

ALBERTA VOLUME

SHARING APPROACHES THAT WORK

**A spotlight on community projects
and programmes in Canada**



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projects and programmes
in Canada**

June 1984

Prepared by:

The Canadian Institute of Cultural Affairs

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INTRODUCTION

This compilation of project summaries has been prepared specifically for the conference on SHARING APPROACHES THAT WORK, "Promoting Excellence in Local Development", scheduled for 7-9 June 1984 at Red Deer College. This gathering of people involved in local development in Alberta and British Columbia is sponsored by Red Deer College, the Rural Education and Development Association (REDA) and the Canadian Institute of Cultural Affairs, and is organized by the Alberta Steering Committee of the International Exposition of Rural Development (IERD).

The IERD is a three year programme taking place in over 50 nations under the theme of SHARING APPROACHES THAT WORK. Organized by the Institute of Cultural Affairs International, it is co-sponsored by UNICEF, UNDP, UNFPA, WHO, the International Council of Women, the Agricultural Finance Corporation (India), the Association of Indian Engineering Industry and the Canara Bank (India). The major intent of this programme is to encourage new local development initiatives and accelerate programmes for rural revitalization.

During the first phase of the programme in 1983, over 300 projects in Canada shared learnings through participation in local exchange conferences and/or preparation of project documentation. Eighty-eight of these prepared "Project Briefs" for use by the Canadian Steering Committee in selecting representative projects to attend the Central International Event of the IERD in New Delhi, India, in February 1984. These 88 projects were also compiled into a book entitled "Sharing Approaches That Work, a spotlight on community projects and programmes in Canada."

Ten projects represented Canada at the Central International Event, including two from Alberta (Kipohatakaw Education Centre, Morinville, and the Reading and Writing Tutoring Project in Ft. Vermilion). Over 650 delegates from 53 nations attended this unique gathering of local practitioners from around the world. Seven Albertans were among the 27 persons who attended the conference from Canada.

Following the conference in India, delegates met in Winnipeg with the Canadian Steering Committee to determine how to share the results of their experience and to enable a broader participation in SHARING APPROACHES THAT WORK in Canada. In addition to direct sharing by delegates in their own areas, it was recommended that several regional conferences be organized across the country to permit many more projects and programmes to share in the next phase of the IERD process.

The Canadian Institute of Cultural Affairs has compiled this book using information essentially as it has been submitted by the projects and programmes themselves. It should be noted that it is not our intent to imply that those included are more successful than others that do not appear. We are aware that many other outstanding projects across the province have not come to our attention during this phase of the programme. It is our hope, however, that the willingness of these projects to share in this way can encourage a continued exchange of learnings that will contribute to increased success in local development initiatives.

To some, these projects from across Alberta will perhaps represent concrete hope in the seemingly endless struggle to effectively meet the real needs of our neighbourhoods and communities. To others they may serve as a source of practical advice and guidance to their own efforts. As a whole, however, we believe they point to a resolve among people at the grassroots across the province to work together in their own communities to find solutions for many of the issues that now face us all.

Co-sponsors for the first printing of this book are Imperial Oil Limited, Edmonton, and Syncrude Canada Limited, Fort McMurray. Financial support has also been received for SHARING APPROACHES THAT WORK in Canada during 1983 and 1984 from the following:

Alberta Department of Municipal Affairs, Edmonton; Canadian Utilities Limited, Edmonton; Carling O'Keefe Ltd., Toronto; Chevron Canada Limited, Vancouver; Chevron Standard Ltd., Calgary; Cooper Tool Group Ltd., Barrie; Erco Industries Ltd., Toronto; Esso Resources Canada Ltd., Calgary; Grosvenor International Holdings, Ltd., Vancouver; Hoechst Canada Inc., Montreal; Imperial Oil Limited, Edmonton; Massey Ferguson Ltd., Toronto; Senator Hartland de M. Molson, Montreal; Norman and Margaret Jewison Foundation, Toronto; David and Anne Patterson, Toronto; Pioneer Hi-Bred Ltd., Chatham; Power Corporation of Canada, Montreal; Royal Bank of Canada, Montreal; Scott Paper Limited, Vancouver; Suncor Inc., Toronto; Syncrude Canada Ltd., Fort McMurray; The Brandon Sun, Brandon; The Eaton Foundation, Toronto; The Quaker Oats Company of Canada Ltd., Peterborough; Thomas Parish Ltd., Barrie; Toronto; William Ross, Architects, Edmonton; Xerox Reproduction Centre, Edmonton.

The assistance of all these organizations and individuals is greatly appreciated. We especially wish to thank the many people associated with these projects for their full cooperation in preparing these project summaries, and for making them available to this programme of SHARING APPROACHES THAT WORK.

THE CANADIAN INSTITUTE OF CULTURAL AFFAIRS
June 1984



LEVEL	DOCUMENTATION ARENAS		
I. O B J E C T I V E W H A T H A P P E N E D	DOCUMENTING THE PROJECT SUCCESS		
	A. PROJECT NAME, LOCATION & DATES (BEGIN BRIEF BY PROVIDING THIS BASIC INFORMATION ON PROJECT. LOCATION SHOULD BE TOWN OR CITY AND PROVINCE. DATES SHOULD INDICATE WHEN PROJECT BEGAN, IF COMPLETED OR ONGOING, AND PROJECTED DATE FOR COMPLETION, IF ESTIMATED)	B. ISSUES ADDRESSED & OBJECTIVES SET (STATE THE ISSUES OR NEED PROJECT WAS ESTABLISHED TO DEAL WITH, AND LIST THE OBJECTIVES SET AT THE BEGINNING OF THE PROJECT TO ADDRESS THESE ISSUES OR NEEDS, AS WELL AS THE CURRENT PROJECT GOALS IF MODIFIED)	C. ACCOMPLISHMENTS OF PROJECT (SUMMARIZE THE RESULTS OF THE PROJECT TO DATE. PROVIDE OBJECTIVE DATA WHERE POSSIBLE, BUT ALSO POINT TO WHERE THE PROJECT HAS PRODUCED MORE SUBJECTIVE IMPACT IN THE AREA, SUCH AS ITS EFFECT ON QUALITY OF LIFE)
II. R E F L E C T I V E W H Y I T W O R K E D	IDENTIFYING THE PROJECT LEARNINGS		
	A. IMPORTANT PROJECT BACKGROUND (OUTLINE PERTINENT INFORMATION TO HELP UNDERSTAND THE PROJECT AND THE SITUATION IT OPERATES IN. THIS MAY INCLUDE HOW THE PROJECT WAS INITIATED, WHO PARTICIPATED IN SETTING IT UP, HOW IT IS STRUCTURED AND FUNDED, ETC.)	B. KEY FACTORS OF SUCCESS (STATE KEY ELEMENTS OF PROJECT IMPLEMENTATION THAT CONTRIBUTED MOST TO SUCCESS ACHIEVED. THIS MAY INCLUDE TRAINING, OPERATING STYLE, LEADERSHIP, COMMUNITY PARTICIPATION, COOPERATION WITH OTHERS, EVALUATIONS, SUPPORT FRAMEWORK, ETC.)	C. BROAD DEVELOPMENT LEARNINGS (SPEAK TO INSIGHTS ABOUT THE DEVELOPMENT PROCESS IN GENERAL THAT HAVE COME FROM EXPERIENCE WITH THIS PROJECT. DISCUSS THE IMPORTANT ELEMENTS THAT ARE NECESSARY FOR SUCCESS IN LOCAL DEVELOPMENT IN OPINION OF PROJECT STAFF)
III. I N T E R P R E T I V E S I G N I F I C A N C E	STATING THE DEVELOPMENT IMPLICATIONS		
	A. IMPORTANCE TO LOCAL AREA (DISCUSS THE CHANGES TO THE SITUATION OF THE AREA RESULTING FROM THE PROJECT'S SUCCESS. THIS MAY REVEAL NEW EDGES FOR THE PROJECT, NEW OPPORTUNITIES FOR OTHER PROJECTS, WAYS TO EXTEND PROJECT BOUNDARIES, ETC.)	B. UNIQUE DEMONSTRATION OF SUCCESS (POINT TO THE UNIQUE DEMONSTRATION THE PROJECT HAS BEEN OF HOW A PARTICULAR DEVELOPMENT CHALLENGE CAN BE MET SUCCESSFULLY. BRIEFLY DESCRIBE THE PROCESS THAT HAS ENABLED THE DEMONSTRATION SUCCESS)	C. GLOBAL APPLICABILITY (SUMMARIZE THE POSSIBLE WAYS THE PROJECT AND IT'S LEARNINGS MAY APPLY TO DEVELOPMENT NEEDS IN OTHER PARTS OF THE WORLD. INCLUDE RECOMMENDATIONS ON WHAT WOULD BE NEEDED TO ENSURE STRONGEST POSSIBILITY OF SUCCESS)
IV. D E C I S I O N A L I N V I T I N G U S E	SHARING THE PROJECT EXPERIENCE		
	A. READINESS TO SHARE LEARNINGS (BRIEFLY STATE THE WAYS THAT THOSE ASSOCIATED WITH THE PROJECT ARE PREPARED TO MAKE THE LEARNINGS OF THE PROJECT AVAILABLE TO OTHERS)	B. AVAILABLE PROJECT MATERIALS (LIST ANY PERTINENT RESOURCES AVAILABLE ON THE PROJECT AND HOW TO OBTAIN THEM. THIS MAY INCLUDE REPORTS, ARTICLES, FILMS, PUBLICATIONS, ETC. INDICATE COST, IF ANY, OF PROVIDING MATERIALS)	C. KEY CONTACT INFORMATION (INDICATE KEY PERSON OR PERSONS ASSOCIATED WITH THE PROJECT, AND HOW THEY MAY BE CONTACTED--ADDRESS AND TELEPHONE)
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ADULT EDUCATION
Wainwright, Alberta

The Wainwright and District Further Education Council coordinates adult education programs in seven communities.

ISSUES ADDRESSED

Few programs and courses available to people outside of Wainwright.

OBJECTIVES

To provide courses that people wish to take part in.

ACCOMPLISHMENTS

A variety of programs available in the following areas with local coordination:

Albert Hall
Irma
Giltedge
Rosedale
Edgerton
Chauvin
Wainwright

IMPORTANT BACKGROUND INFORMATION

The Wainwright and District Further Education Council works in conjunction with the Wainwright Roman Catholic Separate School District No. 31 and the Wainwright School Division No. 32. The Council is composed of volunteers representatives from the government departments and social agencies and of volunteer area representatives from each community.

KEYS TO SUCCESS

Provide an opportunity to take the programs and the people do participate.

IMPORTANCE TO LOCAL AREA

Coordination of adult education in the Wainwright district.

CONTACT

Mrs. Fay Tyler, Coordinator
Wainwright and District Further Education Council
Box 877
Wainwright, Alberta
TOB 4P0

Tel. (403) 842-3455

ALLIED ARTS COUNCIL
Spruce Grove, Alberta

The Allied Arts Council is an organization managed by 20 member volunteers engaged in performing art programming for the community.

OBJECTIVES

1. To encourage, foster and sponsor cultural activities in Spruce Grove and surrounding areas.
2. To cooperate with similar minded groups.

ACCOMPLISHMENTS

1. Annual Arts festivals (involves both visual and performing arts over a two day period).
2. Juried art show and municipal purchase involve local artists, good officials and business.
3. Students awards (given to graduating grade 12's to encourage education in the community).

KEY FACTORS OF SUCCESS

- Willingness to discuss growing pains with others to perhaps alleviate some of the stumbling blocks we encountered.
- Good advertising and public relations, working together with other organizations, making sure you aren't duplicating programs.

CONTACT

Vikki Slater, President
Allied Arts Council
Spruce Grove, Alberta
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BLUEBERRY COMMUNITY SCHOOL
Stony Plain, Alberta

Blueberry Community School has overcome the traditional concept of schools being separate from the community and has fostered great involvement of the total school community.

ISSUES ADDRESSED

The Community School seeks to overcome the isolation of the school from the community, manifest in several ways:

- collapse of parent involvement in the traditional home/school structure;
- image of the school as the only place where teaching and learning happen - for children only;
- little communication and sharing between school and community;
- disrelationship of curriculum and staff from local community reality.

The Blueberry Community School also had to contend with initial resistance to its location and addresses the need for adult education and recreational opportunities in a rural farming area.

OBJECTIVES

To provide a better education for young people. At the same time to help people meet their educational, recreational, cultural, social, health and other needs within their own communities.

ACCOMPLISHMENTS OF THE PROJECT

(in the first year)

1. Involved community members in meaningful daytime school activities. The VIP (Very Important Person Program) involved 85 people serving as: guest speakers, volunteer instructors, sewing assistants, ski and swim program supervisors, volunteers to construct the skating rink and creative playground, office volunteers, lunchroom and playground supervisors, classroom assistants, library aides, volunteers who organize and implement a hot lunch program.
2. Incorporated RCMP/County Police student programs into the school curriculum. This includes talks to the Junior High School students about drug and alcohol as well as bicycle safety and an inservice for elementary children on bike safety check.
3. Involved community members in a five year program to develop the school site into appropriate recreation areas including skating, painting baseball and soccer.
4. Developed a variety of continuing education programs. The Continuing Education Programs, those with instructors (for example, computer literacy, yoga, papertole, weaving) are available on request.
5. Implemented a program which focusses on the student as a teacher and a "shareholder" in the school. Students played the "shareholder" role in construction of our outdoor skating rink, providing representation on the Community Advisory Council, participating in the school, county and regional Science Fairs, operating a big brother/big sister "buddy system" and implementing a good citizenship program.
6. Extended the regular curriculum by providing learning alternatives which stimulate individual growth. TEE Time (Teaching Extended Experiences) involved all students once a week in 5-week blocks. Many extracurricular clubs were offered by teachers and staff ranging from computers to cross-country skiing to chess and crafts.

7. Enhanced community life by offering extended use of facilities to various community groups. Throughout the year the facilities were made available to community groups such as Brownies, Scouts, Beavers, Cubs and Guides; Evangelical Free Church for Sunday services; Taking Off Pounds Sensibly (TOPS); Alberta Transportation for a public forum.
8. Worked in conjunction with the Health Unit to offer services to the community. In addition to the regular services provided by the county, the health nurse set up a T.B. immunization program for parent volunteers.
9. Held an annual Blueberry Bazaar.
10. Utilized local avenues to disseminate information. Information dissemination takes place through the following avenues:
 - Monthly school and community newsletters.
 - Weekly listing of upcoming programs and events in the Stony Plain Reporter "Community Calendar" column.
 - A weekly column describing activities at Blueberry Community School in the Stony Plain Reporter.
 - Excellent pictorial coverage of events and programs by the Stony Plain Reporter staff.
 - Monthly coverage in the County Parks and Recreation Department newsletter "Rural Rabbit".
 - Advertising in the Carvel "Time Saver" and McDonald's Community Events Calendar.
 - Posters throughout the County of Parkland to advertise events.
 - Broadcasting on radio stations of upcoming programs and events.
12. Involved community members on committees and in meetings that identify, articulate and evaluate needs and wants.
 - The operation of a Community Advisory Council as outlined in our charter. Sub-committees within this framework have been: programming, needs assessment, community use, newsletter, site plan, project evaluation and implementation.
 - A parent Advisory Council consisting of fifteen members has contributed to the following: developing a skating rink, revising report card, upgrading Creative playground, managing a Friday night movie programme.
12. Actively participated in community sponsored activities, including science fair, farmers day, parade and many contests.
13. Enriched rural and acreage living by offering information and courses on basic life-style needs. The courses offered were: Acreage Living for the Rookie, Acreage Fire Protection, Flower Shrubs and Trees that Thrive in Alberta and Tree Pruning and Fruit Trees. Materials related to basic life-styles needs are displayed in the CSC office.
14. Implemented in conjunction with the Alberta Career Centre for Adults, a program which provides information on career alternatives. A one night information sharing session with Career Centre Councillor was offered to community members and staff. A Career Centre Library has been initiated in the school.
15. Compiled a CRIB (Community Resource Inventory Bank) which will be developed completely and utilized extensively.
16. Compiled a list of facility resources for school use as a means to extend the curriculum.
17. Kept community members informed through an Educational Update program. Parent and community awareness of curriculum has been fostered through our Open Houses and in-services on discipline, health curriculum and reading.
18. Prepared a mobile display board to further the community school concept.

19. Offered RCMP and County Police adult programs, such as the following :Lady Beware (hitchiking), Home Security and Rural Crime Watch.
20. Scheduled the school library to be open to members of the community during the summer.
21. Initiated a program of social activities for the community at large. Friday night movies are organized twice per month. A policy has been developed to allow community dances in the school on a trial basis. Blueberry's staff and students have been involved in inter-agency sports competition with the County Police in volleyball. A pancake breakfast will be featured at the annual Bazaar. Summer programming for 1983 included a summer playground program.

KEY FACTORS OF SUCCESS

1. A corporately created school charter which includes a concrete five-year plan to implement 31 different program strategies and is evaluated every year.
2. Continuous input and feedback is received from the community through such avenues as a Needs Assessment Survey, monthly newsletters, and annual school report card.
3. Extensive use of media through weekly articles, announcements and reports on special events and guest speakers as well as annual press lunch hosted by school principal.
4. On-going and regular evaluation of all programs. Special evaluation tools such as the Community School Report Card and the Needs Assessment Survey.
5. Community involvement in decision-making takes place through the Parent Advisory Council, which meets monthly and the Community Advisory Council, which is composed of agencies and individuals interested in working together to plan and execute programs and projects.
6. Utilization of local resources to extend curriculum.
7. Development of voluntary community involvement for the good of children in the community.
8. Additional provincial and municipal government funding allows for extra staffing to implement programs.
9. A coordinator to liaison with agencies, parents, staff and students.
10. Open and sharing attitude of the school staff. For example: the custodians work overtime and never complain, teachers welcome parent aides into the classroom and the staff room is open to all.
11. Good variety of educational and recreational activities.
12. Extensive involvement of agencies within the surrounding community.

BROAD DEVELOPMENT LEARNINGS

1. Volunteers are indispensable.
2. Issues have to be relevant in order not to lose impetus. Much can be asked of a community if it concerns their children and if it is something they see they want.
3. Strong leadership is needed, as well as a highly structured, refined, developed and shared organization.
4. A new image of a community school centre, not a school, has to be created.
5. Learning can be fun without relaxing standards if it is related to one's own life circumstances and is community-related.

IMPORTANCE TO LOCAL AREA

The School has created unity among farmers, acreage residents and others. There are no more complaints about the location of the school. It has become a place for friendships to develop. People from outside the school's boundaries

are trying to join. Other schools in the area have submitted applications to be designated Community Schools and have asked Blueberry School for guidelines. The school has become a model for many.

New community self-worth is created through creative use and development of local people. The school is seen as offering something beyond the boundaries of traditional education. It is more than a school, it is also a community centre. An overall sense of ownership and commitment has been created. Local people feel free to talk to staff, expressing their concerns and desires.

UNIQUE DEMONSTRATION OF SUCCESS

The Community School Programme in the province has developed a model which is at the same time highly specific, clearly articulated, and widely replicable for effective results.

GLOBAL APPLICABILITY

Corporate ownership is basic to this program. Everybody has expertise to draw upon. They can work together, developing a sense of total commitment and involvement, and drawing on each other's talents and strengths. Common interest and shared need for this program is the critical elements of cohesion, not delimited geography.

MATERIALS AVAILABLE

- Blueberry School Charter, Needs Assessment Survey, Community School Report Card and questionnaire, numerous newsletters, curriculum materials, etc.
- General flyer on Community School Program. Detailed materials and film available.

CONTACT

Mrs. Betty Boulton
Principal
Blueberry Community School
Mail Bag 700
Stony Plain, Alberta
T0E 2G0

Tel. (403) 963-3625

BUCK LAKE RESEARCH/RETREAT CENTRE
Buck Lake, Alberta

The Buck Lake Research/Retreat Centre provides areas for learning through workshops to those who are wishing to learn more productive methods of life and life skills.

OBJECTIVES

1. To construct and manage a research and retreat complex in central Alberta which will provide facilities for the Creative Resources Network, its network and other interested individuals to continue researching applied psychology and disseminate the information to the public.
2. To have a stimulating and supporting facility and environment in order to provide areas for learnings via above workshops, etc., to those who are wishing to learn more productive methods of life and life skills.

ACCOMPLISHMENTS

1. Significant breakthroughs in the understandings of the conscious/subconscious relationships.
2. The hosting of an annual retreat/workshop weekend in which consistent results were recorded.
3. Third year of full time research/consulting/instructing by the principals of the Creative Resources Network prior to the defining of the need for such facilities as the Buck Lake Project.
4. A building committee which is in the midst of planning the first phase. It will include the main house...excavating...roads, electricity, heat, water to the land. The committee is hoping to be able to start on Phase 1 this year.

KEY FACTORS OF SUCCESS

Philosophy and attitude are important to the Network. We keep the doors open to any person who is adept at what they do so we may do studies with them and give them any information we find. Due to the nature of our work being research, we must evaluate information and all information so we may have a thorough overview for those who inquire. The biggest area we have found to be in need of is communication in the world.

IMPORTANT BACKGROUND INFORMATION

The Buck Lake project began in March 1983. It involves primarily professional practitioners in the healing arts. It is sponsored by the APP Research Association and its sources of funding are from private enterprise and funding. The main activities of the project include: workshops, seminars, retreats, private consultations, and a tape library.

BROAD DEVELOPMENT LEARNINGS

If an individual has a dream, if you truly believe in your self, free it and do your best moment by moment, then if it is meant to be it will become a reality. Clear motivation is more important than many understand. If a person's motivation is not consistent and clear, it will eventually show itself.

GLOBAL APPLICABILITY

1. Focusing repeatedly upon overall objectives.
2. Understand and resolving all personal motivations which are inconsistent with the stated objectives, whether it be by those pursuing the project or those supporting roles.

