not produce the kind of constructive and usable public input they need to inform their collective judgments" (pp. 610-611).

It was with these types of observations in mind that the emphasis in Year One was to highlight the challenges regarding MLA engagement and use those challenges as the foundation upon which strategies for change would be discussed in Year Two. As discussed above, the focus of Year Two was to have participants provide ideas for change based on those challenges presented. The goal of the Year Three report is to outline recommendations based on the input of the participants and contextualized within the possibilities and constraints of processes, structures and systems that shape the important work of the Members of the Legislative Assembly.

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# Appendix I: List of Stakeholder Roundtables and Participants

**Indigenous Group**

May 10, 2019 | Victoria, British Columbia

Participants: Eli Enns, Larry McDermott, Art Napoleon, Melissa Quesnelle

**Political Scientist Group**

June 1, 2019 | Vancouver, British Columbia

Participants: Dr. Jeanette Ashe, Dr. Maxwell Cameron, Dr. Grace Lore, Dr. Fiona MacDonald, Dr. Warren Magnusson, Dr. Alexander Netherton, Dr. Hamish Telford, Dr. Paul Thomas, Dr. Daniel Westlake

**Legislative Intern Group**

June 19, 2019 | Victoria, British Columbia

Participants: Celina Bell, Talia Bleiler, Ella Champion, Karamveer Chhina, Matthew Creswick, Adam Donaldson, Benjamin Foster, Allison Gonzalez, Gagan Lidhran, Myim Bakan Kline, Jessica Neilson, Kayla Phillips, Kenya Rogers, Barbara Szymczyk, Scott Takenaka, Iliana Turner, Cate White

**Educator Group**

October 26, 2019 | Richmond, British Columbia

Participants: Jonathan Boone, Sukaina Jaffer, Kirk Longpre, Beverley McEwan, Greg Neumann, Dr. Jason Price, Dr. Ted Riecken

**Youth Group**

November 2, 2019 | Richmond, British Columbia

Participants: Kayla Brent, Caleb Burd, Caelen Cook, Grace Dupasquier, Gurvir Gill, Cristina Ilnitchi, Delphina Kejo, Ishan Malhotra, Rachel McMillan, Nimrah Pannu, David Piraquive, Tripat Sandhu, Happy Singh, Fillette Umulisa

**Journalism Group**

November 16, 2019 | Vancouver, British Columbia

Participants: Kathryn Gretsinger, Sean Holman, Bob Mackin, Stuart Poyntz, Dermod Travis

**Also in Attendance at Speaker's Forum Roundtables**

- Honourable Darryl Plecas, Speaker of the Legislative Assembly
    *The Speaker did not attend the Journalism Group Roundtable*

- Dr. Martha Dow, Facilitator

- Kate Ryan-Lloyd, Clerk of the Legislative Assembly

- Artour Sogomonian, Clerk Assistant, Parliamentary Services

# Author's Biographical Information

Dr. Martha Dow is a researcher and consultant working in the areas of citizenship education and organizational change and is an Associate Professor in the Department of Social, Cultural and Media Studies at the University of the Fraser Valley. Contact her at martha.dow@ufv.ca for further information.

# Acknowledgements