CONTACT

Kenneth or Nanette Lloyd
Creative Resources Network
Box 5093, Stn. East
Edmonton, Alberta
T5P 4C1

Tel. (403) 461-0582

COCO: COMMUNITY OF COORDINATING ORGANIZATIONS
Wanham, Alberta

A rural community uniting its many small organizations in order to develop strength to sponsor and fund large projects.

ISSUES ADDRESSED

The town of Wanham, the center of the district, was dying. Many people were reluctant to be involved or to support any of the organizations or projects that were either traditional or proposed. The few citizens who were willing to serve on committees or boards were over-worked and received little support or appreciation. Reorganization came about from recognition of the extreme duplication of services, objectives and organizations.

1. Small clubs and organizations had overlapping memberships and leadership.
2. The image of a dying community discourages risking new ventures.
3. Threatened with the loss of school and business to larger communities.
4. Keeping services closer to home for the rural service area.
5. No one organization was large enough to apply for grants.

OBJECTIVES

COCO aims to keep the community alive by providing in Wanham a style of life in terms of recreation facilities, shopping and eating accommodations, and service centres for the surrounding rural community which make it unnecessary to travel to the larger centres. Through the unifying and coordinating function of COCO they aim to provide the finest of facilities for the use of residents and affiliated organizations, avoid overlapping dates and to catalyze action to meet future community needs.

ACCOMPLISHMENTS OF PROJECT

1. Unifying the rural and village communities through coordination and a new spirit of cooperation.
2. Creating new life in the community by sponsoring special events such as the Provincial Ploughing Match since 1971 and the Canadian Ploughing Match in 1978 which will be held in Wanham again in 1984. These events involve as many as 600 volunteers from the community and former residents and attract as many as 10,000 people.
3. Providing improved facilities for resident use started with the new Community Hall and in 1980 opened the new Sportsplex with Hockey Arena, artificial ice in the Curling Arena and the activity space for craft programs. The Sportsplex has been valued at close to a million dollars.
4. Supported eight units of senior housing as well as the senior activity centre, revitalized the library and assisted in the preservation of community history in the pioneer museum.
5. Have consulted with many other communities toward similar coordination and unifying of their community life.

IMPORTANT PROJECT BACKGROUND

The people of COCO live in a rural district one hour north of Grande Prairie. About 825 people in the western half of Improvement District 19 and the village of Wanham with about 288 people make up this community. The only paved road runs east/west through the district with Rycroft, 650 people, 21 km to the west and Eaglesham with about 200 people 30 km to the east. It is a rich agricultural district with large acreages benefitting from very favourable climatic conditions. An unusually high percentage of residents buy in their own community.

KEY FACTORS OF SUCCESS

1. All local clubs and organizations were disbanded, their assets and liabilities assumed by COCO and groups with provincial or national ties joined as affiliate members.
2. Everyone 13+ years of age are members of COCO and the monthly meeting is open to any and all in the community to participate.
3. The organization of COCO is compact. There are six executive members and nine directors. The president serves for one year and cannot succeed himself/herself.
4. Meetings are held in a very open, informal style.
5. Community facilities are available to all and costs are shared by all through COCO projects.
6. Taking on big projects like the Ploughing Match which require 100% participation involves new people quickly.
7. Larger organization and unified budget makes possible large matching grants from the governments.
8. Common goals, common projects to weld efforts.
9. In the organizational phase, the committed core met with president and officers of each board or committee to interpret the COCO proposal and secure their support.
10. Willingness to try new approaches, get more input when mood is down, or division is sensed.
11. Records are kept on each volunteer job to be passed to new leadership (especially with the Ploughmatch).
12. New ideas and future goals always being introduced.
13. COCO name provides motto and fun: "I'm a COCONut" "COCO Country" "Things go better with COCO".

BROAD DEVELOPMENT LEARNINGS

You don't need anyone or anything outside your community to bring it life. A small dedicated core can catalyze the new direction. Don't give up. Be willing to risk a project big enough to involve the broad community. Stay open to the input of all and sensitive to feelings of all to maintain the community consensus. Be sure major new decisions are will aired before acting.

IMPORTANCE TO LOCAL AREA

1. Wanham has become an even more vital service centre to the surrounding district. Natural Gas plant is located there.
2. Broad cooperation has been built between the village and rural.
3. Community sons and daughters proudly return to help with the annual events.
4. Events help support local businesses.
5. Pride is built in being known and recognized nationally.

UNIQUE DEMONSTRATION OF SUCCESS

COCO is a powerful demonstration that the power and health of a community lies with its people. If a community has the courage to forge a new way for all of the people to participate in all of the decisions then there is enough human energy and capability to create new life even in the smallest community. COCO demonstrates that no rural community needs to lie down and give up just because the "experts" have pronounced their demise. They demonstrate that economic viability is a by-product of a vital community decision making structure.

GLOBAL APPLICABILITY

- Model for small struggling rural communities.
- Way to involve whole population of rural area.
- Model for lowering costs of local operation and getting funding
- An excellent demonstration of forming consensus
- An illustration that no outside leadership or expertise is required for a community to act.

MATERIALS AVAILABLE

- Videos and films by Alberta ACCESS, CBC and National Film Board
- Numerous articles in print, pictures and reports
- Wanham has published an extensive history.

CONTACT

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COLD LAKE/GRAND CENTRE PROJECT INVOLVEMENT FOR SENIORS

Cold Lake, Alberta

Project Involvement is a senior citizen program intending to involve and enhance participation of senior citizens in community affairs.

ISSUES ADDRESSED

The province of Alberta through the Council on Aging wished to experiment with a model to effect a permanent change in the way seniors approach their problems.

OBJECTIVES

The project aimed to involve the Seniors in community affairs, to enhance their participation, and to work with the community for necessary changes. The Project Steering Committee sought to follow all seven steps of the model which included contacting every Senior citizen, obtaining a survey of concerns, and the forming of an Action Committee.

ACCOMPLISHMENTS OF PROJECT

1. Seniors became a force in the community to deal with - through increased visibility, vocalizing and influence.
2. Drop-in Centres were built in Cold Lake and Grand Centre.
3. Communities obtained improved safety and noise control in traffic.
4. Occasioned \$100 gas rebate for all Seniors in Province and \$1000 Home Owners grant for seniors to help with taxes.

IMPORTANT BACKGROUND DATA

This project used a highly controlled and organized approach in three selected areas of the Province of Alberta by the council on Aging. The program was for three years only and was observed and guided by a trained coordinator. A budget of \$8095 was provided and one local person was on salary for ten months of the project, after the community decided to participate.

The seven steps model was as follows:

1. Senior Steering Committee established
2. Community Worker hired
3. All Seniors in area identified
4. Small group meetings of seniors to discuss concerns
5. Questionnaire containing concerns administered to all seniors. (254 out of 352 senior citizens surveyed responded)
6. Feedback of self-survey is provided to public meeting of seniors.
7. Action Committee is formed to act on concerns.

KEY FACTORS OF SUCCESS

1. Outside, experienced coordinator who could pull everyone together
2. Being responsible to whole province as one of three selected projects.
3. Person to person contacts
4. Involvement of a person knowledgeable of available resources.
5. Steering Committee was a committee core for action.

BROAD DEVELOPMENT LEARNINGS

The rhythm of activities is important: after a time of intense engagement provide a time of more relaxed participation. Be sensitive to people's hesitation to participate. Maintain a personal approach at all times.

IMPORTANCE TO LOCAL AREA

IMPORTANCE TO LOCAL AREA

- Unified senior voice brings concerns to Town Council
- Launched senior involvement in community life
- Many necessary improvements have been made

UNIQUE DEMONSTRATION OF SUCCESS

The senior citizens of these communities successfully used a model, with helpful modifications, to creatively improve their own communities, They are ready to help other communities as well.

GLOBAL APPLICABILITY

- Potential development of human resources to bring social issues to global consciousness and resolve.
- Isolated, voiceless groups (seniors) can be organized anywhere, with some initial external assistance.

MATERIALS AVAILABLE

- 59 minute video
- reports, articles, questionnaires
- Booklet: "Project Involvement, Community work with Seniors in Alberta"

CONTACT

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Cold Lake/Grand Centre Project Involvement Committee
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Marie Nicholls,
Secretary-Treasurer

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COLLECTION SYSTEM FOR RECYCLABLE USED OIL Rimbey, Alberta

An organization involved in the collection of waste oil and in creating community awareness of the hazards of poor waste disposal.

ISSUES ADDRESSED

The Rimbey and District Special Wastes Committee still addresses the fundamental issue it began with, namely lack of public information about local toxic wastes and the hazards they represent as well as dangerous habits and practices of dumping, littering, etc. Local refusal to deal with the problem and see it as urgent does not make the problem disappear. The Committee chose to focus on a particularly local aspect of the problem - waste oil disposal.

- While legislation has been passed to curtail bottle litter, no such legislation exists for waste oil disposal.
- Private industry cannot economically deal with small-scale collection and recycling of used oil.
- Waste oil is dumped on roads, buried in farm fieldholes; lead content has been found in plants and a number of animal poisonings have resulted.

OBJECTIVES

1. Public education in order to instill a sense of community responsibility for wastes, leading to practical local action.
2. Move to an oil collection programme where people bring their used oil on a volunteer basis to the station.
3. Generate income from waste oil collection to be turned back into community profit.
4. Conduct research on local hazardous wastes and harmful habits.

ACCOMPLISHMENTS OF PROJECT

1. A used oil collection station with two 3000-gallon tanks has been set up on land donated by the municipality.
2. 100 individual collection drums in two sizes have been purchased and a number of them are in use around the area.
3. About 500-1000 gallons of used oil have been collected through voluntary delivery of waste oil since operations began on November 19, 1982.
4. There are already four prospective buyers for 3000-5000 gallons of used oil at a price of about 35 cents a gallon.
5. Negotiations are underway with several large suppliers in town to collect their used oil. This will eventually be an odd job for one local person.
6. A private businessman has already asked for the contract to collect used oil.
7. A course on waste management for elementary school children was developed and taught by a Committee member.
8. The Committee has a solid core of 8 persons and is seen as an "established body", invited to all Town Council meetings when management topics are on the agenda.
9. Committee members have acquired a great knowledgeability on their subject and have become local experts:
 - the Rimbey Town Council keeps the Committee informed on any waste issues and has asked them to research a proposed incineration project;
 - Committee members have acted as advisors on waste matters to municipalities in the area.

10. Extensive promotional and educational work has been done: renting a booth at the trade fair; setting up displays; holding a contest; experimenting with sales promotions; regular newspaper advertisements and coverage; developing a slide/tape presentation.

KEY FACTORS OF SUCCESS

1. Having an effective driving force (Dave Whitfield, REDA) at the beginning, someone who could motivate and train local people who were willing but unprepared.
2. The formation of a committee. It would have been too large a task for a few individuals to carry out.
3. The make-up of the Committee: people with a real volunteer spirit who were ready to do what was necessary, plus a few key local individuals such as the newspaper reporter who made sure the Committee got good coverage.
4. Effective government funding:
 - an unbureaucratic approach to funding whereby the local group was accountable for monies but had the responsibility and freedom to operate;
 - encouraging and helpful government staff;
 - a comprehensive grant structure including public education, active collection techniques, etc.
5. Developing communication skills. Everybody on the Committee has made presentations to Council and uses their personal sphere of friends and contacts to promote and educate.
6. Getting the waste oil drums out to the farmers and other waste oil producers.

BROAD DEVELOPMENT LEARNINGS

1. Habits are not easily changed. If lifestyles are threatened, act very carefully because people will react strongly, emotionally. There is a big difference between verbal commitment and action.
2. Government can be relied on to work with local people, can be eager to support and help.
3. Working as a committee is a slow, difficult process involving many meetings to develop consensus, however it is more effective than individual work and is the way to deal with local government bodies.
4. Developing good communications skills is essential as a lot of volunteer work involves writing letters, making public speeches and presentations.
5. Making good presentations requires a lot of preparation: arm yourself with all the necessary information, organize it, set out your objectives and sell your idea or request.
6. Keep doors open for dialogue. Not being associated with any government allows the Committee to be listened to by all those concerned.
7. "Building the grassroots is a long road but is necessary because it permits initiative."

IMPORTANCE TO LOCAL AREA

There is a new sensitivity to the issue. People are beginning to save oil. Local attitudes are gradually changing from consideration of personal profit to assuming responsibility for a community concern.

The province is looking for companies to come into the area to set up a major recycling plant. Rimbey may attract a private enterprise through the project's efforts. At the same time, the project enters necessarily into competition with local entrepreneurs who collect used oil for spraying roads.

UNIQUE DEMONSTRATION OF SUCCESS

The Waste Oil Recycling project is a demonstration of how local people can assume responsibility for a global issue. It is focussed on the grassroots and fills a gap which the private sector cannot economically fill. Thus it demonstrates how the volunteer sector of society complements and completes the work of government and private industry and furthermore becomes an advisor and local source of expertise to these other sectors.

GLOBAL APPLICABILITY

There is a major job to be done to re-educate public attitudes about garbage. The whole question of waste and disposal is being redefined. All communities can benefit from examining the problems and possibilities related to waste disposal. Outside sources may impose their solutions and these may be excellent. However they will not be perceived by the local people as their own solutions. Community people need to deal with the issue of pollution locally - which is the way global problems are effectively handled. There is always room for innovative thinking.

In situations where a new industry may be desired to boost the local economy the customary procedure is to consider only the inputs and output, never the complete production cycle. The true, inclusive, costs need to be factored in from the outset.

MATERIALS AVAILABLE

- minutes of meetings, letters and correspondence
- news clippings
- slide/tape show
- brochures on waste management
- proceedings on Hazardous Waste Management Provincial Workshop (1981)

CONTACT

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Rimbey & District Special Wastes Committee
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COUNTRY FOODS STORE
Grassy Lake, Alberta

The Country Food Store is a community-funded, privately operated local store in a small rural community.

ISSUES ADDRESSED

The future of Grassy Lake, a community of about 250 people in southern Alberta, was vulnerable due to the lack of a local grocery store:

- some people moved out because of the lack of a store;
- not all elders in the community had transportation to go shopping;
- with fuel prices rising, transportation costs were a burden;
- in bad weather, one could be stranded too far from a store;
- it took a minimum of half a day to do shopping in the nearest town;
- a new post office was needed.

OBJECTIVES

The community wanted an attractive grocery store whose prices would be competitive with the nearest stores in the area. It was decided to raise money to cover the cost of the building so that the eventual store operators would have the possibility of keeping their prices down.

ACCOMPLISHMENTS OF PROJECT

1. The store's prices are competitive with the Taber Safeway (a Large chain foodstore).
2. \$35,000 was raised in the first canvassing of the area from several hundred individuals and about 50 companies, as out right donations. Some donations came from former residents. Westcan, a large irrigation company in the area, gave a large donation and also contributed \$700-800 for the opening banquet.
3. Contractors and volunteers who worked on the construction donated materials, kept their costs down, or donated time. All legal services were donated.
4. Eight lots of land fronting the highway were donated by the village. A \$5,000 grant was secured from the provincial government.

IMPORTANT PROJECT BACKGROUND

The store serves a population of about 200 families spread over a large rural area, primarily farms and ranches. It serves about 100 to 150 customers per day, including travellers off the highway on which it is situated. A new store in nearby Skiff served as a model for the Grassy Lake Mall Society: the Skiff store directors helped in the initial stages.

When the store was ready, the Society advertised a business opportunity in the local newspapers and hired a local couple to run the store. The Semeniuks sold their bee industry and with the proceeds purchased the initial inventory and equipment for the store, and finished off the interior. Under a 25-year renewable contract, the building is provided rent-free to the store operators (the post office pays a small rent to them). The Semeniuks cover the cost of upkeep, taxes, insurance and utilities.

KEY FACTORS OF SUCCESS

1. Overwhelming community support. The feeling was that this was "our store", something that the whole community needed.
2. The whole community was involved all the way:

- the project was launched with an open public meeting at which community support was expressed and the five members of the committee were elected.
 - after the first fund-raising campaign which collected \$35,000, another public meeting was held to ask people whether to proceed or reimburse the money: the committee was told to go ahead.
 - the opening ceremony included acknowledgements and feasting; a song was written for the occasion.
3. Funding was spread over many sources and included a large proportion of cost reductions.
 4. Not being afraid to ask for what was needed in the form of a donation; asking for donations in small amounts rather than large lump sums made it seem more manageable.
 5. Construction paralleled the fund-raising: as building proceeded, it became easier to raise funds. The risk involved in investing diminished in the face of a visible sign of success.
 6. Finding the right category in the provincial government under which to submit a proposal; then finding a person in the government offices who would push the proposal through.
 7. A working relationship with the MLA, including a trip together to Edmonton to promote the grant proposal. Through the MLA future highway plans came to light and it was possible to locate the store in a propitious spot.
 8. Clear criteria for how to select store operators.
 9. A contract that stated clearly what the responsibilities of the store owners were and what those of the community were.
 10. Forming a legal society through which to raise funds and to protect individuals from legal complications. If the store were to fail, donors would be reimbursed on a pro-rata basis.
 11. Starting out with a long-term and futuristic image, "The Grassy Lake Mall Society", and keeping that image and structure in existence created a sense of hope and optimism about the future.
 12. A committed leadership group:
 - the Society members, elected at the outset by the community, were seen playing many roles, including clearing the land at their own cost, donating time and travel;
 - the Society is made up of people who are leaders in their own right.
 13. Teamwork and the determination to win:
 - In canvassing the area for funds, Society members worked in suitable teams of two along with a town councillor, and with systematic targeting.
 - They held many meetings - at least once or twice a week - in order to strategize together, enjoy each other's company and share the good and the bad. "We shared our knowledge, what little we had, and it was enough."
 14. A past history of community cooperation on which to build: eight years ago the town had put up a firehall; then the seniors got together and with government money had an annex built onto the community hall; then a history of the community was gathered in a joint effort.

BROAD DEVELOPMENT LEARNINGS

1. By involving the community at the outset with a public meeting and electing the leaders right then, it is possible to get the whole community informed about the facts and situation, and have public support widely communicated. Then, when canvassing is being done, everyone is already convinced of the need and knows there is local commitment.

2. Have a model to draw upon and people on the committee familiar with the model.
3. Hard, systematic campaigning keeps you from giving up when the going gets rough.
4. Know the future plans for the area - work with your MLA.

IMPORTANCE TO THE LOCAL AREA

The community's confidence in its ability to meet its own needs was restored. The store is an encouragement to new investment. A new tire shop has opened. Residents have expressed hopes for other stores - a hairdresser, a carwash. The local school principal has moved to Grassy Lake and is building a new home there.

The community has moved from a sense of decline to a sense of growth. Elderly people will be able to retire in Grassy Lake with the improved services. The community has been brought closer together: this is symbolized by the common support of the three local churches, Mormon, Mennonite and Catholic. It has left a residue of new respect among the community and established a basic trust in each other upon which future risks may be taken.

UNIQUE DEMONSTRATION OF SUCCESS

The "Country Foods" store demonstrates the possibility of joint public and private enterprise for small business initiation. It minimizes capital requirements and therefore cuts out banks, i.e. loans and interest payments. It shows how coalition efforts can really work to meet the development needs of the community.

MATERIALS AVAILABLE

- photographs with various people in the community
- newsclippings
- contract, as key element of model, is available for review
- floor plans, equipment and inventory lists, details of project initiation, etc.

CONTACT

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Chairman
Grassy Lake Mall Society
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Grassy Lake, Alberta
TOK 0Z0

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CROWNEST PASS ECONOMIC DEVELOPMENT BOARD
Blairmore, Alberta

Crowsnest Pass has been the site of complete community development since 1976, including education, housing and industry.

OBJECTIVES

To diversify the local economic base and to facilitate growth and development of the town.

ACCOMPLISHMENTS OF THE PROJECT

An industrial area for the town was developed and small business and new industry attracted. Significant improvements were made in housing, transportation, communications and beautification.

IMPORTANT PROJECT BACKGROUND

Since 1976, a board in town has taken advantage of special services and funding both of Alberta Tourism and Small Business and of the Municipality of Crowsnest Pass.

BROAD DEVELOPMENT LEARNINGS

Effective communication between board members, the public and the sponsoring groups; and the organization of people/resources toward implementation in the process of development. Sharing experiences, generate, new ideas to aid in growth.

CONTACT

Allan Walkey
Crowsnest Pass Economic Development Board
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Blairmore, Alberta
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DEAN'S VIBRA-DIGGER
Lloydminster, Alberta

Dean's Vibra-Digger is a family's invention, demonstration of a farm-styled potato digger which can be adapted to fit most garden tractors.

ISSUES ADDRESSED

The project is concerned with how a local person's or group's helpful invention can be made available to the world's need.

1. The adapting and perfecting of the invention for production.
2. Getting support and capital for production.
3. Demonstrating the worthiness of the machine and testing the market.

OBJECTIVES

The objectives of Dean's Vibra-digger Project are to produce the labour saving device which the family invented to that it can be used by other potato farmers. In order to do this they aim to:

1. Develop adaptation for fitting on various types of tractors.
2. Find reliable, capable manufacturers to make available locally and world wide at economically feasible price.

ACCOMPLISHMENTS OF PROJECT

1. Twenty machines already produced.
2. Demonstrated to dig 40 bags potatoes in one hour. (Time by hand -2 days)
3. Tested usage by women and children as well as men.
4. Shown and acknowledged at Agricultural Trade Fair in Alberta, Sask. and Montana.
5. Adaptations made for connections on common tractors.

IMPORTANT PROJECT BACKGROUND

The Dean Cox family live in the rural area of eastern Alberta where their experience has been heavy duty mechanics and farming. The largest centre near them is Lloydminster with a population of 15,000. This project has obtained no financial assistance from any private or public group, although interest and advice has been given. Development and production costs have been carried by the family totalling over \$60,000.

KEY FACTORS OF SUCCESS

1. Working as a team through "headache, heartache and backache" so that "you stick with it."
2. Knowing the procedures and the people to contact.
3. Operate as a business - no open-ended deals.
4. Work with people who have a dependable reputation.

BROAD DEVELOPMENT LEARNINGS

Do not expect easy or quick success. Anticipate a long process of development and production and get the capital to see it through.

IMPORTANCE TO THE LOCAL

The benefit to the local area is a labour-saving machine which is suited to their needs. The production could also create local industry and small businesses could operate custom-digging service.

GLOBAL APPLICABILITY

- Machine could be helpful in many countries with small farms.
- Model of getting locally invented machine produced could encourage and provide directions for similar activity.

MATERIALS

- Pictures and model
- Brochure
- Newspaper Articles

CONTACT

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Dean's Vibra-digger Equipment Ltd.
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FORT MACLEOD MAIN STREET PROJECT
Fort Macleod, Alberta

The Fort Macleod Main Street Project is engaging not only the downtown business people but the community at large in the revitalization of the downtown area.

ISSUES ADDRESSED

- Downtown revitalization - filling vacant store spaces
- Public improvements
- Confidence building, image improvement of both merchants and consumers
- rehabilitation of historic buildings

OBJECTIVES

1. To encourage reuse of vacant stores and 2nd storey space by organizing promotions, special events, etc. with the intent of increasing retail sales.
2. To provide a free design service for store owners for storefront improvements, signs, and building interiors.

ACCOMPLISHMENTS OF PROJECT

1. Created 22 jobs for building renovations, summer theatre project, native dance troupe, and have staged such events as the Santa Claus Parade, and Heritage Day Festival.
2. Created 42 private sector jobs in the trades area, to the amount of nine person years of employment.
3. 14 vacancies filled in the downtown.
4. Over 1 million dollars in investments in the town's core area.
5. Physical improvements to downtown older buildings.
6. A general overall feeling that positive things are happening.

IMPORTANT BACKGROUND INFORMATION

The Fort Macleod Main Street Project began in August of 1982. It is projected as a four year project and is sponsored by the town of Fort Macleod and the Heritage Canada Foundation. The entire community has been indirectly involved by the many promotional and special events scheduled through the year. The office has continuous liaison with the town council, Economic Development Committee, Native Cultural Centre and the Chamber of Commerce.

KEY FACTORS OF SUCCESS

- A soft sell approach has been the key to obtaining community involvement.
- Newsletters are sent out monthly to 250 businesses and community groups.
- Weekly columns in newspaper updates general public.
- Schedule of yearly events was established.
- Design service is available upon request.

BROAD DEVELOPMENT LEARNINGS

- The downtown or community revitalization will take place if all the powers that be, eg. Town Council, Chamber of Commerce, etc. place it on the priority list.
- A strategy involving
 - a) organization
 - b) promotion
 - c) design (building improvements)
 - d) economic improvement

- It takes time. There is no immediate, quick turnaround to solving all of a town's problems.

IMPORTANCE TO LOCAL AREA

- A pure positive attitude towards the downtown as noted in a recent market survey.
- Increased retail sales, particularly in the area of groceries, and staple goods.
- A number of physical improvements to store fronts.

CONTACT

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Louise Heric, Project Coordinator
Fort Macleod Main Street Project
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TOL OZO

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HARDISTY INTERNATIONAL FLAG SOCIETY
Hardisty, Alberta

"The Flag Capital of the World" is Hardisty where over 250 flags and messages of good will have been received from around the world.

ISSUES ADDRESSED

A small town in a beautiful setting, with many natural features, but located off the main highway and away from busy tourist routes, needed to attract people and money into the town, so that the town could grow and prosper.

OBJECTIVES

Besides attracting people and money into the town, as an offshoot the project promotes tolerance and understanding on an international scale. We provide a colorful, interesting and educational experience to our visitors and to local people as well.

ACCOMPLISHMENTS OF PROJECT

We attract many tourists and visitors each year. People are learning about our brothers and sisters around the world. Four outdoor display sites fly flags of the world. Our community is beginning to work together towards a common goal.

IMPORTANT PROJECT BACKGROUND

As of 1984 the total number of flags is over 250. Approximately 12 members of the society, all volunteers, request and receive flags and messages of brotherhood and goodwill from world leaders, and in some instances from ordinary people worldwide.

KEY FACTORS OF SUCCESS

Hard work, dedication by a few people, a never-give-up attitude, and persistence.

UNIQUE DEMONSTRATION OF SUCCESS

The town of Hardisty created an identity for itself "out of scratch". Through imagination, it has generated a sense of relatedness to the whole world.

MATERIALS AVAILABLE

Map of flag displays; history of project; official logotype; tourist pamphlets and postcards.

CONTACT

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Director of Public Relations
Hardisty International Flag Society
Box 249
Hardisty, Alberta
T0B 1V0

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HORIZONS VOCATIONAL TRAINING CENTRE SOCIETY
Wetaskiwin, Alberta

The Horizons Vocational Training Centre Society is developing vocational services and training program for the mentally handicapped in the area.

ISSUES ADDRESSED

Vocational training and services for the mentally handicapped.

OBJECTIVES

1. To develop prevocational and vocational services and training for up to 40 mentally handicapped adults in Wetaskiwin and surrounding area.
2. Within the scope of a regular work setting to provide developmental opportunities in an industrial model training system.

ACCOMPLISHMENTS

1. Have placed several individuals into full or part time work positions in the community.
2. Are presently involved in a building project to own our own facility.
3. Getting excellent response and support from the community.

IMPORTANT BACKGROUND INFORMATION

This program was formerly under the umbrella of the local Association for mentally retarded; separation of incorporated December 17, 1982. Horizons Centre is partially funded through Social Services and Community Health. The funds generated through manufactured items of our own are children's furniture, Cedar Lawn and patio furniture, special orders - ceramic steins and cups in volume as well as a variety of 200 giftware items, local laundry services, a glass recycle depot for non-refundable glass and plastic wedding flowers in our pre-voc department.

KEY FACTORS OF SUCCESS

1. Quality of items we manufacture.
2. Training programs, expertise of supervisors in their field and leadership of management and Board of Directors.

BROAD DEVELOPMENTAL LEARNINGS

- Participate in as much staff development as funds and time will allow.
- Most are on individual type programs depending on capability and capacity to learn.

IMPORTANCE TO AREA

More people are becoming aware of the service offered and the need for such services.

UNIQUE DEMONSTRATION OF SUCCESS

By being honest and up front about all information and running of the Centre as well as being willing to help and share information with others.

MATERIALS AVAILABLE

- Brochures
- Manual:
 - Accounting and budgeting policies.
 - Program policy, including graphs and objectives, entrance criteria, trainers handbook, application.
 - Personnel policy for employers includes organization chart.
 - Appendix includes program definitions and the people we serve as well as employee job descriptions.

CONTACT

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JOB ROTATION SCHEME
Fort Chipewyan, Alberta

This program is a Syncrude cooperative effort to provide employment for natives honouring their cultural patterns.

ISSUES ADDRESSED

A primary impetus behind the establishment of the job rotation scheme is the company's policy of social and environmental responsibility, in this case as concerns the employment of natives. When Syncrude approached the community of Fort Chipewyan the leadership agreed to collaborate in the design and implementation of the scheme which deals with serious economic issues facing the local people:

- diminishing markets for fur, fish and game;
- a growing population, predominantly young, isolated from sources of income and basic human services;
- low level of skills and training;
- work force did not wish to be relocated;
- seasonal livelihood and day-to-day outlook.

ACCOMPLISHMENTS OF PROJECT

Stabilized Income

- The native people have an assured income working at the plant but are also able to continue working in their normal trapping and hunting.
- An advisory selection committee which ensures that every family has a chance for an income with some regularity.
- Year round employee benefits to seasonally employed.

Improved lifestyle and services

- Income retained in Fort Chipewyan for a longer period due to regulated payment practices
- The entire team of men returning from their three day shift is a real event for the village
- A new nursing station and high school program
- Bulk buying using air transportation
- Family advisor on contract

Effective transportation shuttle

- transport of entire team of workers by plane replaces the old mode of each individual finding his own way
- Transportation coordinator on contract
- complete service on ground and in air
- reputation for dependability

Increased employment with 24 jobs and more experienced work crew

Reduction of a seven day work rotation to a three day rotation and from day/night shifts to day only shifts has resulted in less absenteeism.

Augmented knowledge about the bitumen recovery process.

Tested, evaluated and refined methods and criteria for job applicant screening period.

KEY FACTORS OF SUCCESS

1. Long-term (three year) commitment by management allowed the program to risk and grow by learning through experience.
2. Establishment of an Advisory Selection Committee representing the Bands and the company, and its regular monthly meetings.
3. Employees keeping in close contact with their families, for example with daily telephone calls.

4. Monthly team meeting where employee issues and ideas are aired
5. Keeping minutes of the team meetings ensures suggestions and issues are followed through: management is held accountable.
6. Team approach; a company policy of participatory management.
7. Support of the Bands and councillors of Fort Chipewyan.
8. The role of the family advisor to be concerned about the impact on family and community of the job rotation scheme.
9. Dependability, punctuality and attention to detail in the transportation system: changes are communicated quickly.
10. Daily regular communication between company and community.
11. A celebrative meal at the close of each session which includes the presentation of awards of recognition and is a social gathering for all family members.

BROAD DEVELOPMENT LEARNINGS

1. Address felt needs.
2. Use local leaders and assist them in developing in leadership.
3. Work with all segments of the community.
4. Work to support government policies.
5. Employment affects the whole family. Since the employee is leaving home for an extended period of time, the family has to find a way to adjust.
6. Keep communications lines between the company and community as direct and simple as possible so that issues and information can be exchanged and acted upon without delay.
7. Innovations and improvements in production often come from the bottom up: give people assistance and room to explore.
8. Looking for ways to improve productivity, upgrade skills, and using gimmicks like team competition helps creativity and spirit alive during the long twelve-hour shifts.

IMPORTANCE TO THE LOCAL AREA

The scheme provides an economic base in the community which alleviates hardship when trapping, fishing and hunting are poor. The inflow of money has led to improvements in the standard of living such as improved diet and nutrition. Economic spin-offs are apparent in the level of tourism, entertainment and commercial services - taxis, Treasury Branch, etc.

UNIQUE DEMONSTRATION OF SUCCESS

- The model of commuter employment applied in a very isolated and rural setting.
- Employees try to find ways to improve productivity.
- A unique process of communication. The company has become part of the whole process rather than trying to be the whole picture.
- The degree of cooperation between employees and management, management and the community, and the employees and the Band.

MATERIALS AVAILABLE

- General synopsis of the program

CONTACT

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Manager, Native Development

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KIPOHTAKAW EDUCATION CENTRE
Alexander Reserve, Alberta

A native - administered school with community involvement for ensuring pride in culture and quality wholistic education.

ISSUES ADDRESSED

It was felt by the community for a long time that unless they changed the education system in the community, the Alexander people would cease to exist spiritually, culturally and economically. In the past 15 years only two students have graduated from grade 12 through the regular system. The failure rate has been approximately 95%. There was no coherent program to study problems and no evaluation of the actual academic and functional standing of students. The curriculum and testing were validated for native people and the facilities, e.g. gymnasias, were inadequate. Little support and development for both staff and students were present. Band education prior to September 1982 under provincial and federal administration was mechanistic, linear and oriented toward technology, and had produced completely inadequate results on the Reserve. A lack of direction and development on the Reserve itself manifested itself in poor self-esteem with resulting social problems such as alcoholism and apathy.

ACCOMPLISHMENTS OF PROJECT

Broad community support and involvement has created a wholistic educational programme for the students of the school as well as the community. The children have achieved new confidence and pride, giving them incentive to develop their individual potential through relevant programmes in all areas. For example music, science, junior and senior high school recovery, elders consultation, nutrition, modern equipment and library expansion. The Education Centre now has an atmosphere and a staff reflecting the native community. Staff roles have been readjusted so that more than 60% of the staff now is native and the training programme aims at 100% native staff within 10 years. As a result school attendance and parental participation have dramatically increased. Students overall achievement is improving along with discipline, respect and concern for other individuals, and staff and student responsibility. The success of this project reflects the deep commitment of the whole community. New relationships with various levels of government agencies are now possible through the local control and self-determination of the Band.

The project is using a wholistic approach with includes consideration for the whole needs of an individual. This is resulting in positive attitudes, not only among the children but in the entire community. The teaching staff with the native teacher aides, the administration staff, the elected school board along with the school children are aware that they are on a journey of progress for the school. Among the perceivable results are:

1. A Cree Cultural Centre for the expansion and development of the school children's traditional native heritage awareness.
2. A two year academic growth in one year.
3. Attendance of the school children has increased from 50-72% to 92-96% and staff turnover has decreased.
4. A nutritional programme has been initiated for the children in order that they have healthy bodies and minds for learning.
5. A Junior and Senior High School recovery programme has been developed for drop-out students with academic learning in the morning and practical work

experience in the afternoon.

6. The Alexander Kipohtakaw Education Centre staff has increased native staff to 60%. There are increasing expressions of caring towards others, the children are happier in the school, and conflict among individuals and families has decreased in the community. A new self-confidence and trust are present.

Through the team approach, people are aware of their common vision for education and for the development of the individual's potential. People, taking part in on-going evaluation and planning, see that they are determining their destiny as they actually experience taking responsibility for education in the community.

The wholistic approach to education has permitted each child to follow a programme geared to his individual needs. Their physical, emotional, spiritual and intellectual needs are met by caring teachers who share the community's vision of an education system which determines a positive destiny for each individual. The school and community communicate their concerns and ideas while participating in a decision making process guided by policy and consensus opinions.

IMPORTANT PROJECT BACKGROUND

The Alexander Reserve is small: 715 people, of whom 212 are school-age children, as of 1983, live on approximately 25 sq. miles of land. The people are of Cree descendency and most speak a dialect of English. The students are prepared for high school through the study of standard English as a second dialect. Schooling beyond grade 6 is available only off the Reserve. Staff at the school presently number about 25. The Kipohtakaw Education Centre opened in September 1982 with local Band School Board Control.

The Kipohtakaw Education Centre began through the concern of the Alexander Band Council's decision to entrust the Alexander School Board with the creation of a new educational approach for the community. These two organizations working together are the sponsors for the Centre. Consequently, the focus of the Alexander Education Centre has been on the community or village as a whole. It is concerned with caring for all age groups - elders, parents and youth as well as school-age children and infants - and programmes have been established to include the community as a whole in the teaching, training and future planning of the Centre. Other organizations which have helped support the Centre are the federal Department of Indian and Northern Affairs, the provincial Departments of Cultural Affairs and Native Affairs, and the University of Lethbridge, Alberta.

Prior to 1978, the people of the Alexander Band were concerned with the direction that education was headed. A few concerned persons began talking to various individuals and encouraged certain ones to run for the school committee through election. When the new school committee was formed, a five-year plan was developed that included an extensive evaluation on education. This involved questionnaires and testing of the students both in the federal and provincial school systems. In September of 1981, the Provincial School Board rejected approximately 40% of the Alexander students who were attending off-reserve schools saying that they no longer had room for these students because of growth problems of their own. Along with these problems, there were four teachers that came and went for various reasons in the local Grade 1 class.

These problems brought about a lot of changes. The Band Council submitted a Resolution (BCR) to DIAND giving full authority to the School Board (which had

been a school committee before this BCR) to operate the education programme.

On July 15, 1982, the Alexander Band School Board formally took over control of education for the Band. Immediately school renovation began to transform an old storage area into a Cree Cultural Centre. Also the six teachers carefully selected from a nation-wide search took part in a six-week summer Anisa training programme in San Diego, Ca. The Band school opened in September with K4 to 4th grades with 92 students. Children showed a two-year improvement level at the end of the year. The second school year opened with the addition of Grade 5, a Junior High and High School Recovery Programme, a multi-level classroom, university training for teacher aides, and special education. Treasury Board funding for five years has been launched. Plans for the future include expansion of grade levels, construction of an additional school, an infant stimulation programme and a perception centre as well.

KEY FACTORS OF SUCCESS

1. Through pre-planning and on-going planning and evaluation.
2. Monthly meetings with the Band Council and School Board.
3. Wholistic approach to education: education is seen as catalyzing solutions to many different problems in the community, and with regard to the children, means dealing with the entire physical, intellectual, spiritual, social, etc. make-up.
4. Community involvement in planning, in actual teaching activities. Elders play a valuable role in creating morale and self-discipline.
5. Commitment to quality in education, not just in reaching equivalency standards, on the part of staff and the School Board.
6. The ANISA model of education which emphasizes the "hows" of learning, i.e. process rather than content.
7. School staff carefully selected for personal commitment and professional standards. All trained in the ANISA method.
8. A high degree of staff motivation: there is a feeling of working towards a goal with a lot of ground still to cover. There is a sense that this is a demonstration of possibility for other Reserves to take note of and adapt for their own progress.
9. The School Board responds unbureaucratically to the needs of the children as the fundamental focus of decision-making.

BROAD DEVELOPMENT LEARNINGS

The Kipohtakaw Education Centre sees that the following approaches are important to their progress and accomplishments:

1. The wholistic approach to education, using the ANISA model.
2. Articulating among the staff and community the common vision through workshops and strong public relations.
3. Sharing through communication both formally and informally to deal with the strong desire to accomplish goals.
4. Decision-making through consensus.
5. Allowing people to determine their own destiny to build confidence, trust and a motivation to develop skills.
6. An individualized approach caring for developmental goals of children as well as adults beyond standardized curriculum.
7. Use of on-going evaluation and planning within the school and community by internal as well as external methods and leadership.

IMPORTANCE TO LOCAL AREA

The project has drawn the community together and united them in a common vision. By reaching consensus on most issues and by feeling in control of their own destiny, the process of human and resource development has speeded up dramatically in the community. This in turn, has allowed for a greater scope to long range planning and internal evaluation. The Human Factor in this project is the emergence of self-confidence and hope through self-determination. Strong team work and cooperation at all levels has been sustained by a shared common vision. Trips for training and interchange have been helpful for motivation. There is a sense that the programme is being done on behalf of other struggling communities. Responsibility and communication between people is direct and personal as attention is paid to the growth and development of individuals. Day-to-day involvement by community adults in the school is an indication of the depth of their commitment and the sense that the children are the hope of the future. A sense of identity has been created within the community based on continual affirmation of traditional values, acceptance of people as they are and encouragement of gifts and skills development.

UNIQUE DEMONSTRATION OF SUCCESS

The staff and community see themselves as working together to develop a locally controlled and administered approach to education which addresses the wholistic lifetime educational needs of the people of the Alexander Band. Succeeding with this effort is understood by the Band as an urgent necessity for preserving the spiritual, cultural and physical heritage of the people on the Alexander Reserve, as well as empowering the future growth and development of the Band as an autonomous yet productive part of Canadian society.

GLOBAL APPLICABILITY

In terms of replicability, it is important to understand that the approach used by this project of building an educational programme around the identified needs and long-term vision of the community is more important than the specific content of the programme itself.

MATERIALS AVAILABLE

- "Kipohtakaw Education Centre, a Community School"
- Brochure, Anisa material, timeline, philosophy
- Five-year Plan, Policy Manual, training outlines
- Newspaper articles
- School Board policy training programme, financial training
- programme, position paper, local control guidelines and plan.
- CBC film documentary
Film, "To Call an Eagle" (1983)

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LETHBRIDGE SENIOR CITIZEN CENTRE
Lethbridge, Alberta

The Lethbridge Senior Citizen Centre is a centre where 60 years and over "students" participate in education and nutritional instruction.

OBJECTIVES

To help aging persons through:

- Enabling integration of senior citizens in a variety of community events.
- Provision of senior citizens special needs.
- Co-ordination of service to senior citizens.

ACCOMPLISHMENTS OF PROJECT

1. The centre has developed a high involvement level.
2. Outreach services helping frail elderly and families to help their elderly.
3. Food services: cafeteria is cheaper than doing-it-yourself ways of getting people involved.

KEY FACTORS OF SUCCESS

- The involvement of all willing to volunteer
- Involvement of people in the decision-making

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LETHBRIDGE SEXUAL ASSAULT CENTRE
Lethbridge, Alberta

The Lethbridge Sexual Assault Centre provides assistance to sexual assault victims in the Lethbridge area.

IMPORTANT PROJECT BACKGROUND

The Lethbridge Sexual Assault Centre began in April of 1981. This project is presently funded by the federal government and CEC decreasing grant, civic funding, social services, attorney general and community service clubs.

ISSUES ADDRESSED

The Lethbridge Sexual Assault Centre addresses a wide variety of issues in regard to sexual assault:

- Provision of a 24 hour crisis line for victims of sexual assault.
- Follow up support services to victim.
- Public education around issues and prevention particularly rape and child sexual assault.
- Coordination of services to victims.
- Input into law reform on pertinent issues.

ACCOMPLISHMENTS OF PROJECT

1. Presently the development of a committed, trained volunteer core, manning 24 hour crisis line.
2. Development of a children's education program geared to prevention as well as out reach services and liaison with south Albertan regions.
3. Data collection (project still underway) to provide input into specific law reform.

GLOBAL APPLICABILITY

A local community having a philosophy of agency liaison and collaboration of resources. This avoids service duplication and gives small, no profit service back-up and net work advantages.

KEY FACTORS OF SUCCESS

The urgency of the situation, plus the co-ordination and support of the sponsors and communities.

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LETHBRIDGE VOLUNTEER BUREAU ASSOCIATION
Lethbridge, Alberta

A two-woman agency matching the resources of about 1000 volunteers with the needs of over 50 agencies.

OBJECTIVES

1. Increase awareness of volunteer opportunities and volunteerism.
2. Provide education for agencies and volunteers.
3. Provide a volunteer for each volunteer needed.
4. Volunteer advocacy: rights and assignment satisfaction.

ACCOMPLISHMENTS OF PROJECT

1. Increased public awareness of volunteer opportunities.
2. Improved placement and screening procedures to ensure satisfied volunteers.
3. Increased inter-agency communication towards the development and maintenance of volunteer programs.

KEY FACTORS OF SUCCESS

Follow-up: ensuring that both volunteers and agencies are satisfied.
Networking with agencies: enabling agencies to share among each other.

BROAD DEVELOPMENT LEARNINGS

Volunteerism is grassroots community support and commitment. Developing a volunteer component enhances the chances for success for any local development project. The study of, and development of, motivated and organized volunteers is essential to a broad range of community development.

IMPORTANCE TO LOCAL AREA

People are getting out into the community, doing things they've never done before. In the process they discover their own skills and the real potential they have to impact their own community.

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LIFESTYLES EXPOSURE PROGRAM Winfield, Alberta

The Urban Lifestyles Exposure Program is a high school extra-curricular program that helps rural students anticipate urban living.

ISSUES ADDRESSED

The teachers of Winfield have seen many students alienated by city living, often to the extent that they forfeit the opportunities for education and better employment offered in the urban, and return to a situation of low employment and compared to the rest of the province socio-cultural deprivation.

- young people were academically prepared but in other ways were unready for the transition into adult life and responsibilities.
- students had very limited awareness of the vast array of lifestyle options available to them to choose from, primarily in the city.
- students were prepared for work and further study but not for free time activities beyond work and study, which is often their undoing.
- some residents in Winfield and area had never visited a city themselves and hence as parents were unable to prepare their children for urban life.
- the area involved in the project is located near major oil fields and particularly in boom periods there is intense pressure on the young to earn a quick dollar in the oil fields.
- local level of sophistication is low. The area is newly established and still retains a "frontier spirit".
- physical isolation of Winfield from main thoroughfares has resulted in a loss of potential opportunity.

ACCOMPLISHMENTS

1. Over 100 students have gone through the program since 1977.
2. Former students, now employed and living in the city, become contacts for the program and host students on trips to their location.
3. A former student, now an RCMP officer, is introducing the program into schools in his area.
4. A slide-cassette presentation was prepared and narrated by students in the program.
5. Parents help with transportation.
6. The program won an International Year of the Child award in 1979.
7. A provincial Hilroy Fellowship was awarded to the four involved teachers for innovative teaching.
8. Graduating students at Winfield School have a full spectrum of vocational possibilities to choose from.
9. The program has been presented at a convention of 2,000 teachers.
10. The program has been publicized by CBC radio interview and in newspapers and magazines.
11. An Arts Society has been incorporated in order to bring artists and performers into Winfield, thus enlarging the scope of the programme beyond visits to the city for students alone.
12. Students play a major role in ticket sales and organization of the concert series in Winfield.
13. There is a wide network of supportive contacts in Edmonton, Calgary and other centers, who bring off and constantly renew the program.
14. There is more parental involvement in the school.
15. The County of Wetaskiwin (School Administration) supports the program.

IMPORTANT PROJECT BACKGROUND

The small (pop. 200) village of Winfield is located in an area of high unemployment and cultural isolation in relationship to the rest of the province. The local population is primarily immigrants from post-war Europe. The Winfield School population is approximately 300 students from kindergarten through grade 12. The program has 3 components: cultural recreational and survival skills. trips feature a meal at an ethnic restaurant, conversation with a used car dealer, landlord, RCMP, personnel manager and manpower rep, etc., and attendance at concert or ballet rehearsals, visits to newspaper plant, stables, and subway and bus rides.

KEY FACTORS OF SUCCESS

1. Allowing the program to be developed gradually over a year's period of time using a fairly informal discussion process.
2. Involving a broad spectrum of people - social workers, business people, representatives from culture, recreation, higher education, media and communications, etc. - and parents and students.
3. Balancing cultural, recreational and "survival" skills aspects in the excursions.
4. Talking to people behind the scenes and on-the-job, eg. attending rehearsals, touring production plants, etc, gave a more realistic picture of what is required behind the finished product, enabled students to establish an informal relationship with many fields of endeavour, and kept costs low.
5. Requiring commitment from students that they try everything out at least once and participate in all activities of the field day, rather than "picking and choosing", ensured that students could not exploit the program for amusement alone and that learning happened.
6. Each organization or company toured gives students a description of job possibilities in their field.
7. Students assume responsibility for the program:
 - They refrain from smoking and drinking because it may jeopardize support for the program.
 - They write the thank-yous after the trips.
 - They pay for part of the cost of food and admission fees from personal money plus fund-raising events though the school.
 - They provide initial input on what their specific concerns anxieties and interests are.
 - They must make up for any time lost at school because of the program.
 - They must be in school the next day (as relevant).
 - They need to be committed to all 3 elements of the program.
 - They participate in planning, and feedback on each activity.
8. Bringing contact people into the school and community to conduct discussions and demonstration.
9. Flexibility to allow for changes in concerns and attitudes from one groups of students to the next.
10. The County of Wetaskiwin provides six release days for accompanying teachers (trips often are made on school days).
11. Teachers meet with students and their parents at the beginning of the year to discuss their concerns about city living.
12. The Superintendent and Assistant Superintendent participated in some trips.
13. One or two students from Grades 10 and 11 classes go on the trip so they will understand their function and importance.
14. Informal evaluations are held immediately after the trips so that events and impressions are still valid.

15. Teachers round out the trip itinerary with experiences and activities which students would omit because of inexperience.

BROAD DEVELOPMENT LEARNINGS

- Parental support is critical.
- Giving young people an opportunity to fully experience the rural and the urban allows them to make a free and meaningful choice and decision about their future lifestyle and occupation.
- A strict attention to dealing with real needs keeps a program on target and on track and maintains wide support.
- Planning creative use of free time is a necessary complement to sustain academic and vocational activity.
- Awareness of a learning process in such a program often comes long after the fact, when the experiences are re-lived and the past early exposure is called into play.

IMPORTANCE TO THE LOCAL AREA

New leadership is emerging among students who have participated in the program and now, in the process of putting their experiences into practice, are discovering its value. They are the ones who will ensure the program continues for the sake of other rural students who will experience the same struggle.

Students returning from excursions report their experiences to parents and neighbours who in turn develop an awareness of opportunities and activities which they are eager to experience. The new attitude of openness and interest may be a factor behind the viability of provincial subsidies to bring artists and performers into the community. Students acquire self-confidence in talking with other people; they overcome their shyness and reserve. They have a first taste of independence. Parents experience the prospect of their youth moving into adulthood. An attitude of tolerance and acceptance of difference in values, attitudes and lifestyles, is being slowly created.

UNIQUE DEMONSTRATION OF SUCCESS

The Lifestyles Exposure Program takes responsibility for youth development beyond conventional academic preparation. It takes responsibility for their successful launch after high school into full adult participation in work, play and social relationships. The program points to the possibility of teachers taking local initiative in developing effective responses to local needs. It is a creative way to involve a whole community in the process of youth becoming adults.

GLOBAL APPLICABILITY

Every culture has a tradition to celebrate and facilitate the rite of passage from adolescence to adulthood. Where there is no such tradition, or where the tradition does not include the exodus of youth from the rural to the city, or does not enable them to cope with modern complexity and altered values, then the "Lifestyles Exposure Program" is a prototype for enabling the transition or passage into full adulthood, and demonstrates that there is a role for the school to play in this area, that cares for parents and the whole community.

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LYALTA COMMUNITY RECREATION CENTRE
Lyalta, Alberta

The Lyalta Community Recreation Centre demonstrates a creative use of a local recreational facility in a small rural town.

ISSUES ADDRESSED

The Community Centre was an important priority to the Lyalta Community Club as it was the only available place to focus community activities for the district, made up primarily of scattered farm families. The existing facilities were too small and limited in usefulness for events and recreational activities.

OBJECTIVES

To provide eventfulness for the whole family and the whole community in a unifying way. To provide a satisfactory variety of cultural events, performances, entertainment, and particularly sports activities, to the local community and region.

ACCOMPLISHMENTS OF THE PROJECT

In 1970 the Lyalta Community Club, a voluntary society of families in the Lyalta District, began plans for a community recreation centre to replace the small existing community hall and to provide additional recreational facilities needed by the community. A seven and one-half acre site was purchased at a reduced price from one of the members, and initial plans were made to put in a ball diamond, horseshoe pits and barbecue pits, and to move the Lyalta Gun Club facilities to the site. The possibility of building a community hall and tennis courts on the site was also considered.

In 1971, the community worked together to clear the site, plant grass and lay out two ball diamonds. The Lyalta Gun Club built a storage shed, and electricity, gas and a well were provided to the site. In 1976-77, the Lyalta Gun Club traps and clubhouse were moved to the site, and an addition built onto the clubhouse. A play area for children was fenced, playground equipment installed and trees planted in an area adjacent to the clubhouse.

In 1978 construction was started on a new community hall. Most of the work of building the hall was done by people in the community. A provincial grant provided about 35% of the funds needed, and the community provided the remainder. A neighbouring Lions Club provided funds for a sprung hardwood dance floor, and contributions of many firms and people made it possible to go ahead with the project. A mortgage was guaranteed by a number of community members to ensure the completion of the facility, valued at about \$100,000.

Since the opening of the hall with a New Year's Dance on December 31, 1978, the Lyalta Community Recreation Centre has become a focal point for an area 30 to 50 miles in radius. Competition baseball, trapshooting, barbecues, cultural events, dances, card parties, meetings, etc., are scheduled frequently at the Centre, and the facilities are often rented to others when not in use by the community. Membership in the Community Club has increased by nearly 50% since 1979, and all members of the club share in duties and responsibilities of operating the Community Recreation Centre. An active promotional effort for events at the Centre has been part of the success, using newspapers, posters and local radio advertising.

Because of the totally volunteer operation of the Centre, income from the events and rentals retired the mortgage within 5 years, long before originally scheduled. The Community Club is now considering additional recreational facilities, including the tennis courts originally projected.

IMPORTANT PROJECT BACKGROUND

The project to build a community recreation centre in Lyalta started through the efforts of a few people who provided a pushing force in the community. The construction of the two ball diamonds and the move of the gun club to the new site were key events in building momentum within the community. When the new community hall was discussed, many were hesitant at first to take on the debt for such a large and expensive facility. Again, a few people took the lead and, with the help of a provincial grant, organized the effort. However, once the decision was made, many quickly got behind the effort and helped with construction work and costs, which has established a much broader sense of ownership within the community.

Since the opening, the operation of the Centre and hall and been organized on a share-and-share-alike basis within the Lyalta Community Club. Tasks are rotated, and all the operation and maintenance work is done on a voluntary basis. Leadership in the club is elected yearly, and most members are willing to take their turn if asked in advance.

KEY FACTORS OF SUCCESS

In reviewing the community's very successful efforts to construct and operate the Community Recreation Centre, the following elements were seen as key to the results achieved:

1. A few really determined "pushers" were crucial, people who will keep up their efforts regardless of resistance or static.
2. Once things were started, the tasks needed to be spelled out, and someone needed to ask others to help where they could. Lots of people are hesitant to volunteer but appreciate being asked to help.
3. Getting lots of outside people (and money) coming in for events at the hall or using the recreational facilities, was a necessary ingredient to success of this project. The small community of Lyalta could not support the facility on its own, and has used newspapers, posters and radio to draw people from a radius of about 50 miles to special events, dances or sporting activities.

BROAD DEVELOPMENT LEARNINGS

1. An important part of a really successful community project is the building of community spirit - a "togetherness" feeling, which is created by community events such as picnics, barbecues, tournaments, etc. In Lyalta, most of the important events of the community are held at the centre: 25th Anniversary celebrations, showers, weddings, etc. The community experiences itself in a very real way to be "one big happy family".
2. To really involve everyone, the project needs to provide a variety of things to interest the different groups and ages in the community.
3. People need to work together for something they really want for it to be important to the community and to establish a sense of cooperation.
4. You have to be willing to ask people to help, even to be pushy. People may feel hurt and left out if they're not invited and encouraged to help. Determined, persistent leaders are key to a project winning and drawing the whole community in.
5. "Advertising doesn't cost, it pays." The Lyalta Community Recreation Centre has become a focal point for the whole region because of an active effort to promote many events.

IMPORTANCE TO LOCAL AREA

The success of the Centre has had a very positive impact on the area. With more people moving to the area, the frequent events have created a sense of

community. People now meet and participate with their neighbours in many of the Centre's activities. The Centre has also made it possible to bring cultural programs to the community more often than before. The Club now is looking at new possibilities for the Centre - putting in the tennis courts, improving the landscaping - and are even beginning to consider enlarging and improving the hall.

UNIQUE DEMONSTRATION OF SUCCESS

The Centre is a model of how a community can maximize the creative uses of its local hall by allowing a wide variety of bookings, including external clients. The Centre has enriched the life of the community culturally by taking advantage of provincial cultural resources, provincial and national performers on tour, and made available to people a wider exposure to the world of live sports and entertainment. It also shows how a small community can provide a facility which becomes a focus for cultural activity for a number of other communities.

GLOBAL APPLICABILITY

Other small rural communities could make use of the Lyalta model of actively pursuing a wide variety of bookings both from within the community and from outside in order to help ensure the financial success of the hall as well as provide eventfulness for the community and surrounding territory. Alberta in particular, but other provinces as well, has many cultural events which are available for local shows, and provincial subsidies to assist with costs. Once a community sees what it wants, an existing organization can take it on, or a new organization can be formed to get things rolling. However, people who aren't afraid to push need to be chosen to lead the way. These leaders are a key ingredient; they must be prepared to meet resistance and criticism without getting angry or giving up, and be willing to keep asking everyone to help where they can. Community projects achieved in this way, where everyone has an opportunity to contribute to the final success, have a tremendously unifying effect on the area, and enhance the quality of community life in an important way for all the residents.

This project has shown the benefits that can come to a community when it is willing to risk going after what it knows it wants, and works together to make it a reality.

MATERIALS AVAILABLE

- Minute Books of the Lyalta Community Club since its formation in 1945.
- "Along the Fireguard Trail", a history of Lyalta-Ardenode-Dalroy Districts, published in 1979 by Lyalta, Ardenode, Dalroy Historical Society.
- A scrapbook which gives a pictorial history of the project.

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"MAIN STREET" - VULCAN
Vulcan, Alberta

This program to beautify the "downtown" section of the Town of Vulcan is one of several such successful endeavours across Alberta.

ISSUES ADDRESSED

The business section of the town was in need of a face lifting to make it and the Town a generally more attractive community in which to live and do business.

ACCOMPLISHMENTS OF PROJECT

A two block section of Centre Street and one block on either side of Centre Street on 2nd Avenue were upgraded and beautified. As a result, some businesses were encouraged to upgrade their store fronts.

IMPORTANT PROJECT BACKGROUND

The Devonian Foundation implemented its "Main Street" - Alberta program in 1974-75 and Vulcan became one of the first eight communities to participate. Funding was provided by way of "seed money" and supplemented by local improvement taxes.

KEYS FACTORS OF SUCCESS

Overcoming the concerns of the merchants and general public regarding the loss of parking space in the downtown core was a major obstacle. The merchants eventual cooperation contributed greatly to the success of the project.

BROAD DEVELOPMENTAL LEARNINGS

As the project developed, various concepts were considered and eliminated until the most acceptable plan was decided upon. This process was important for the overall success of the project and as a means of getting the merchants and public to cooperate.

IMPORTANCE TO THE LOCAL AREA

Since the project was substantially completed and the landscaped areas have experienced growth, the Vulcan Community is now realizing the benefits of an enhanced Main Street. Centre Street has since been extended to create a new entrance into town and the Main Street theme has been carried out to the new entrance.

UNIQUE DEMONSTRATION OF SUCCESS

Only through a process of education, involvement and cooperation was it possible to overcome the objections to and the financial burden associated with the project. Vulcan's project has received quite wide notoriety and representatives from several communities have inspected it personally. Project outlines have been forwarded in response to enquiries.

GLOBAL APPLICABILITY

Vulcan's "Main Street" project was one of the more successful such programs sponsored by the Devonian Foundation. A similar program is applicable to any other community wanting to upgrade and beautify its town.

MATERIALS AVAILABLE

1. Project Outlines
2. Artistic Renderings

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MAN AND BIOSPHERE PROGRAM
Cardston, Alberta

The Man and Biosphere Program produces public awareness and education programs associated with Biosphere.

ISSUES ADDRESSED

Little public awareness of man's impact on the environment.

OBJECTIVES

1. To create public awareness of what the Biosphere is and expand its membership.
2. To establish an active Research Program.
3. To launch visible demonstration research projects.
4. To establish an Action Education Program.

ACCOMPLISHMENTS

1. Establishment of an active organization.
2. Producing public awareness and education programs associated with Biosphere.
3. Identification of research which has been done.
4. Establishing a list of potential projects.

PROJECT BACKGROUND

The Man and Biosphere Program began in 1982. UNESCO sponsors the project and is one of its sources along with government and university grants and research funding. The Waterton Park personnel and surrounding landowners have been the focus of involvement along with over a dozen volunteers staffing the program. One focus of the program has been on the study on man's impact on the environment.

CONTACT

Rich West, Charlie Russell
Co-chairmen
Box 1210
Cardston, Alberta
TOK OKO

Tel. 653-3833

MEDICINE HAT WOMEN'S SHELTER SOCIETY
Medicine Hat

The Medicine Hat Women's Shelter Society is a society working with youth and adult education, community organizations and political structures.

ISSUES ADDRESSED

To provide emergency shelter to women and children who identify themselves as physically and emotionally abused.

OBJECTIVES

The objective of the project is to support and give referral to other resources available. Provide educational programs aimed to the general public. Provide assistance to any women in crisis; and transients. Promote awareness throughout the city.

ACCOMPLISHMENTS

Visibly over 400 women and their children used the facility. The 40% who returned to their previous life-style did so at least with information they had been ignorant of before. The acceptance by social, church and service groups whose assistance in cash and other support enables us to continue operation.

IMPORTANT PROJECT BACKGROUND

The project was began in Feb. 1982 consisting of six paid staff and 30 volunteers including 11 member board of directors. The project is sponsored by a non-profit organization. Recent funding is obtained from private donation and government funding. The people who benefit from the project are: women physically and mentally abused; and children who are surviving in an abusive environment. The average age is 17. The main activities include crisis counselling through telephoning; one to one and one to group.

BROAD DEVELOPMENT LEARNINGS

1. One of the most important development learnings is working with those who are familiar with the dynamics of family violence.
2. A board of directors (volunteers) with planned workable policies.
3. General acceptance by the local population in decision making.

UNIQUE DEMONSTRATION

Since the establishment of the project, the general public, grade 9-12 students, college students, including adult groups have been educated in the area of wife abuse and particularly the difficulties encountered when a wife leaves the home.

CONTACT

Yvonne Bradshaw
Medicine Hat Women Shelter Society
631 Prospect Drive SW
Medicine Hat, Alberta
T1A 1C2

Tel. (403) 527-8223

MULTICULTURAL HERITAGE CENTRE
Stony Plain, Alberta

The Multicultural Centre enhances the community of Stony Plain's cultural identity.

OBJECTIVES

The objectives of the society is to promote, develop and preserve the cultural heritage of the region and to promote, encourage and co-ordinate all aspects of cultural activities in the area through the operation of the Multicultural Heritage Centre. The centre also supports and co-operates with community groups.

ACCOMPLISHMENTS

- The Multicultural Heritage Centre which has operated for the past 9 years has received much public and private acclamation over the years.
- It is currently providing 64% of its own funding.

IMPORTANT BACKGROUND INFORMATION

This facility is the responsibility of the municipality. The centre focuses on education, community identity and cultural ethnic interest. The concept of the centre is a unique one. There is not another centre exactly like it in Canada. Many of our projects are firsts and therefore provide pioneering in some areas.

BROAD DEVELOPMENT LEARNING

A centre of this type helps to overcome local cultural difference by integrating cultural programs. Many of the centre's programs help all age groups take part in centre activities. There is also a break down of age barriers.

MATERIALS AVAILABLE

A variety of information on history and programs are available at the centre. A slide presentation on the centre would also be available for a short time period if required.

CONTACT

Steve Beaumont, Executive Director
Annette Deib, Curator
Box 908
Stony Plain, Alberta
T0E 2G0

Tel. (403) 963-2777

NASAR SEARCH AND RESCUE SOCIETY
Spruce Grove, Alberta

NASAR is a search and rescue society, a community oriented group composed of volunteers promoting the advancement of civil search and rescue.

ISSUES ADDRESSED

- Volunteers to aid in search and rescue teams.
- To search for lost people.
- To search for downed aircraft.

OBJECTIVES

The advancement of civil search and rescue in Alberta through the support and coordination of general and local programs and projects developed for the improvement of civil search and rescue in the Province; civil air rescue emergency service; and cooperation with governmental, civic, and private organizations whose objectives in the field of search and rescue complement those of NASAR.

ACCOMPLISHMENTS OF PROJECT

1. 20 trained people in courses such as CPR, spotting, map and compass reading and arctic survival.
2. Branch office opened in Grande Prairie.
3. Liaison established with the RCMP and City Police.
4. Reached standards of government approval.

BACKGROUND INFORMATION

NASAR began in March 1982. The total project staff are volunteers. The project expands one's capabilities and satisfaction of service to humanity in distress, and the pleasure of joint participation in the cause of search and rescue.

KEY TO SUCCESS

- Training and leadership
- Determination
- Perseverance

CONTACT

Robert E. McKeen
1st Chairman, Founder
NASAR Search and Rescue Society
Spruce Grove, Alberta
TOE 2C0

NAPI LODGE ALCOHOL & DRUG REHABILITATION CENTRE
Lethbridge, Alberta

Napi Lodge is a wholistic live-in rehabilitation programme working with men and women of all cultures.

ISSUES ADDRESSED

NAPI Lodge was started by natives as a small rehabilitation program in 1976 for native inmates - male - at the Correctional Institute Lethbridge, on alcohol related charges. It was therefore intent on redressing the general recurrence of minor community misdemeanors by natives who were unable to deal with the effects of alcohol and/or drugs or with deeper family or societal problems. By relocating and expanding its program, NAPI Lodge aims to address the large issues of alcoholism:

- failure of the community to take responsibility for alcoholism and drug abuse either because of misinformation, fear, etc
- lack of reintegration services
- self-image of the alcoholic or addict as incapable of dealing with personal, family or community related problems
- perceptions of alcoholism and drug abuse as isolated problems, associated with certain types of people and behaviour.

OBJECTIVES

NAPI Lodge's program aims to enable individual responsibility combined with community concern and services in order to reduce the financial and social cost of alcoholism through a wholistic program of treatment and public awareness.

ACCOMPLISHMENTS OF PROJECT

1. The treatment centre has moved out of the Correctional Institute onto crown land in a larger, specially built facility (Dec.4/81)
2. The centre is no longer seen as part of the Correctional Institute thus allowing inmates under treatment at NAPI to have a more positive self-story about themselves.
3. 374 clients were treated in the past year.
4. Successfully shifting funding or operations from the Solicitor-General to AADAC (Alberta Alcohol and Drug Abuse Commission)
5. Most of the clients are not from the Correctional Institute but are referred from many other agencies and come from many locations: B.C., Montana, Saskatchewan, Calgary, Edmonton.
6. Clients are now also non-native, With the larger facility female clients can be housed at the centre.
7. Two local volunteers recently referred through Lethbridge Volunteer Bureau.
8. Creation of a successful rehabilitation curriculum with counselling, recreation, simple skills training, AA meetings, housekeeping duties, group therapy, study, medical attention and spiritual guidance.
9. Upgrading of staff and improvements in programme material.
10. Better cultural understanding being created long-term in the region through the combined presence of native and non-native clients in the program.

KEYS TO SUCCESS

Keys to the success of this program are many, but begin with a highly motivated and dedicated staff which works as a close team. Regular staff meetings and training/development sessions are held for all staff members.

1. The wholistic approach to rehabilitation involving spiritual, emotional, physical, and mental guidance provides alternatives to the addicted way of life and gives inner strength to clients. The program intends to heighten self-awareness about why one does what one does.
2. The community environment at the Lodge where staff and clients eat and work and celebrate together. The "intimate" scale of space and number on staff and clients creates an atmosphere of mutual support, concern and co-involvement.
3. Elder-on-staff has allowed spiritual guidance to be given from a credible, knowledgeable source. He represents the support of the community, past, present and future, in assisting the rehabilitating client along his difficult journey.
4. Providing a link to Alcoholics Anonymous as a subsequent network of support for clients.
5. The establishment of a credible Board of Directors representing the university, the RCMP, the reserves, the labour pool and Heritage Foundation, enabled the switch-over in funding from S-G to AADAC.
6. The land, Crown property leased to NAPI Lodge, has allowed the centre to be related without the need for municipal support which was not forthcoming at the time.
7. Collegial relationships among agencies in the region enable timely sharing of advice and support.

BROAD DEVELOPMENT LEARNINGS

1. Even in a task as specialized as alcohol and drug rehabilitation, community awareness, acceptance and support- practically and attitudinally - is important.
2. Teamwork needs to be created among clients, not just staff.
3. Winning on the bottom line - sometimes only expressed by a letter of thanks from a former client - is what sustains personal commitment.
4. A guiding force at the helm is needed, particularly when a program is being started, developed or changed. Once that is going or established the teamwork keeps it moving. You have to watch out for burn-out. Perseverance is needed to push to find openings.

IMPORTANCE TO THE LOCAL AREA

Community attitudes are slowly changing to the realization that alcohol addiction can happen to anyone. NAPI's willingness to promote, to create public awareness and understanding, is being reflected in a more affirmative community attitude.

The intangible, pebble-in-the-pond effect is that the new sense of personal self-worth that NAPI clients attain through the program is passed on to members of the family and community. This sense of self-determination and self-help being taught to others will leave its mark in the long run.

UNIQUE DEMONSTRATION OF SUCCESS

The uniqueness of this project is the unity of the two cultures - native and non-native - using cultural and western methods, which stress spiritual, mental, physical, and emotional therapy. Also the staff are not necessarily degree holding professionals, but rather caring individuals with a great deal of human understanding, derived from a variety of personal experiences and backgrounds.

GLOBAL APPLICABILITY

This approach toward rehabilitation is capable of being carried out anywhere without great expense for high cost facilities or great salaries, being dependent only upon the quality of care and commitment by the staff.

MATERIALS AVAILABLE

- General background paper
- Schedule of programme activities
- Application form; contract and rules

CONTACT

Charlie Weasel Head
Executive Director
NAPI Lodge
General Delivery
Lethbridge, Alberta
T1J 3Y2

Tel. (403) 329-6603
329-6892

PARENT'S PLACE
Lethbridge, Alberta

ISSUES ADDRESSED

Parents need an actual place in their community where they can feel free to go to continually ask questions, hear speakers and discuss concerns.

OBJECTIVES

Parent's Place provides an actual physical setting for dissemination and coordination of information and services available to parents, as well as an informal meeting area where parents can gain support and information from other parents. Parent's Place provides a lending library, a large assortment of brochures, pamphlets and articles that are available free of charge, a referral service with up-to-date information on the agencies and associations in Alberta, and a children's room which is supervised for parenting sessions.

ACCOMPLISHMENTS OF PROJECT

- Establishing and helping to establish associations and groups who have a specific concern that is not being met in the community, such as the Lethbridge and District Association for Children with Learning Disabilities.
- Parent's Place was funded by the F.C.S.S. for a one-year pilot project. At the end of that year the City of Lethbridge felt that Parent's Place was a viable organization and has agreed to fund us on an on-going basis.
- Receiving support and acceptance from other agencies in Lethbridge.

KEY FACTORS OF SUCCESS

We found the key to making our project succeed was believing in the idea, having a group of committed people on a Board of Directors, being persistent in getting your goal met, and being able to present your proposal in a knowledgeable and cooperative manner.

IMPORTANCE TO LOCAL AREA

With Parent's Place as a respected model, other groups and individuals are setting up similar activities in their communities.

APPLICABILITY

Our approach is very practical and would definitely be of help. We found that the most important step in meeting our goals and objectives was to first become an organized group or association.

CONTACT

Mrs. Bonnie Pacaud
Parent's Place
207 - 13th Street North
Lethbridge, Alberta
T1H 2K7

Tel. (403) 329-8308

PARKLAND ASSOCIATION FOR THE HANDICAPPED
Spruce Grove, Alberta

A group of parents who plan and carry out a creative curriculum for their handicapped children and teach others how to care for the handicapped.

ISSUES ADDRESSED

1. Reluctance of the government to deal with handicapped, to reveal information as to what is available for handicapped: funding, aids, etc.
2. Not enough volunteers or, most importantly, parental participation and involvement. Parents of handicapped are reluctant to advocate for their handicapped child or adult.

OBJECTIVES

1. To ensure education and recreation are provided locally for all handicapped persons.
2. To provide residents with information about available services.
3. To help the public understand the real needs of the handicapped.

ACCOMPLISHMENTS OF THE PROJECT

- Three education programs have been established, one for preschoolers, one integrated, and one for school-age children. All are now under the auspices of the County of Parkland's Board of Education.
- A summer recreation program (integrated) has been established and is operated through the Spruce Grove Parks & Recreation Department.
- An "All Handicapped Swim" is held twice a week at Stony Plain.

IMPORTANT PROJECT BACKGROUND

The Association is presently made up of 12 members, adults of 21 to 40 years. There is no prejudice as to age, color, race or religion. The project was started in September 1980. There are no paid staff, only volunteers.

KEY FACTORS OF SUCCESS

We hold an annual fund-raising project - the Roller Skate-a-thon - which is turned over to projects for the handicapped.

BROAD DEVELOPMENT LEARNINGS

We started from scratch, learned from experience and most of the time just plunged right in! We never gave up, we were persistent and found that the nicer you were in your approach the better results - asking for something small always (so far!) gave us more. Our approach can only be shared by way of experience and common sense. You have to find your own key.

CONTACT

Mrs. Linda Maki
Parkland Association for the Handicapped
Box 131
Spruce Grove, Alberta
TOE 2C0

PEACE HILLS TRUST COMPANY
Hobbema, Alberta

Peace Hills Trust Company is North America's first Indian owned, Indian controlled Trust Company.

ISSUES ADDRESSED

Most native peoples living on reserves are unable to get loans for self-improvement or business from any chartered bank because of restrictions on using their reserve land as collateral by the federal government (i.e. it is prohibited by the Indian Act).

- How to make enormous sums of money, from oil found on Indian reserves, work for the entire band instead of just splitting it up among individuals and spending it as they want.
- How to make the oil money stay on and circulate in the Indian community when so many goods and services come from outside of the community.
- How to ensure that oil capital is not all spent in just a few years leaving the next generation on the reserve with a severely depleted reserve of capital.
- Creating a legal instrument which serves the needs of the Indian band but is operating fully within the bounds of existing law (Trust Company Act).
- Making something work which could be used by every other Indian band across Canada.
- How to allow the Indian band to keep complete control of the cash without government intervention or outside speculators.

ACCOMPLISHMENTS

1. A federally chartered trust company with a provincial license registered in 4 provinces and the NWT.
2. Two branches - one on the Hobbema Reserve and one in Edmonton - with a further two branches proposed in two other provinces by 1984.
3. \$100 million in capital reserves with royalties each year from petroleum revenue.
4. 2,800 individual bank accounts in Hobbema; 800 in Edmonton.
5. Indians operating their own financial institution.
6. A large number of Indians learning about banking and financial transactions.
7. Financing of Assiniboine Mushroom Inc., Ensign Publishing Team, research in cattle feed, irrigation systems development, a general insurance company, apartment buildings, a scholarship fund, and many businesses and commercial ventures.
8. An enormous amount of capital retained in the community and recirculation of cash, a key to economic development.
9. The Board of Directors is almost totally Indian.
10. Dividends paid to every member of the Band in the first year of operation.
11. Company administration is half Indian, half white.
12. There are 31 employees working for the company at present.
13. A Minors' Mutual Trust Fund has been established.
14. Some \$7 million worth of housing has been financed on Indian reserves.

KEY FACTORS OF SUCCESS

- Getting the Band elders behind the plan.
- The timing of the trust company fit in with the federal interest in self-government for native people.
- A study several years prior to the inception of the plan was key in

- getting it through the Federal cabinet.
- Political maneuvering was important to get it by some Federal agencies.
 - All legal requirements were meticulously adhered to.
 - Almost all of the loans from the trust company have been sound business ventures. The trust company does not operate like a charity.
 - The Directors have worked as a team to understand each step in the process.
 - Retaining a professional financier as president of the company for an interim period.
 - A mix of Indian and white administrators.
 - Carefully monitoring the competition, in this case the banks, to see how they service the public and then applying the service to the native communities.

IMPORTANT BACKGROUND DATA

Under the land of the Indian band was found a huge deposit of oil which has provided the source of initial capital and royalties for the company. The availability of this cash was the precondition for the success of the Peace Hills Trust Company.

BROAD DEVELOPMENT LEARNINGS

To undertake any such project requires the assistance of professionals because of the staying power required to see through all of the details (both legal and administrative). It is important to retain capital in the community as long as possible, particularly large sums, to not only create trust among the community members but also to finance all of the local projects which would benefit them.

The developers must be prepared to innovate on ideas which are publicly acceptable in order to make them meet all the legal requirements.

Slow bureaucratic processes at the federal level can be sped up by careful and detailed build-up of support with political leaders and government officials. Watch the competition to see what they are doing and let them guide you in times of unclarity of direction (particularly in an investment sense).

IMPORTANCE TO LOCAL AREA

When vast sums of money are suddenly injected into the local economy through individuals, the normal tendency is for a consumer spree which will only improve the short-term condition of the people. In this case the development of the trust company has allowed for orderly development and also for financial training to be extended to the local people. The local people have been able to use the cash for long-term investment purposes. The local economy has improved because of the accelerated cash flow and the social well-being of the Band has been increased.

GLOBAL APPLICABILITY

The Peace Hills Trust Company shows how native economic well-being can be linked in joint ventures with the rest of society without being unduly taken advantage of. It also proves that native entrepreneurship can in fact flourish when given the proper assistance and without the constricting societal bureaucracy of the banks toward Indians. The trust company is a way for band economy to relate to the rest of the world, therefore expanding its horizons beyond the reserve. Financially it is a unique way for a native band to achieve economic autonomy in its own long-term development.

UNIQUE DEMONSTRATION OF SUCCESS

This is the first such trust company in North America. Since it serves a very particular clientele, the Indian and native population, it is not in direct competition with the banks in the marketplace. The Peace Hills Trust Company does show that an economic instrument can indeed be created to serve the population of native people when other institutions either will not or are unable to.

MATERIALS AVAILABLE

- Annual Reports

CONTACT

Mr. Peter N. Baird
Vice-President, Business Development
Peace Hills Trust Company
10232 - 112 Street
Edmonton, Alberta
T5K 1M4

Tel. (403) 421-1606

PHOTOGRAPHS (OF THE FRIENDSHIP CENTRE)
Empress, Alberta

The Friendship Centre involves retired people, shop keepers, farmers, town and hospital workers in activities for the elderly.

ISSUES ADDRESSED

Providing social activities for the elderly who normally stay indoors.

ACCOMPLISHMENTS OF PROJECT

A whole variety of programs have been organized completely through the efforts of volunteers with no paid staff. They include carpet bowling, cards, floor hockey, quilting, painting, bingo suppers, shuffleboard and pool. We also have a pancake supper in the spring.

Film shows were shown in the fall. There was also a fall supper.

BROAD DEVELOPMENT LEARNINGS

No paid staff are needed to bring about these things. Volunteers are capable of a lot when they are provided with leadership.

IMPORTANCE TO LOCAL AREA

We have brought seniors in the community out of their homes to socialize.

CONTACT

August Hoffman
Friendship Centre
Empress, Alberta
T0J 1E0

Tel: (403) 565-3880

PROJECT EXPERIENCE

Rocky Mountain House, Alberta

Regular employment experience is a valuable tool to creating self-esteem in this program for teenage students under social and emotional stress.

ISSUES ADDRESSED

- high school students with backgrounds that don't fit the regular school pattern, who are experiencing severe social and emotional disorientation.
- youth struggling with low self-esteem, feeling of being neglected and cut-off from normal high school crowd.

OBJECTIVES

- Enabling the students to make the transition to adulthood through work experience rather than academic performance.
- Giving them a chance to experience success, to build their self-confidence, in a less demanding environment, and have means to be self-sufficient.
- Bringing students up to proper grade level, getting them back into the mainstream.

ACCOMPLISHMENTS OF PROJECT

- A workshop has recently been set up (COPE) as an income-producing venture. At present it is primarily for woodworking, but has the potential to expand.
- Community entry skills are provided through the Pioneer School.
- Students in the Project have real work experience. Over 30 jobs are made available from about 25 different employers. Jobs include both manual and clerical work, services and skilled labour.
- Numerous income-generating projects, from fund-raising through raffles to product sales at trade fairs.

IMPORTANT PROJECT BACKGROUND

The project was started as a pilot in 1974. It is staffed by one teacher, one teacher aide, two volunteers and a social worker, plus an aide in the workshop. Average number of students is 12 - maximum would be 20 - from ages 10 through 17. Students are referred by a steering committee representing schools in the area. Students in the programme are from emotionally unstable situations; many are from foster homes, from economically depressed backgrounds, from homes with alcoholic parents. Average stay in Project Experience is one year. Most of the students study through correspondence school. Counselling is informal, both voluntary and non-voluntary, by teaching staff and social worker.

KEY FACTORS OF SUCCESS

- stressing the work component, which provides the experience of success.
- tutorial one-to-one relationship is critical, particularly provided by aides and volunteers.
- correspondence school material supplemented by lots of remedial material.
- gifts of the staff, for example the social worker is a long-time local resident and has excellent community relations-building skills.
- flexibility of the program - not bound by rules and regulations.
- involvement and support of parents is critical.
- accommodating spirit and compassion of the students with each other - e.g. no racial barriers are present.
- team loyalty and personal responsibility.
- experiencing acceptance: the students get an opportunity to evaluate themselves in a new objective way.

BROAD DEVELOPMENT LEARNINGS

The 3 p's: perseverance, patience and prayer.

The bottom line is acceptance, that there is some good and potential in each person. This is something that has to be learned.

We have seen what low self-esteem can do in ruining any latent possibility in a person. Young people judge themselves very harshly, live under a sense of guilt and failure. People have to know that they have a right to be cared for: they do not have to buy the failure nor the guilt.

IMPORTANCE TO LOCAL AREA

Negative expectations are being changed through positive statements, for example in report cards to parents. Parental self-images are enhanced and as a result we are now having better response to parent-teacher interviews. We are giving people hope to seek the positive in life. Youth find security, acceptance, a peer group to work with. The community attitude is not as skeptical as it used to be. The old image of high school baddies is changing.

UNIQUE DEMONSTRATION OF SUCCESS

Since Project Experience was set up as a pilot in 1974, people have come from other schools in the area, from Ponoka, Camrose and Sundre, to examine it as a model. The project demonstrates how to work with "Unmanageables", by giving them employment which requires responsibility, treating them as adults who can assume self-responsibility and self-management.

APPLICABILITY

Every community has this category of student. We have a higher percentage here because of the nature of the community: it has the highest per capita rate of divorce and alcohol consumption in Canada. The population is itinerant. With seasonal forestry, there is a high degree of instability in the community.

MATERIALS AVAILABLE

Information would be available through Barry Findlater at the School Division Office.

CONTACT

Mr. Barry Findlater
Superintendent of Schools
Rocky Mountain School Division
P.O. Box 970
Rocky Mountain House, Alberta
TOM ITO

Tel. (403) 845-3376

PROJECT LEARN (LITERACY EDUCATION AND READING NETWORK)
Cold Lake, Alberta

LEARN, operated by local volunteers and the staff of Lakeland College, has created awareness of the literacy issue and catalyzed community action around it.

ISSUES ADDRESSED

Thousands of adults in Alberta can't read and write well enough to participate fully in the world in which they live. Activities taken for granted by most people - filing income tax statements, voting, applying for a job (or getting a promotion), banking, comparison shopping, reading a bedtime story - are all potentially threatening to adult non-readers. The Lakeland region has among the highest illiteracy rates in the province.

1. Adults with minimal ability -4th to 6th grade level - are blocked from participating fully in society.
2. Embarrassment over lack of skills causes adults to hide their inabilities, therefore not utilizing the help which is available.
3. There is little awareness within the general public of the lack of literacy skills of many Albertans.

OBJECTIVES

LEARN's primary objectives are awareness of the literacy issue and community action around it. LEARN maintains an on-going campaign of community awareness. LEARN has a network of volunteers who provide individualized, confidential tutoring of students.

ACCOMPLISHMENTS OF THE PROJECT

1. 100+ students in the second year (1982-83).
2. 70 persons have received training as tutors in the second year of the project.
3. Volunteer advisory committees in each centre are committed to literacy.
4. Media contributes time on TV, radio, space in all newspapers which is creating growing understanding of the issues.
5. Four libraries surveyed for appropriate reading materials.
6. Individual students successes: "I can help my kids with their homework", "I can handle anything".
7. Ongoing enrolments, students telling other students as well as friends about the program.

IMPORTANT BACKGROUND DATA

The students are most often Canadians who dropped out of public education programs for various reasons including health, economic difficulty, mobility and learning problems. There are also new immigrants. The program does not teach English as a second language but nearly 50% of LEARN students have come from such programs. The project began in 1980 with a three-month trial run and then enlarged to a ten-month program. The Lakeland College provides coordination resources for the program but it is controlled by local Advisory Committees in each community. The training is done on an individualized basis relative to the place, materials, style and duration of lessons - all determined jointly by tutor and students.

KEY FACTORS OF SUCCESS

1. Cooperation at all levels to communicate what is working and what is not: tutors contacting each other, college office and project staff, community

- service clubs, TV, radio and newspapers.
2. Flexibility to adapt the program to the particular student:
 - responding to students' goals and needs;
 - working in a comfortable environment, where the student is at ease
 3. Initial training for the tutors and continuing in-service training with the ongoing availability of monitors to assist the tutors.

BROAD DEVELOPMENT LEARNINGS

Make the project focus an issue in the community so that the project has continuity beyond one leader or one catalyst. Don't require or expect highly trained leaders: many are capable and can be trained. Be flexible and willing to change to meet the needs of individual students. Have a newsletter which is as close to the grassroots participants as possible.

IMPORTANCE TO THE LOCAL AREA

1. Has made people aware of each other and has furthered the spirit of cooperation and increased working together.
2. New skills have enabled people in getting new employment.
3. It is opening up additional uses of the college's services; has changed how the communities perceive the college.

UNIQUE DEMONSTRATION OF SUCCESS

LEARN is pioneering in the use of local monitors who are contributing to the quality of the program while continually working on expansion into new communities and to additional students. The demonstration value is seen in the steady string of visitors and other interested people who are in contact with the Lakeland College to hear more about LEARN and how they can benefit from the experience gained there.

GLOBAL APPLICABILITY

1. Literacy project could be done in world communities but should always be linked to a creditable education system, e.g. the local school system.
2. There needs to be local "ownership", a structure such as a local advisory committee for local participation and long-term effectiveness.
3. The program is facilitated by a support structure which houses the office, desk files and resource materials and makes these available to the program.
4. Belonging to a larger movement, in this case the Canadian Movement for Literacy, is helpful for publicity, momentum and materials.

MATERIALS AVAILABLE

- Alberta Access film and manual, "It Works Both Ways"
- Annual reports
- Everyday materials - newspaper, phone book, brochures
- Original adult literacy materials on-hand and in process of creation

CONTACT

Mrs. Colleen Hanley
Project LEARN
Tri-Community Education Centre
Box 1469
Cold Lake, Alberta
TOA 0V0

Tel. (403) 639-3939

PROJECT REACH
Hinton, Alberta

A high school curriculum combining core education and on-the-job training which seeks to replace academic goals with social and human goals.

ISSUES ADDRESSED

- High school students who are slow learners but still in average range, need special attention to keep them from progressively falling behind.
- As students slip behind, they lose motivation and self-confidence. The tendency is to drop out and become less inclined to contribute to the community in general.

OBJECTIVES

- To keep students in school until completion, but also prepare them to make the transition into employment and adulthood.
- To provide slow learners with skills needed to bring them up to Grade 10 academic standard and to equip them with practical skills so that they can contribute to the community.
- To give the non-academic student an opportunity to develop self-worth in wider settings than the classroom can provide.

ACCOMPLISHMENTS OF PROJECT

1. Keeping students in school and interested in learning.
2. Eliminating discipline problems related to learning problems.
3. Providing positive self-concepts so that students feel they can succeed, and can deal with frustration and failure.
4. Creating a link between the students and the general community through lifeskills training in areas such as banking, job application, business correspondence and homemaking.

IMPORTANT PROJECT BACKGROUND

Project REACH (Realistic Educational Alternatives Can Help) started in 1976 as a storefront operation by Harry Collinge High School. Two teachers created and used a specially designed curriculum for Grade 8 and 9 up to Grade 10 level, with emphasis on reinforcement and back-up skills, remedial to the regular programme. In 1979/80 departmental and divisional funding were substantially reduced and the programme was carried out in the high school. The programme is carried out by three teachers and a maximum of 15 students throughout the school year. The students are a very mixed group, culturally and economically.

KEY FACTORS OF SUCCESS

1. Providing individualized help to students.
2. Outdoor recreation and trips, e.g. forestry/hunter training, skating and curling, winter survival treks.
3. Teaching adult skills is emphasized over athleticism.
4. Having grades 8, 9, 10 and 11 in recreation together has brought out leadership within the group.
5. Using skills available among school faculty - taxidermy, upholstery, autobody, food preparation, small appliance repair, building construction, etc.
6. Fundraising from the community for field trips - e.g. raffles, garage sales.
7. Different type of setting (storefront) eliminated the stigma of being

- different and created a special feeling of teamhood. Students contributed to maintaining their programme and this created pride and ownership.
8. Choosing teachers not on the basis of academic credentials but on their inherent degree of care and liking for youth.
 9. Building up skills gradually, e.g. starting with high-interest, low-vocabulary reading material.
 10. Using different types of programmes. Balancing academic with practical to sustain interest and sense of accomplishment.

BROAD DEVELOPMENT LEARNINGS

1. The process of learning speeds up once students are given a chance.
2. You have to overcome students' masking strategies, e.g. making a lot of noise in order to evade dealing with questions.
3. Parental care makes a world of difference: it is important not to wait for results but to provide a lot of support - no put-downs.
4. There is a lot of support for this kind of work but you have to hunt it out.

IMPORTANCE TO LOCAL AREA

- Former students are employed. Few have gotten in trouble.
- Numbers are too small to show major impact.
- The Project has community support and commitment from the school for its success.

UNIQUE DEMONSTRATION OF SUCCESS

Former students keep coming back to visit, ask about particular teachers who made a deep impression, and want class reunions.

APPLICABILITY

The project is applicable to any slow-learner situation. As a society we have unrealistic and rigid expectations of our youth. Many slow-learners can progress academically and contribute creatively to the community, not necessarily through academic preparation but rather through lifeskills and character building. The cost of attending to the special needs of slow-learners through school programmes is lower than repaying the social consequences of ignoring them.

MATERIALS AVAILABLE

- Proposals to Department of Education.
- Programme evaluations.
- Curriculum.

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THE READING AND WRITING TUTORING PROJECT
Fort Vermilion, Alberta

The Reading and Writing Tutoring Project is an adult literacy project in the English language that uses an each one teach-on approach.

ISSUES ADDRESSED

Many people living in the McKenzie North area of Alberta cannot read or write. This has been hard on individual people and on the community as a whole. Not being able to read and write has made people feel cut-off from the community. It has meant that mothers could not help their school age children with their homework. For others, it meant a hidden sense of shame about not being able to read and write.

The community as a whole, has suffered also. People who could not read or write did not vote. They could not read literature relevant to full participating citizenship. These people could not use government services, like the Post Offices, nor use the bank because they could not sign cheques.

The powerlessness that individual people felt as a result of being illiterate was felt by the community as a whole.

OBJECTIVES

The Project realizes the need for literacy and math skills as the people participate in local community jurisdictions as well as in wider relationships outside the area. The aim of the Project is:

1. To enable all interested adults to become functionally literate;
2. To provide incentives and resources for practice and learning; and
3. To train neighbours in tutoring to meet the need.

ACCOMPLISHMENTS OF PROJECT

1. Approximately 160 students between the ages of 14 - 70 have been helped within three years to gain personal survival skills, such as banking, filing, completing forms, mail order purchasing.
2. As many as 75 people have been trained to become tutors.
3. Honoraria has made it possible to expand the number of tutors.
4. The local newspaper has introduced a "New Readers" page, aimed at the students involved in the program.
5. Through negotiation with the Department of Education, tutors who are enrolled in High School above the Grade 10 level, can now gain 5 high school credits.
6. The self-esteem of the participants has been increased because the stigma of being illiterate has been reduced. The level of hope has risen, thus personal growth for individuals has increased.
7. Improved literacy skills have increased the opportunity for greater social interaction and higher self-expectations.
8. The program has helped the cultural barriers to be levelled.
9. Through greater independence, the feeling of remoteness has been overcome.
10. Greater information access to both students and tutors has broadened their world view and also increased the value of education within the community.
11. Many adults who have participated in the program, as students, have become tutors.
12. Former students and those who continue to study use their new skills to help their children with lessons and do their own correspondence and personal survival skills.

IMPORTANT PROJECT BACKGROUND

The Reading and Writing Tutoring Project is in a developing agricultural area which experiences an average frost free growing period of 97 days. The Mennonite community formerly separated itself from public education for religious reasons and therefore, a high percentage of adults are unable to read and write. A sensitive approach and obtaining tutors from within the Mennonite community, even teenagers, has opened doors to training. Many of the older people, including Metis and Indians, have an incentive to learn to read and write when they find it hard to function within a literate society.

The Project taps a remarkable resource in small communities in Northern Alberta. People who can read and write are trained to work on a one-to-one basis. On occasion, a tutor will meet with more than one person, particularly if they are members of the same family. Some lessons, however, are also given in a group setting.

Lessons follow the Laubach method. They are flexible to meet individual demands, but tutor-student teams average 12 hours per month. Team meet normally in the students' homes. The Laubach core materials has 5 levels (to an approximate grades 5-7 reading levels). Lessons are adapted to each student's special interests.

The main focus is on functional literacy through learning everyday "survival skills". (Eg. banking, shopping, reading instructions, writing letters, filling out forms). Individual goals of students include seeking admission to further education opportunities, employment upgrading or simply personal enjoyment pursuits.

To coordinate these tutoring activities, the project is organized around a local steering committee which provides administration, financial accountability and evaluation. Members of the Steering Committee are appointed by sponsoring groups and includes senior tutors. The project steering committee and local coordinator also arrange for training and selection of tutors, community promotion and liaison work, transportation needs for tutors if needed, and ordering and distributing materials.

KEY FACTORS OF SUCCESS

1. Laubach Literacy International Training Program, materials and methods including two or three day (12-20 hours) initial tutor training; inservice training and student/tutor gatherings for evaluation and celebration.
2. Honorariums for community tutors (stresses importance of the task, provides a "job" image as well as income).
3. Community support by public schools, newspapers, agencies and churches helps to find tutors and those to study.
4. Operating from the bottom up: involvement of the tutors and students in nature and planning of the program.
5. Obtaining tutors from within the communities. (Former students provide a good image; avoids education and culture gaps.)
6. A pre-reading test required of potential tutors provides a screen for tutoring capability.
7. Funding from Alberta Advanced Education.

BROAD DEVELOPMENT LEARNINGS

Someone with experience can really help get a program started. My neighbour can be my teacher. Persons who have never taught or been employed can be good tutors. There are people in any community who will give themselves to help their neighbours. Literacy is a key to many arenas of community self help.

Co-operation with all ethnic groups is important to emphasize cross-cultural interaction. Research of proven methods is invaluable as is the necessity to tailor the method to the specific individuals and geographic remoteness.

IMPORTANCE TO THE LOCAL AREA

1. Recognition of value of total education.
2. Involvement of parents in children's education.
3. Examples of cultural barriers crossed.
4. High School Tutors provide youth engagement.
5. New self respect provides more active citizenry.

Through word of mouth and the use of local media, awareness of the program has spread to an ever increasing geographic geographic area. This includes other parts of northern Alberta, northern British Columbia and the Northwest Territories.

UNIQUE DEMONSTRATION OF SUCCESS

The cultural diversity of the region has been a gift as tutors have worked with their neighbours and have gone to other communities as well. Even a region poor in literacy has those who are capable and willing to teach another. An adult with desire can move from "zero" to seventh grade proficiency in four months.

GLOBAL APPLICABILITY

- Tutors found within local community.
- A practical demonstration of a global need.
- Quick turn-over from student to tutor.
- Unsophisticated skills are being utilized.
- Global materials are already available.

MATERIALS AVAILABLE

Project brochure: "Reading and Writing Tutoring Project"

Laubach Literacy Action's Literacy Trainer Handbook

Laubach Way to Reading Teacher's Manual

Documentary video: "Safer Than a Sock" (Alberta ACCESS)

Training video: "It Works Both Ways" (Alberta ACCESS)

Compatible materials for mathematics and bank account managing

Slide-tape show about the project

The Laubach Literacy Canada newsletter

The Alberta Association for Adult Literacy newsletter

Annual Reports

"Write Break" package (brochure, bookmarks, posters, literacy organizational handbook)

Movement for Canada's Literacy "Literacy/Alphabetisation"

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RED DEER JOB CLUB
Red Deer, Alberta

Red Deer Job Club is a full time work search project in which actual job search takes place during club sessions.

ISSUES ADDRESSED

Given the current job market and economic situation, the job seeker needs to be highly competitive, vigorous, creative and skilled in their approach to job hunting.

OBJECTIVES

- To help participants find the best possible job in the shortest possible time.
- To teach a highly effective complex of job search skills that will serve the participant for life.

ACCOMPLISHMENTS OF PROJECT

We have been experiencing success rates in excess of 80% in addition, participants participating in this program have found it an excellent tonic for the emotional and psychological distress that often accompanies unemployment.

IMPORTANT BACKGROUND INFORMATION

The Job Club, sponsored jointly by the Alberta Career Centre and Alberta Manpower, was started in May 1983 with 2 paid staff. Most members of the job club are from Red Deer, but it is open to other adult Albertans (subject to space availability).

KEY FACTORS OF SUCCESS

- The use of peer support is central to our success.
- Group support and morale boosting are powerful forces.

BROAD DEVELOPMENT LEARNINGS

Attitude, motivation, commitment and thoroughness of approach are critical factors in seeking employment successfully.

IMPORTANCE TO LOCAL AREA

We are gradually building up a faction of highly skilled and sophisticated job seekers in the central Alberta area while Job Club does not create many jobs, it teaches its members how to secure those available.

MATERIALS

Job Club Counsellor Manual - C.E.I.C. Ottawa

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RED DEER RIVER NATURALISTS
Red Deer, Alberta

A nonprofit group that has found a way to work nonconfrontationally with environmental concerns.

ISSUES ADDRESSED

- Destruction of natural environment and wildlife habitat because of ignorance.
- Unhealthy environments affecting occupational health and safety.
- Desire to understand and appreciate natural environment.

OBJECTIVES

- 1) To foster an increased knowledge, understanding and appreciation of natural history.
- 2) To support conservation measures dealing with our environment, our wildlife, and our natural resources.
- 3) To co-operate with other societies and organizations having similar views and objectives to those of the RDRN.
- 4) To support the work of F.A.N. (The Federation of Alberta Naturalists).

ACCOMPLISHMENTS OF PROJECT

- Stopped a mosquito-spraying plan by the city which would have been costly and ineffectual.
- Membership of the group, 160 and growing, from Rocky Mountain House to Rimbey to Olds, includes a wide age spread so that the historical perspective is respected. 60% of membership is urban.
- Tabloid newspaper published 3 times a year with 3,000 circulation, also a monthly newsletter.
- Ellis Bird Farm: Union Carbide wished to develop a plant on the bluebird route. The Naturalists were given power of attorney by Charlie Ellis to negotiate with UC for establishment of a jointly operated bluebird farm. The project represents a positive solution for the company (they have produced a slide-show orientation for employees) and is becoming a base for scientific research.
- Recognition and respect from Red Deer - we get a hearing.
- Have funded opposition to projects, presented position papers and enabled the redesign of urban park areas.

IMPORTANT PROJECT BACKGROUND

The RDRN dates back to 1906 with the founding of the Alberta Natural History Society. In 1924, 225 acres in the centre of Red Deer were declared a Dominion Migratory Bird Sanctuary, protected by the Natural History Society.

KEY FACTORS OF SUCCESS

- Doing homework. Being well documented.
- Looking for cooperative relationships.
- Involving people in things besides negotiating, e.g. nature walks, guest speakers during winter, letting individuals in the group pursue their own particular interests.
- Lots of research. Personal contact versus institutionalizing people.
- Broad educational program that creates a supportive membership.
- The dam hearings were very educational, as the group's first big move: they left a residue of bitterness but we learned how to avoid confrontation through tradeoffs and knowing when to take a hard line or not.

BROAD DEVELOPMENT LEARNINGS

Government people are starved for information. If you come documented, they'll listen. By sharing information and working toward solutions, not through confrontation, people discover that many of us have shared goals which are not immediately apparent on the surface. We have learned to give latitude to individual members in the organization to capitalize on their resources and encourage their interests. We have learned the importance of working with other groups.

IMPORTANCE TO LOCAL AREA

Major changes in land use planning have been brought about. Natural environments are being preserved, for example pedestrian trails in place of bulldozed roads. The concept of the park has been broadened from "fun" to include "nature education". A lot of participation was mobilized around the river dam lobby and established a precedent for citizen input.

UNIQUE DEMONSTRATION OF SUCCESS

The Ellis Bird Farm is an example of how an apparently contradictory set of wills were reconciled to the satisfaction of both. The RDRN demonstrates how to move with the new consciousness and mode of willingness to risk and work cooperatively.

MATERIALS AVAILABLE

Copies of newsletters.

CONTACT

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REGIONAL RESOURCES PROJECT NO. 1
Carbon, Alberta

Regional Resources Project No. 1 is a cooperative revitalization and development effort of ten small communities who have transformed their economic situation.

ISSUES ADDRESSED

- Rural decline. Depopulation of the rural as urbanization increases, with all the related consequences: costly services, physical deterioration of towns, homes, businesses, roads; diminishing labour force, inability to attract new investment or maintain existing business and industry, creating a sense of instability.
- Ineffectivity of top-down planning and the need for a model that works.
- Inaccessibility of government funds and sense of lost opportunity on the part of small isolated rural communities.

OBJECTIVES

In broadest terms, the Project aims to recreate the rural environment and lifestyle as an attractive and viable alternative to the urban. The objective has been to secure the necessary municipal and social services and infrastructure, then to stabilize and further develop the local economy.

ACCOMPLISHMENTS OF THE PROJECT

1. Population decline has been arrested and in most of the communities has been reversed.
2. Nine Local Development Companies (LDCs) were established. These are legal entities that have given community members an opportunity to invest in their own development. Equity raised through the sale of shares has been used for a variety of purposes including speculative housing, provision of commercial and industrial sites, assisting new businesses to locate in their community, etc.
3. Community inventories compiled and updated on an on-going basis, detailing the communities' assets and liabilities. These have formed the basis for coordinated, comprehensive planning.
4. Water and sewage facilities have been improved.
5. Visual appearance of the communities has been greatly enhanced.
6. Social and cultural amenities, such as regional library service, have been improved. Recreational facilities such as arenas and swimming pools have been constructed and/or improved.
7. Over 50 new businesses employing from 1-60 persons have been attracted.
8. Some \$4 million of government grants has been obtained, most notably the NIP (Neighborhood Improvement Program), RRAP (Residential Rehabilitation Assistance Program), and Alberta Industrial Land Development Program, which were originally designed for urban beneficiaries; also youth employment programs.
9. Training programmes have been offered locally, e.g. business development course, municipal officials workshop, capital and operating budget seminar, industrial development seminar.

IMPORTANT PROJECT BACKGROUND

The 10 communities represent a total population of 4,000 and are located in a fairly wealthy farming area (about 50x120 km, or 6,000 sq.km.) near Calgary. The Project is funded jointly by the provincial Department of Municipal Affairs which provides 90% of the operating budget, and the participating communities

which are each assessed \$350 annually.

A Project Co-ordinator is employed by the Project Board which administers the Project and consists of one Council representative from each of the participating communities. The Project Co-ordinator is paid monthly in the amount of one-twelfth of the annual budget and is responsible for all the expenses incurred in the Project's operation.

KEY FACTORS OF SUCCESS

1. Unified planning and action have overcome the limitations of small size.
 - Share equity is the basis for the LDCs, the Project Board.
 - The Project Board provides a structural way for the communities to relate to the Project and to the government, and for unified regional approaches to problem solving.
 - Monthly meetings and rotation of venue of Board meetings.
 - The use of group submissions: government has a way to provide services to a substantial entity.
2. Comprehensive, coordinated planning, integrating municipal and regional aspects, has become the most binding force in project operations.
 - Problems are dealt with simultaneously.
 - Proximity of the communities made it possible to eliminate duplication of services.
 - Community inventories enabled planning for rationalized professional and trade services, simultaneously implemented capital projects; and have generated sensitivity to the value of comprehensive, long-term planning.
3. Impetus came from the bottom up.
 - The participating communities were determined from the outset to actively shape and control their destinies.
 - There is a high level of community involvement and support: 99% attendance at Board meetings. Often two members come to meetings.
 - Meetings are open and attended by the local and external organizations involved and interested.
 - There is a highly committed core at the heart of the Project as evidenced by continuity on the Board and Project coordination.
 - The method by which the Project concept evolved was an "interest-based" problem-solving approach: a series of public meetings were held through which the local people could identify needs and then policy was derived from a consensus of those involved.
4. The role of the Project Co-ordinator: he is employed by the communities rather than as a civil servant; he is resident in the Project area; he acquires and transfers expertise on behalf of the communities, esp. familiarity and experience in government programmes and policies and effective routes for funding; he works for one of the LDCs - his experience benefits the other eight. He maintains regular contact with all the communities, i.e. there are short, direct lines of communication.
5. Aggressive Promotion and Marketing.
6. Positive liaison with government. Limited interference by government.
7. Ability to respond quickly was the key to the success of the Local Development Companies in resurrecting faith in the viability of the communities.
8. On-going re-evaluation of the process and its role in the communities' future. "The scope of the Project is limited only by the desires of the participating communities. The flexibility of the Project's objective of assisting and promoting the development of smaller rural communities ensures that the Project will not stagnate with the

- completion of any one project."
9. The mix of the communities: e.g. Bassano's population is 2,500; Hussar's is 180; there is one Municipal District of 6,000 and an Improvement District of 1,500.

BROAD DEVELOPMENT LEARNINGS

1. Elicit involvement in order to discern natural networking.
2. Lots of money is required for capital investments/management over a long-term commitment. Maintaining the long-term is essential.
3. Integrated planning between communities as well as between communities and regional or provincial bodies, is key to the strength of the project.
4. Operate out of the broadest possible terms of reference.
5. Promote growth from within, i.e. home-grown entrepreneurship.

IMPORTANCE TO LOCAL AREA

Rural decline has been reversed. The Project has become a model and gauge of success for other, less successful, projects. The Project is a visible sign of the power of cooperation. There is now a realization that all the communities eventually benefit from spin-off activities in the area and that each locality will eventually get its turn at direct benefits from a development project. As a result a longer-range, broader, viewpoint has formed. Municipalities are less opportunistic and less competitive with each other. The Project has demonstrated effective use of government resources. It has moved from "grant-chasing" to promoting and attracting local entrepreneurship and investment. It is a collective learning experience for all those involved.

UNIQUE DEMONSTRATION OF SUCCESS

The Project is an "exercise in cooperative self-help". It demonstrates the strength that comes from unity. Its degree of success may be unique in Canada. It demonstrates that rural decline is neither inevitable nor irreversible and that adequate municipal services can be delivered to small rural populations.

GLOBAL APPLICABILITY

1. Commercial ventures need to be privately owned and operated. Social and recreational facilities and programmes are a public responsibility.
2. Programme coordination on a long-term basis creates stability. There is a need to train people to be regional coordinators.
3. Multi-community efforts like Regional Resources Project No. 1 are the future. However, 100% community support is required. They cannot be cookie-stamped by well-intentioned bureaucrats.

MATERIALS AVAILABLE

- Article: "Regional Resources No. 1: An Innovative Approach to Economic and Social Development" by G. Hugh Bodmer.
- Progress Reports, quarterly.
- Assessment Reports, published every three years.
- RRP#1 flyer, brochure, miscellaneous newsclippings and articles.
- "Promises, Promises", NFB film

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ROSE CITY HANDIVAN
Camrose, Alberta

Rose City Handivan provides transportation modes for disabled and senior people in the community that encourage their participation in community activities.

ISSUES ADDRESSED

Transportation for people in wheelchairs, and with other disabilities, later extended to serve senior citizens.

OBJECTIVES

To provide transportation for people who require special modes of transportation, or cannot provide their own due to age and infirmity.

ACCOMPLISHMENTS

The disabled and senior people have become more visible in our community and thus the community as a whole is more aware of their needs and capabilities. This has led to more thought in community planning to include the needs of all citizens in public programmes and in planning new buildings.

IMPORTANT BACKGROUND INFORMATION

The Rose City Handivan began in January 1977 and is sponsored by the Lions Club and District Support Services. It provides rides with door to door service for those unable to use regular forms of transportation in the city of Camrose and Camrose county. 150 residents in a Nursing Home/Auxiliary Hospital as well as seniors living in Lodge and housing complexes and their own homes are encouraged to go out and participate in community activities as well as attend to personal needs of shopping, business, etc.

KEYS TO SUCCESS

- Careful screening of drivers for vans.
- Dedicated Board of Directors and loyal support of Lions Club and Comrose and District Support Services.
- Advertising encouraging comments and suggestions from users.

BROAD DEVELOPMENT LEARNINGS

When providing transportation for people with special needs, great consideration should be given to the suggestions and directives these people offer on the operation of the service.

IMPORTANCE TO THE LOCAL AREA

People previously confined to home or hospital due to transportation difficulties have now become able to go out for social events, shopping, medical needs, family visits and in some cases to school and work.

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REDA (RURAL EDUCATION AND DEVELOPMENT ASSOCIATION)
Edmonton, Alberta

REDA is a small flexible training organization working province wide to assess the needs of the rural population and develop programmes to maintain family farm units.

ISSUES ADDRESSED

Several organizations existed to serve the agricultural sector and each had their own specific training programs. REDA was created to fill the void of coordinated training programmes particularly in between those offered by cooperatives and the university, but has expanded to meet the needs of the agricultural sector far beyond simple training. It has grown to respond to the following issues in society:

- difficult access to important and relevant information needed by the farm community
- limited opportunities for leadership training in cooperative or corporate skills by rural people
- few chances for youth to participate in programs preparing them for leadership roles for a revitalized agricultural sector
- unstructured formal links between several existing farm organizations including UGG, AWP, etc.
- few organizations with a rural orientation

REDA was given a specific mandate to create programs dealing with all of the concerns above specifically within the context of empowering the cooperative movement in Alberta.

ACCOMPLISHMENTS OF PROJECT

In the past few years of its 23 year history REDA has provided direct training for approximately 2500 people per year and well over 10,000 people in all. Many of these people were or will become leaders in the agricultural sector and responsible for ensuring a vital rural community able to withstand the modern pressures.

REDA has created dozens of training programs whose effectiveness may be measured by the following means:

- Enrolment numbers increase year by year
- Old graduates become volunteers for future programs
- Sponsoring organizations recruit from their own membership
- Programs generally break even financially

Some of the more highly successful programs are:

1. Youth Leadership Program - weekend training and three week residential programs attracting over 250 youth, 13 to 19, annually
2. Agrileader Program - a three year program of exposure to national, international and local ideas and policies of agricultural development through trips and study.
3. Information Meetings - eg. Farm Surface Rights Workshops
Hazardous Wastes Forum
Land Use Forum
Specific Issues Forum
4. Training Seminars, eg. Agricultural Policies
Leadership Development (several types)
Investment Priorities

Enhancing the success of REDA even more is the fact that it runs on a low budget and has only five staff. The founding members of REDA have placed in existence a Board of Advisors and a Governing Board of Directors which is, in its own right, even apart from the success of REDA, an important highlight of the organization.

IMPORTANT PROJECT BACKGROUND

REDA has grown in an area of intense activity by the cooperative movement, where farm organization is understood as a crucial part of economic success. The introduction of the energy sector, particularly the oil industry has exposed the rural areas to the need for a high degree of sophistication and cooperation in order to stand on its own and to protect itself. Education has become a priority in Alberta even within the government and that priority has enabled REDA to take advantage of special funding and promotional opportunities, as well as adding education onto the REDA mandates as it relates to the rural areas.

KEY FACTORS OF SUCCESS

1. Advisory Council with membership from marketing boards, government bureaucracy, cooperative sector and university.
2. Small flexible staff who constantly evaluate programs and create new ones based on need.
3. Diverse funding base including provincial grants and sponsorships, cooperative grants and sponsorships, individual fees for programs.
4. Use of outside consultants to enhance programs.
5. Extensive use of volunteer network.
6. Structure of workshops with serious formal training, laced with recreation and fun.
7. Stressing of cooperative principles and philosophy in seminars.
8. Regular creation of new information and training programs out of suggestions from the field.

BROAD DEVELOPMENT LEARNINGS

Liaison: It is helpful and necessary to work with interdisciplinary advisory groups and in particular in this case with the government, university, cooperatives and farm organizations. The more organizations which are involved, the better.

Focus: An accurate assessment of the rural need is important in this case, and a rural survey is helpful. The continual stressing of the development of the human resource and therefore the cooperative process and cooperative work are important. In particular working with all age groups from youth to seniors is valuable.

Funding: Diverse funding modes are best including grants, sponsoring organization funds, participant fees and consultancy fees. 12% on office expenses and 88% on educational programs can be achieved and the fewer capital expenses there are the better. Most money needs to be spent on communication and direct training.

Specific Issues: Taking risks by handling specific issues that need attention pays off. In this particular case it was the use of the LAND USE FORUM to help every local community. Many other specific issues can be used and therefore constant evaluation on current topics is needed. Publish papers on relevant topics and distribute them.

Teamwork: Train county volunteers teams to get public input on specific issues. Make requests of volunteers when needed and ensure that recreation is part of the time when scheduling training events. Family recreation is part-

icularly beneficial.

IMPORTANCE TO LOCAL AREA

REDA's impact on Alberta is hard to measure because it is still growing and providing a vehicle to many people for participation in rural education. Although its specific impact may be seen in the tripling of certain farmers' incomes through oil revenues as a result of the Land Use Forums, it has enabled thousands of people to recognize the value of taking risks in the rural communities in which they live and also provided them with an important experience of working cooperatively which is valuable to the rural individualist. REDA has provided an open forum for farmers on hundreds of relevant topics. Its primary impact may be more as a vehicle through which either individual farmer or groups may be heard within existing rural organizations.

UNIQUE DEMONSTRATION OF SUCCESS

REDA is unique in that its membership includes major farm organizations and cooperatives in Alberta prepared to support their own educational organization. Its close working liaison with staff of Alberta Agriculture, universities, cooperatives and farm organizations places it in a position to provide access to expertise and develop optimum training programmes for its audiences membership.

GLOBAL APPLICABILITY

The REDA model is relevant to governments, cooperatives and regional training bodies. There are no limits to the growth of REDA or its program focus provided that the staff shift their programs and priorities according to rural needs and provided that as many organizations as possible participate in the initiation.

MATERIALS AVAILABLE

- Annual Reports and course brochures

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SAND HILLS COMMUNITY CENTRE
Spruce Grove, Alberta

A community centre providing urban facilities to a rural population.

ISSUES ADDRESSED

The community needed local sports facilities rather than taking children to Spruce Grove.

OBJECTIVES

To provide facilities for family recreation.

ACCOMPLISHMENTS OF THE PROJECT

The community went from playing ball among the weeds to two ball diamonds. \$300,000 was raised locally. Membership has risen from 20 to 105 families. A garage was transformed into a community center. The project has received county recognition and support. The new community center includes a jacuzzi and weight-lifting room, indoor and outdoor rink, is used for dances, weddings, craft courses, aerobics classes, a playschool, sports teams, and has also hosted a motorcycle gymkhana and skidoo gymkhana.

IMPORTANT PROJECT BACKGROUND

Work toward the center began in 1975 with the registration of the society and rental of 16 acres of hilly land from the county on a 99-year lease. At first a shack for meetings was made out of an old garage. It served as a concessions stand for outdoor events and for skate changing in winter. The county levelled the land and between 1979 and 1982 the 6 families who were the driving force raised the funds. Official opening of the centre was in April 1982, attended by the Reeve, Alberta Parks and Recreation and the MLA who donated a flag to the centre. Of the 105 member families, 12 are farming families, the rest are acreage families, from Stony Plain, Spruce Grove and even from Edmonton.

KEY FACTORS OF SUCCESS

- bingos every 26 days, now in their 6th year. They netted about \$55,000/year.
- getting the bingo permit just before the law changed.
- hard work and lots of volunteer effort which was easily gotten.
- donating equipment, quality catering, raffles and dances.

BROAD DEVELOPMENT LEARNINGS

Get in there and push. You have to take the bad with the good and not let it discourage you. A committee is not a bunch of bosses, but one person needs to act as the leader. Issues tackled head-on and openly at meetings weeds out the trouble-makers and allows acting according to the majority.

IMPORTANCE TO LOCAL AREA

A lot more people are meeting and getting involved.

UNIQUE DEMONSTRATION OF SUCCESS

This is the only such complex in the county of Parkland. The Jacuzzi, the weight-lifting room, these are facilities normally only found in the urban.

CONTACT

Mrs. Doris Gagne
R.R. 2, Spruce Grove
Alberta T0E 2C0

Tel. (403) 962-3186

SOUTHVIEW COMMUNITY SCHOOL
Medicine Hat, Alberta

An example of a successful community school in southern Alberta, where the school program is fully integrated into the community.

ISSUES ADDRESSED

The community school seeks to address the isolation of the school from the rest of the community by direct involvement in the school program by many parts of the community and by involvement of students in the community.

OBJECTIVES

1. To provide a place for schooling where children and adults have optimum opportunities for learning.
2. To act as an access to counselling and information services.
3. To be a center where citizens of all ages may take part in a multiplicity of activities.
4. To be a delivery system of health and other social development services.
5. To act as a focus for community life, assisting citizens in the identification, examination and solution of problems.

ACCOMPLISHMENTS OF PROJECT

- strong community support of school, staff and community functions
- improved self-esteem of parents and other volunteers
- students improve in behaviour as well as academically
- after working in the school, many of our parents have gone on academically
- curriculum development has been implemented (programs have improved dramatically)
- children learn to work and play with adults easily
- development of Block Parent Program

IMPORTANT PROJECT BACKGROUND

The school was designated a community school in 1980 in a neighbourhood of 5,900 within the city of Medicine Hat. School staff, students, community, agencies, services and media are all involved with 80 - 90 volunteers and 2.5 paid staff. The community school has active in school volunteer programs, Further Education Courses, after-school classes for children, community events, curriculum development, newsletters, a project "park" and many community issues..

KEY FACTORS OF SUCCESS

The volunteer job description and application forms, the volunteer surveys and orientation and the appreciation tea, and evaluation have all been key.

BROAD DEVELOPMENT LEARNINGS

Job application forms and job description forms are valuable instruments. They eliminate confusion and they are concise and clear. If a problem or potential problem arises, parents consult with the teacher, rather than just taking the child's word or side of the story.

IMPORTANCE TO LOCAL AREA

Parents feel as if they are a part of the education process, not as outsiders. Teachers and parents are very conscientious about children's confidentiality. Students are more respectful and mannerly in the community because they feel they are accountable to all adults.

MATERIALS AVAILABLE

- Volunteer Handbook
- Job Descriptions
- Job Application Forms

CONTACT

Barb Rogers
Community School Coordinator
Southview Community School
2425 Southview Drive S. E.
Medicine Hat, Alberta

Tel: (403) 527-6086

THE ST. PAUL AND DISTRICT ASSOCIATION FOR THE MENTALLY RETARDED
St. Paul, Alberta

The St. Paul and District Association for the Mentally Retarded provides programs and service for integrating the handicapped into the community.

ISSUES ADDRESSED

Needs of handicapped children in rural North East Alberta.

OBJECTIVES

To teach life skills training towards integration into community jobs, and residences.

ACCOMPLISHMENTS

1. Construction of New Hope School.
2. Building of the childrens' residence.
3. Setting up Habitat Enterprises Unlimited (workshop) .
4. Activity centre for five severely handicapped individuals.
5. Establishing a recreation program for handicapped adults and children in the area.
6. Establishing an adult residence for the mentally handicapped, housing six mentally handicapped adults and allowing them the opportunity to learn the skills necessary to live independently.
7. Establishing a next-of-new store as a half way point for handicapped adults between the workshop and the regular work force in 1981.
8. Operation of a van to transport both the physically, mentally handicapped and senior citizens.
9. Hiring a program worker in 1981 to assist the handicapped in support services and to teach them the independent living skills necessary to become a part of the mainstream of our society.
10. Family Support Program - Parents have the opportunity to share common frustration and to be supportive to each other in attaining the best for their children. Envelopes for new parents of handicapped children have been prepared. Brochures have been sent to all Doctors, clinics and hospitals in the area.
11. Public Education - We have a number of audio/visual presentation and speakers available if you wish to learn more about the handicapped.
12. Hiring a Residential Director to assist in residence program development and Co-ordination.
13. Establishing a second Adult Residence for people with severe disabilities. This residence is a home for six's adults, allowing them the opportunity to learn to live independently as possible.

IMPORTANT PROJECT BACKGROUND

The St. Paul and District Association for mentally retarded was established in 1964 and encompasses an area from Smoky Lake up to, but not including Bonnyville, and from Two Hills, not including Lac La Biche. There are 55 paid staff and 70 volunteers, Funding depends upon the community and the government support.

CONTACT

Chris Thomas
The St. Paul and District Association for the Mentally Retarded
Box 457
St. Paul, Alberta
TOA 3A0

Tel: (403) 645-3441

STONY PLAIN HANDIBUS
Stony Plain, Alberta

Stony Plain Handibus provides transportation for the disabled, handicapped and senior citizens.

ISSUES ADDRESSED

Unavailable transportation means for the disabled, the handicapped and the seniors in Stony Plain.

OBJECTIVES

Establishment of a transportation system for Stony Plain residents to enable disabled, handicapped and seniors to take a more fulfilling and active part in life.

ACCOMPLISHMENTS

1. Providing transportation to those who might not otherwise have any.
2. Enabling a more active and fulfilling life style for seniors and disabled persons.
3. Providing cultural, educational and recreational opportunities to seniors and disabled individuals.

IMPORTANT PROJECT BACKGROUND

Stony Plain Handibus began in September 1980. It is available to all ages of the physically disabled and handicapped individuals as well as seniors 65 years of age and over. The bus was originally donated by the Lions Club. The project employs 7 full time staff. The Handibus is sponsored by the town of Stony Plain. Funding sources include Provincial grants and the Municipal operating budget.

KEY TO SUCCESS

Co-operation and initiative from those involved.

APPLICABILITY

Other people can learn that almost anything can be accomplished with the right resources and people. One can learn from this project's mistakes and successes as they apply to their particular situation.

CONTACT

Margaret Schuster, Dispatcher
Stony Plain Handibus
Box 810
Stony Plain, Alberta
T0E 2G0

Tel. (403) 963-5444

TELEPHONE PIONEERS OF AMERICA
Lethbridge, Alberta

The Telephone Pioneers of America offer children's programmes on traffic light and payphone procedures as well as programmes for children with hearing problems.

ISSUES ADDRESSED

Few children's programmes on payphone and traffic light procedures. Also, isolation of children with hearing problems.

OBJECTIVES

To aid and assist the community in communication skill programmes.

ACCOMPLISHMENTS

1. Engagement of the telephone company's retired employees and their wives.
2. Traffic lights and pay phone procedures programmes for school children in conjunction with the police department.
3. A talking "smirf" and dog programme for children with hearing problems.

IMPORTANT PROJECT BACKGROUND

The Telephone Pioneers of America (chapter 46) began traffic light and pay phone procedures programmes for children in 1982. The programme also began working with children with hearing problems. The programme touches children up to 12 years old across the province. The small staff along with over 100 retired volunteers are people retired in the telephone business and allied trades.

KEY FACTORS OF SUCCESS

- Community involvement
- Being an example to others

CONTACT

John Hinkley
Telephone Pioneers of America
42 Simon Fraser Blvd.
Lethbridge, Alberta
T1K 4L4

Tel. (403) 320-7820

THE SAMARITAN
Lethbridge, Alberta

The Samaritan is a suicide prevention education centre established in November 1982 to distribute education to victims of sexual abuse.

OBJECTIVES

1. The objectives of the Samaritans is to educate to the aim of preventing sexual abuse.
2. To educate with the aim of preventing suicide.
3. To befriend those in need.
4. Community awareness and education.
5. To intervene in suicide.

ACCOMPLISHMENTS

1. Being able to establish flexibility of professionals and to gain victims confidence.
2. Befriending and follow up face to face confrontation with both youth and elders.
3. Establishing the centre.

IMPORTANT BACKGROUND INFORMATION

Samaritan is sponsored by the Boston Chapter of Zenith for Southern Alberta and the Alberta Ministers Commission on Suicide Prevention. It began in November 1982 and at present involves over 80 volunteers.

KEYS TO SUCCESS

Samaritan is the most effective program in the arena of suicide prevention because of befriending and education. High level of volunteers within the program.

GLOBAL APPLICABILITY

Every community has the ability to engage volunteers, in order to establish an out-reach program through media exposure and advertising.

CONTACT

Tara Lavelle
The Samaritan
507-7 Street South
Lethbridge, Alberta
T1J 2G8

VOLUNTEER READING AIDES Edmonton, Alberta

Volunteer Reading Aides is a social concerns program helping adults learn to read and write.

ISSUES ADDRESSED

More than 5 million Canadians can't read. The need in Alberta is great for the special service of teaching adults to read and write.

OBJECTIVES

To cut the rate of illiterates in Alberta. This will in turn help people get off welfare and be able to support their families.

ACCOMPLISHMENTS OF PROJECT

People are able to read where they weren't able to read before - accept job promotions, read traffic signs, read the newspaper, order food in a restaurant, read to their children, and write a letter. In other words, a new lease on life.

IMPORTANT PROJECT BACKGROUND

Volunteer Reading Aides tutor on a one-to-one basis. They work with high school drop-outs, men and women who want to become self-supporting, and older or shut-in persons. They meet in homes, churches, places of business, schools, libraries-wherever it is most convenient for the two of them. The tutor in prisons, hospitals and institutions. They tutor whites and blacks, rich and poor. The project began in October 1979.

Students range in age from 13 years to 85 years, but most are in their twenties, thirties and forties, and the majority that come for help are male with a grade 2 level of reading. Tutor learners on a one to one basis - start them where they're at, and go at a pace that is suitable for the individual.

The program is carried out in many ways, including:

- educating the public about the existence and needs of functionally illiterate people;
- organizing new literacy projects at the request of and in partnership with local communities;
- encouraging and supporting already-existing literacy projects and organizations;
- providing training workshops and seminars for Volunteer Reading Aides and tutor trainers.

KEY FACTORS OF SUCCESS

Our tutors have a workshop where they learn how to use our materials, but more important, learn how to tutor adults. Matching the tutor and learner is as important. It takes a special skill to do this effectively.

BROAD DEVELOPMENT LEARNINGS

Illiteracy affects our resources, economy, our dignity and our homes. If our motto would be headed "Each one teach one", we would no longer have the problem.

UNIQUE DEMONSTRATION OF SUCCESS

There are many agencies in Alberta to teach new Canadians to read and write English (eg. English as a Second Language) but very few helps for Canadians who have lost out on the ability to read and write.

MATERIALS AVAILABLE

- Brochures, telling of the project
- Laubach Literacy-Canada materials

CONTACT

Magda Baglo
Co-ordinator, Founder
Volunteer Reading Aides of Greater Edmonton
6927 - 85 Street
Edmonton, Alberta
T6C 3A4

Tel: (403) 469-3305

WABAMUN & DISTRICT SENIORS CENTRE SOCIETY
Wabamun, Alberta

A senior's centre built by unified community effort.

ISSUES ADDRESSED

The outlying villages were scattered and isolated. Seniors didn't speak to each other and didn't know each other.

OBJECTIVES

To create a place for seniors to gather and to help people get to know each other.

ACCOMPLISHMENTS OF PROJECT

The building itself, which was started in late 1981 and completed in December 1983. All 13 organizations in the community were involved - the Lions were the sponsoring organizations - and the seniors and the community have been brought together by the project. The cooperation in the community has been overwhelming.

IMPORTANT PROJECT BACKGROUND

The centre has over 100 members. The population is mostly cottagers. The village of Wabamun is wealthy because of the nearby Transalta power plant and Menalta coal strip mine, both of which provide jobs.

KEY FACTORS OF SUCCESS

Community cooperation. The focussing on one funding project brought the community together.

BROAD DEVELOPMENT LEARNINGS

1. Seniors should be able to support themselves, not depend on government.
2. There needs to be an attitude shift from feeling everything should be free to picking up a share of the costs.
3. There needs to be integration with the whole community, especially when the community as a whole has contributed to the project.

CONTACT

Mr. Ted Lefebvre, President
Wabamun & District Seniors Centre Society
Box 205
Wabamun, Alberta
T0E 2K0

Tel. (403) 892-3454

WEST JASPER PLACE NEIGHBOURHOODS ASSOCIATION
Edmonton, Alberta

The West Jasper Place Neighbourhoods Association provides information on services for its neighbourhood.

ISSUES ADDRESSED

Lack of services for one of the fastest growing areas of Edmonton, the west end.

OBJECTIVES

To be recognized by the residents of West Jasper Place as the centre where all pertinent information regarding the area can be found.

ACCOMPLISHMENTS OF THE PROJECT

1. Move in 1981 to a storefront shopping centre location.
2. Being instrumental in organizing the Singles Resource Council of Edmonton.

IMPORTANT PROJECT BACKGROUND

The West Jasper Place Neighbourhood Association was founded by a group of concerned residents and incorporated as a non-profit society in March 1977. The Association is administered by a Board of Directors composed of community volunteers. Funding is provided by Alberta Family and Community Support Services and by local fundraising. Two paid staff and 50 volunteers serve a population of over 50,000, among them many single-parent females and youth aged 6 to 16.

KEY FACTORS OF SUCCESS

1. Good working relationships with Jasper Place Social Services, Parks & Recreation, Thorncliffe Community School and Thorncliffe Planning Committee.
2. Volunteer training and job descriptions.
3. Program evaluations.

BROAD DEVELOPMENT LEARNINGS

Extreme dedication from a small group of concerned residents can accomplish a great deal.

IMPORTANCE TO LOCAL AREA

- Singles Resource Council
- West End Singles Group
- West Edmonton Inter-agency Group
- Teen Recreation Program

UNIQUE DEMONSTRATION OF SUCCESS

Seven years of operation.

CONTACT

Mr. Ralph Leibo
Director
West Jasper Place Neighbourhoods Association
Thorncliffe Shopping Centre
8230 - 175 St.
Edmonton, Alberta
T5T 1V1

Tel. (403) 487-8918

WESTLOCK AND DISTRICT FURTHER EDUCATION COUNCIL
Westlock, Alberta

The Westlock and District Further Education Council is a county based council responsible for delivery of short-term, non-formal mobile courses to rural areas.

ISSUES ADDRESSED

The council provides a way for the province to fund the special educational needs of rural people other than those met by formal education from grade school to university. It deals with a number of questions:

1. How to find out what educational needs the rural people actually want or need when they are so physically dispersed.
2. How to extend educational services to rural people at a price that would normally be prohibitive.
3. How to extend an educational service currently available part-time in urban areas out to the rural area.
4. How to bring the best of recreational, business, family and fun, self-improvement courses to the rural areas.
5. How to assist special interest agencies in serving rural needs.
6. How to coordinate delivery of non-formal education to the local sector.

ACCOMPLISHMENTS OF PROJECT

1. 1380 people at 100 specially scheduled courses in the project area per year.
2. An increase in people at courses each year.
3. Council members representing 8 agencies.
4. \$10,000 of provincial funds spent to help sponsor the courses.
5. Local instructors have been trained to hold many of the courses.
6. The awareness of available educational courses has gone up.

IMPORTANT PROJECT BACKGROUND

The Provincial Government's Department of Advanced Education has set up a network of about 80 Further Education Councils with policy guidelines and funding. Trained instructors are available from many sources including the universities, community colleges and special agencies.

KEY FACTORS OF SUCCESS

1. The dedication of each of the Council members, the staff and the representatives.
2. The publicity program including local newspapers and regular newsletters.
3. Constant evaluation of program to update or include new or more relevant topics.
4. Regular communication with reps in the local areas to find out what people want and need.
5. Checking in a second or third community to fill enrolment in a course from a first community.
6. Keeping information available on all types of education programs in order to be able to refer people properly.
7. Volunteer efforts.
8. Besides paying a base hourly rate to instructors of special classes, paying their car mileage is key.
9. Holding annual information workshops for the agencies to check each other's available programs, and for local residents to learn what is available beyond their own community.

BROAD DEVELOPMENT LEARNINGS

To allow maximum participation in the rural area, programs must have flexible timing. It is necessary to generate local involvement through formal publicity and through the grapevine, and by taking the time to look at each person's particular training requests. The whole process may take up to six years to really take hold at the local level.

IMPORTANCE TO LOCAL AREA

The Further Education Council's publicity and enrolment process will often create an information network in a 10-mile radius around any particular town. The information base has broadened many people's horizons beyond what they were. The leisure activity and recreation courses have provided an important socializing opportunity for many people who normally might be isolated. The home improvement and business self-improvement courses have allowed individuals and families to save money by doing projects themselves. The Further Education Council may have created a shift in the way that individuals and communities perceive and solve social and family problems.

UNIQUE DEMONSTRATION OF SUCCESS

Because the Further Education Council receives only broad, general guidelines from provincial granting sources, and because each Council gets to create or choose whatever courses or programs are needed or are useful to the local area, the concept of the FEC could be applicable to any country which wanted to provide local citizens with their own choice of educational programs. Local instructors could be trained for any particular program which was urgently or widely needed. Programs are likely to be economically-based and quite practical at first, but will tend to be more open and general after several years go by. Funding has to be set up "a priori" at a macro level.

MATERIALS AVAILABLE

- Brochures, document, policy guidelines, budgets, etc.

CONTACT

Ted Snow, Coordinator
Westlock & District Further Education Council
Box 627
Westlock, Alberta
TOG 2L0

Tel. (403) 954-3873

YOUNG FARMERS OF ALBERTA SOCIETY
Olds, Alberta

The Young Farmers of Alberta Society provides social, educational and cultural programs for its members.

ISSUES ADDRESSED

To create an organization to fill the gap for people in the 18-20 year age group.

OBJECTIVES

To serve the interests of our members in the social, education and cultural spheres.

ACCOMPLISHMENTS OF PROJECT

In two years we have incorporated and expanded from 1 region to 5. Our total annual budget would be about \$50,000. People in leadership roles have learned much about planning and running an organization. We have produced much promotional material - shirts, hats, crests, glassware etc.

IMPORTANT PROJECT BACKGROUND

The Young Farmers of Alberta Society started in 1982. At present there are between 100 - 200 volunteers, over 18 years of age, across the province participating in the society. The Society conducts field trips to local places (ie industries, etc.) of interest, has guest speakers at its regular meeting and holds several social events of varying nature during each year.

KEY FACTORS OF SUCCESS

Delegating responsibility - giving everyone a job.

BROAD DEVELOPMENT LEARNINGS

- Educational and social functions have met with the greatest reponse.
- The organization must start locally with a well motivated group, not by "long range organization."
- There is a viable need for an organization like ours.

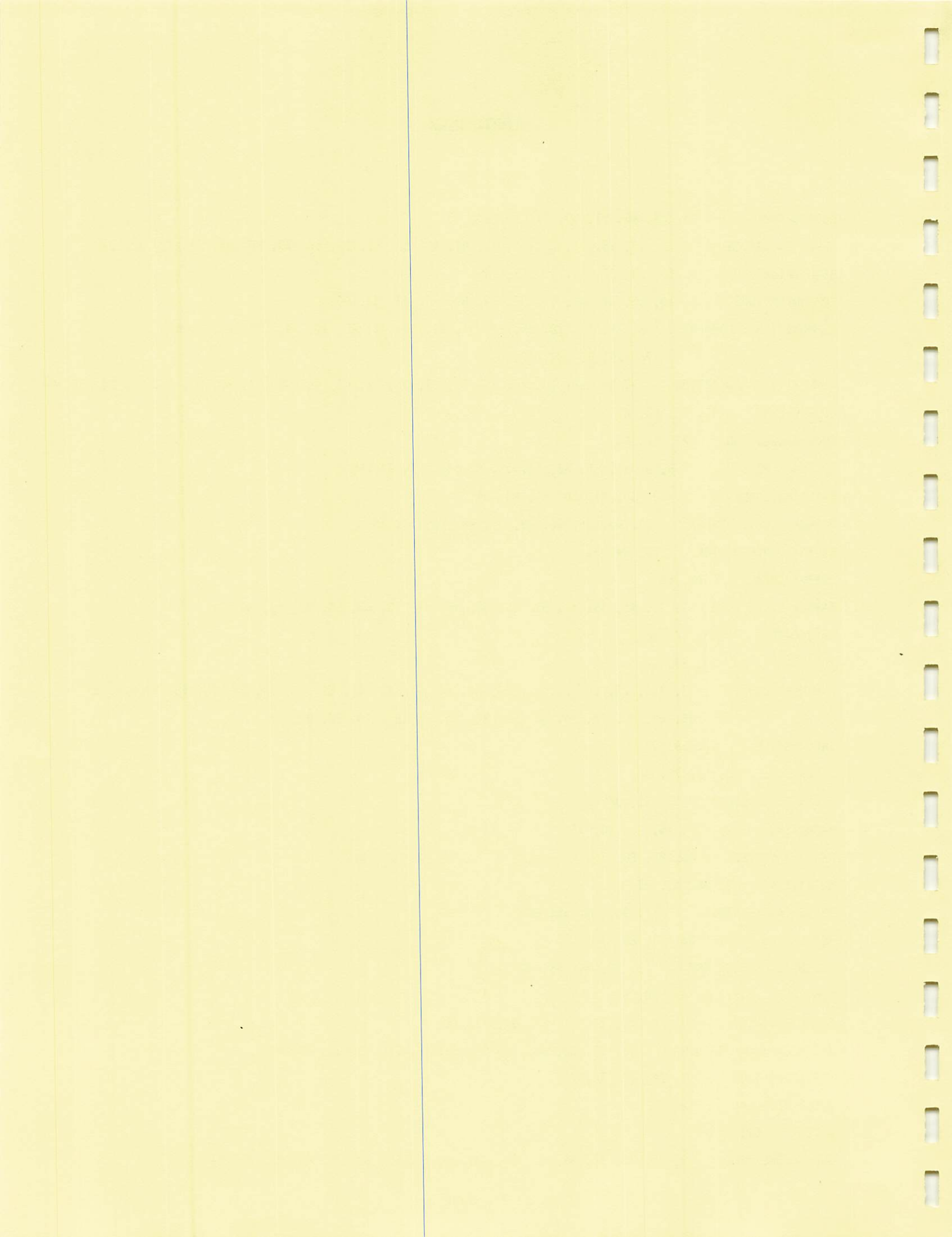
CONTACT

Mr. John Erdman
Young Farmers of Alberta Society
Box 3161
Olds, Alberta

Tel. (403) 757-2282

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The Canadian Institute of Cultural Affairs (CICA) was federally incorporated in 1976 as a charitable corporation with tax-exempt status (0477992-5908). The CICA financial records are audited annually by Arthur Anderson & Company. The Canadian Institute of Cultural Affairs is one of 35 nationally registered and chartered ICAs who are the members of the Institute of Cultural Affairs International, chartered by Royal Decree in Belgium.

Programmes of the Canadian Institute of Cultural Affairs are carried out by local volunteers and a full-time self-supporting staff. Members of this self-supporting staff are drawn from many different cultural and religious backgrounds. They volunteer to live a life of service based on their concern for creating renewal within society. As an experiment in comprehensive care for a volunteer self-supporting group, the staff have organised an informal association called the Order: Ecumenical.

The Canadian Institute of Cultural Affairs is a member of the National Voluntary Organisations Coalition.

ALBERTA DIRECTORY ADDENDUM

AGAWARE	High Level
AMMSA NEWSPAPER	Edmonton
COMMUNITAS INC.	Edmonton
MEDICINE HAT MUSEUM	Medicine Hat
"PASTURE MANAGEMENT PROJECT"	Westlock
WASKASOO PARK	Red Deer
PENHOLD HALF CENTURY PLUS SOCIETY	Penhold

AGAWARE
High River, Alberta

AGAWARE, the Agricultural Awareness Institute, is a non-governmental body set up to increase public understanding of agriculture and agribusiness.

ISSUES ADDRESSED

Low profile of agriculture and agribusiness with the general public.

OBJECTIVES

1. To build a better communication bridge to general public.
2. To provide industry with an effective source of relevant information.
3. To develop contact network for information sources for media.
4. To assist organizations in developing media skills.

ACCOMPLISHMENTS OF PROJECT

- The organization is still in its formative stages.
- AGAWARE is active in Agriculture Week, has a display van and provides educational materials to schools.

IMPORTANT PROJECT BACKGROUND

AGAWARE evolved from a series of events that was initiated by a Resolution passed in 1983 by the Alberta Agriculture Communications Committee instructing the Agriculture Week Committee to "explore public information strategies and possible directions in the context of a year round approach." Letters seeking industry reaction resulted in a meeting (attended by 42 representatives of a broad cross section of interests) which formulated guidelines and elected an Interim Board of Directors. The Board formalized the organizations's Bylaws, Goals and structure. AGAWARE has membership throughout Alberta mostly from agriculture and agribusiness.

CONTACT

Reuben Hamm, President
AGAWARE
Box 2000
High River, Alberta
TOL 1B0

Tel. (403) 652-7877

AMMSA NEWSPAPER
Edmonton, Alta.

AMMSA, Aboriginal Multi-Media Society of Alberta, prints the main weekly newspaper of Alberta's native population.

ISSUES ADDRESSED

To provide communications and to service the needs of communications in northern Alberta.

OBJECTIVES

To provide a print network and enable native people to utilize the network.

ACCOMPLISHMENTS OF PROJECT

A weekly newspaper has been established, with a circulation of 6,500. The newspaper is constantly being improved. A network of freelancers has been developed across northern Alberta.

KEY FACTORS OF SUCCESS

Training component, strong leadership, organizational structure in place, and policy and guidelines for operation finalized.

BROAD DEVELOPMENT LEARNINGS

Strong leadership and a united push in operations are essential when starting projects.

IMPORTANCE TO LOCAL AREA

Political, social and economic awareness, up-to-date, have been greatly enhanced. The native community across the province has a way to communicate across distances and bonds between communities have been strengthened.

UNIQUE DEMONSTRATION OF SUCCESS

The uniqueness of the Newspaper is that it promotes aboriginality based on the tradition and customs of the aboriginal people.

CONTACT

Laurent Roy
Director of Print Media
AMMSA
10123 - 107 Ave.
Edmonton, Alta.
T5H 0V4

Tel. (403) 421-9505

COMMUNITAS INC.
Edmonton, Alberta

Communitas provides the community access to the appropriate information and resources that enable individuals to have control over their own lives and environment.

OBJECTIVES

To ensure that individuals and community groups have access to the information, resources and tools that they require to develop a humane environment over which they have control.

ACCOMPLISHMENTS OF PROJECT

- The development of housing co-operative projects in Northern Alberta/NWT.
- The development of an information base/techniques that can be used in the planning process.
- Working with many groups and individuals who have developed a variety of programs/projects.

IMPORTANT BACKGROUND INFORMATION

Communitas Inc. began in 1972. The programming focuses in Alberta and the North West Territories as well as some work national in scope. It involves individuals who use services/communities eg. housing co-ops (2500 members) and land trust development (45,000).

The main activities of Communitas include:

1. Shelter Resource Program - to enable people to develop appropriate housing solutions.
2. Research - internal/external to develop information base to assist people with community/human or economic development.
3. Information Centre - library available to public
4. Employee Co-operative Resource Program - being developed - to assist people develop employee owned and managed businesses/services etc.

KEY FACTORS OF SUCCESS

- Having staff people with skills and knowledge.
- Developing processes that involve the user/consumer in the planning and development of their project.
- Developing an extensive adult education program.
- Modifying programs/delivery techniques as the needs change (implies constant evaluation and change).

BROAD DEVELOPMENT LEARNINGS

Individuals, when they have access to the appropriate information and resources are able to have control over their own lives and environment.

IMPORTANCE TO LOCAL AREA

- The development of a stock of affordable housing, developed by the residents to meet their needs and managed by the residents.
- An increase in the level of skills and information of the participants in any of the programs (housing, use of media, etc.)

UNIQUE DEMONSTRATION OF SUCCESS

There are ways of organizing our social/economic/political system that are more responsive to individual needs and requirements and that foster rather than inhibit human growth and development.

MATERIALS AVAILABLE

- Bibliographies available from the Communitas library

CONTACT

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MEDICINE HAT MUSEUM
Medicine Hat, Alberta

Volunteer involvement in all aspects of programme implementation ensure the success of the Medicine Hat Museum.

ISSUES ADDRESSED

- Interpretive devices needed to enhance existing facilities and raise the profile of the museum.
- Educational and research needs of local area.

OBJECTIVES

To enhance the district's history through a variety of long and short-term projects that will increase appreciation by the public of its cultural heritage.

ACCOMPLISHMENTS OF PROJECT

All the results have been positive, varying according to the project. For example, the research project to design a heritage calendar involved approximately 15 people and netted \$14,000 for the Museum. Other projects vary in degree of success with respect to publicity or monetary benefit.

IMPORTANT PROJECT BACKGROUND

Museum programmes are varied, including public education, archives, exhibits and research. They involve a multitude of people, organizations and service clubs. The museum has three paid staff and depending on the project, would have between one to 350 volunteers.

KEY FACTORS OF SUCCESS

An excellent volunteer programmes - none of our projects would be possible without our volunteers.

IMPORTANCE TO LOCAL AREA

Our objectives have been achieved. This has enabled us to set further objectives and expand our horizons.

MATERIALS AVAILABLE

Our educational program has been written up in the Alberta Historical Resources Foundation Review and the Alberta Museums Association Publication.

CONTACT

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PEMBINA FORAGE ASSOCIATION "PASTURE MANAGEMENT PROJECT"
Westlock, Alberta

The "Pasture Management Project" is demonstrating improved pasture management techniques for increased beef production.

ISSUES ADDRESSED

Forage production and particularly pasture management has had a very low profile in the past. In the mid 1970's producers in the area saw a need to demonstrate the benefit of improved pasture management techniques.

OBJECTIVES

To maximize beef production per acre with the establishment of a complete pasture system to meet the needs of improved pasture management.

ACCOMPLISHMENTS

1. In the past five years the grazing trial has shown that beef production per acre on pasture can compete economically with grain and oilseed production in the area.
2. With good management techniques such as rotational grazing, sound fertility and species selection stocking rates and subsequent beef production can be increased.
3. 1.25 AU per acre can be carried and 250-350 lbs beef production per acre.

IMPORTANT PROJECT BACKGROUND

Pembina Forage Association "Pasture Management Project" was established in 1979. The quarter section pasture is located eight miles north of Westlock in a grain and beef producing area. Yearling beef steers have been grazed on the pasture for the past four years and the project will be continuing for a further 5 years. The Forage Association is run by a producer board of directors and has a membership of about 250. The majority of funding comes from the Plant Industry branch of Alberta Agriculture. Members contributing steers to the pasture project also pay for the annual operating cost.

KEY FACTORS OF SUCCESS

1. The involvement of those directly affected in solving their own problems and the willingness of resource people to help them within the guidelines they establish.
2. The fact that it is local producers running the project in the area gives the project much credibility and makes it a better extension tool.
3. The good co-operation between producers, government extension staff, researchers and agribusiness in the project.

BROAD DEVELOPMENT LEARNINGS

This particular project was developed after several years of small scale trials (i.e. variety testing, fertility trials) and evolved as producers saw a need for a total management package. They had heard of similar projects in Manitoba (grasslands Society) and decided it would be useful in Alberta. The important fact here being that those who would benefit set the project up for themselves.

IMPORTANCE TO LOCAL AREA

There has been an increased awareness that the forage industry is important to the beef producers and that productivity and utilization can be improved with good management. This has been documented at the pasture project and other field trials in the area and producers are now beginning to apply it to their operations.

UNIQUE DEMONSTRATION OF SUCCESS

With leadership from the extension service of Alberta Agriculture and the Forage Association forage growers were allowed to see where more production could be made from forages, in this case pastures, and develop methods of getting the information out to other farmers.

MATERIALS AVAILABLE

- The Association's Annual Report
- The newsletter "The Hayshaker"
- "Pasture Management Manual" for Region V

CONTACT

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WASKASOO PARK
Red Deer, Alberta

Public involvement in the planning process has ensured good public support and use of Waskasoo Park facilities.

ISSUES ADDRESSED

The design and implementation of a regional urban park along the Red Deer River Valley - the Waskasoo Park Project.

OBJECTIVES

The goal of the Urban Parks Programme is the establishment of significant areas of open space to ensure populations have easy access to natural environments; and the development of these areas to enable their sustained and unimpaired use for outdoor recreation.

ACCOMPLISHMENTS OF PROJECT

The environmental quality of the city has been greatly improved and the wide range of active and passive recreation opportunities is involving an ever increasing number of citizens.

IMPORTANT PROJECT BACKGROUND

The project started in 1981 and is ongoing. A Master Plan was completed in 1982. Recreation opportunities within the park are both active and passive in nature and include picknicking, hiking, bicycling, skating, cross-country skiing, horse riding, fishing, golfing, canoeing, natural history interpretation and cultural history interpretation.

KEY FACTORS OF SUCCESS

- The establishment of an effective decision-making structure for the project including management and policy committees with delegated responsibilities from council.
- The involvement of key administrative personnel and politicians in this committee structure - municipal commitment.

BROAD DEVELOPMENT LEARNINGS

People's views on major development projects should be obtained and evaluated prior to definitive proposals being made. However, actively involving people in the planning process is expensive and time-consuming.

IMPORTANCE TO LOCAL AREA

The conservation of the natural environment of the Red Deer River Valley. A wide range of recreation facilities have been developed to serve the present and future recreation needs of the region. The entire population of the city and the region have the opportunity to enjoy the park facilities.

UNIQUE DEMONSTRATION OF SUCCESS

The tremendous public support for the project and the use of the facilities provided. This is largely as a result of the public involvement in the planning process.

MATERIALS AVAILABLE

- Waskasoo Park Concept Plan
- Waskasoo Park Master Plan
- Interpretative Master Plan
- Hoopfer Property Development Plan

CONTACT

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PENHOLD HALF CENTURY PLUS SOCIETY
Penhold, Alberta

Penhold Half Century Plus Society is meeting the social needs of the community's seniors.

ISSUES ADDRESSED

A place where Senior citizens could meet to socialize and help each other.

OBJECTIVES

To have a place where Seniors could enjoy each other's company and meet new people working among ourselves and in the community.

IMPORTANT BACKGROUND INFORMATION

Penhold Half Century Plus Society started at the Oddfellows Hall in March of 1983 as a club where Senior Citizens could meet to socialize and help others. The club moved to the town clubhouse in August of 1983. An F.C.S.S. grant, a New Horizons Grant, an Alberta Culture grant, and private contributions help fund the Society.

ACCOMPLISHMENTS OF PROJECT

- Good response from the community.
- Serving Soup and sandwiches to the public once a month.
- Fun Bingo and other games every Tuesday night.
- Access to the Lions Club community bus for outings from time to time
- Seeing some things in Alberta never seen by some individuals in Alberta before.

KEY FACTORS OF SUCCESS

Enthusiasm of Seniors and cooperation of the community.

BROAD DEVELOPMENT LEARNINGS

It is surprising the number of Seniors who willingly support all the projects of the Society along with public and government support, this has been most encouraging.

CONTACT

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