

SHARING APPROACHES THAT WORK

A spotlight on community projects
and programmes in Canada



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projects and programmes
in Canada**

January 1984

Prepared by:

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INTRODUCTION

The eighty-four project summaries compiled in this book were submitted to the Canadian Steering Committee during implementation of the first phase of the International Exposition of Rural Development (IERD) in Canada. The IERD is a three year programme operating 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, a large number of successful grass-roots development efforts were identified, and many of these were brought together in conferences and symposia to share learnings. In the second phase of the Exposition, representative projects from each participating country will send delegates and displays to the IERD plenary in New Delhi during February 1984. The third phase, which begins when the plenary results are available, will enable the results of this unprecedented gathering of local development experience to be shared in each of the participating nations.

Canada's participation in the IERD began in November 1982 when approximately fifty interested persons gathered in Winnipeg to discuss the objectives and benefits of Canadian participation, and to develop a national programme for SHARING APPROACHES THAT WORK. Following this meeting, Regional Steering Committees were formed in seven locations across Canada during January 1983 to implement the programme, and a Canadian Steering Committee representing each regional committee was designated to coordinate the national effort. From January through June, 1983, projects were identified and initial documentation was compiled on project activities through a wide-spread voluntary solicitation directed by the committees. Several regions also sponsored exchange conferences or symposia to encourage participation and promote interchange and sharing. Over 300 projects across Canada participated during this period of the programme.

The Canadian Steering Committee recommended during its June 1983 meeting that a more detailed summary be prepared for approximately 100 projects demonstrating successful results in a wide variety of initiatives. A common procedure was established, including a visit to the project, an in-depth interview with the project staff, and preparation of a written "Project Brief" using a standard format. In September the Canadian Steering Committee met again to review these project briefs, and twelve projects from across the country were selected to represent Canada at the IERD plenary. After selecting the projects to attend the India plenary, the Canadian Steering Committee recommended that the project briefs also be prepared as an additional submission to the IERD plenary. They also suggested that the briefs be made available for limited distribution in Canada to encourage the continuing process of SHARING APPROACHES THAT WORK.

During October through December, 1983, the projects invited to attend the IERD plenary nominated their delegates, raised their own support, participated in a Project Description Laboratory, and prepared an exhibit for display at the IERD plenary in New Delhi. Following the India event, the delegates will meet with the Canadian Steering Committee in March to debrief and develop a strategy for making the results available across Canada. The first step is anticipated to be a series of regional conferences, where the India results can be examined

and effective means can be considered for accelerating local development initiatives.

The project briefs included in this book were completed during July through September, 1983, in preparation for the selection of representative projects to attend the India Plenary. Most projects were visited and interviewed by a team acting on behalf of the Regional Steering Committees, and the "Project Brief Preparation Screen" (see the following page) was used to guide the preparation of the project brief. In some cases the interview team prepared the brief and returned it for revision and approval by the project; in other cases the project staff prepared the description and submitted it to the committees themselves. A few of the projects chose to provide a description in a different format. Most of the project briefs are less than five pages in length, as suggested by the committee.

The Institute of Cultural Affairs, as organizing sponsor, has compiled this book using the project briefs essentially as they were submitted for review to the Canadian Steering Committee. It should be noted that it is not the intent of the Committee to imply that the projects included in this compilation are more successful than others that do not appear. We are aware that many outstanding projects across the country did not come to the attention of the committees during this first phase of this programme. However, it is the hope of the Canadian Steering Committee and the Institute of Cultural Affairs that the willingness of these projects to share in this way can encourage a continued sharing of learnings that will contribute to increased success in local development initiatives.

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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 briefs, and for making them available to this programme of SHARING APPROACHES THAT WORK.

THE CANADIAN INSTITUTE OF CULTURAL AFFAIRS
January 1984



LEVEL		DOCUMENTATION ARENAS		
I.		DOCUMENTING THE PROJECT SUCCESS		
O B J E C T I V E	W H A T H A P P E N E D	A. <u>PROJECT NAME, LOCATION & DATES</u>	B. <u>ISSUES ADDRESSED & OBJECTIVES SET</u>	C. <u>ACCOMPLISHMENTS OF PROJECT</u>
		(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)	(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)	(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.		IDENTIFYING THE PROJECT LEARNINGS		
R E F L E C T I V E	W H Y I T W O R K E D	A. <u>IMPORTANT PROJECT BACKGROUND</u>	B. <u>KEY FACTORS OF SUCCESS</u>	C. <u>BROAD DEVELOPMENT LEARNINGS</u>
		(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.)	(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.)	(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.		STATING THE DEVELOPMENT IMPLICATIONS		
I N T E R P R E T I V E	S I G N I F I C A N C E	A. <u>IMPORTANCE TO LOCAL AREA</u>	B. <u>UNIQUE DEMONSTRATION OF SUCCESS</u>	C. <u>GLOBAL APPLICABILITY</u>
		(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.)	(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)	(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.		SHARING THE PROJECT EXPERIENCE		
D E C I S I O N A L	I N V I T I N G U S E	A. <u>READINESS TO SHARE LEARNINGS</u>	B. <u>AVAILABLE PROJECT MATERIALS</u>	C. <u>KEY CONTACT INFORMATION</u>
		(BRIEFLY STATE THE WAYS THAT THOSE ASSOCIATED WITH THE PROJECT ARE PREPARED TO MAKE THE LEARNINGS OF THE PROJECT AVAILABLE TO OTHERS)	(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)	(INDICATE KEY PERSON OR PERSONS ASSOCIATED WITH THE PROJECT, AND HOW THEY MAY BE CONTACTED--ADDRESS AND TELEPHONE)

Sharing Approaches that Work

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Abel Enterprises is a group of economic ventures owned and operated by people with a history of mental illness. The project reintegrates these people into society and uses their full potential. Since the business is a shared endeavour each member gets experience and training in the operation of the business.

ISSUES ADDRESSED

The project is designed to serve that part of the mentally ill population (about 1% of the total population) that are unable to work and become largely disabled after the onset of the mental illness. The larger percentage of this group are men, and because they have no household role as women do, lack a meaningful role in the community. The result is that these people become largely isolated, stay at home and become hopeless about the future. The trend is that these people become even more withdrawn due to a lack of socialization, work, family and recreational/social roles in the community.

OBJECTIVES

The objective of the program is to engage this 1% in meaningful work in order to give them a work role in the community. In Norfolk end of the region of Haldimnad-Norfolk, there have been about 50 men and women identified who need this kind of work role opportunity now. The work being planned is not of the sheltered-workshop gender, but is contract work with various individuals and corporations within the community that is self rewarding economically profitable for the business and the individuals working in their business. Presently there are 30 people involved in the operation, either in part time work or in social/recreational activities, administration and/or planning. About half of these people are presently getting part-time work through the business activities.

ACCOMPLISHMENTS OF PROJECT

1. The program is operated as a regular profit/loss business, with no public capital donations. The business provides an opportunity to use individual skills and re-develop or gain new skills in a non-pressured situation.
2. Abel is well know at the bank and is gaining some community acceptance as evidenced through an increased demand in the work services, letters of recognition, offers of help and back-up support from churches and other community groups.
3. There is a steadfastness and continuity that has developed through the efforts of a core group of participants. In spite of challenges, these people have stayed and continued to build their business.
4. The fact that the Manpower and Immigration Federal funding would support such a concept is an accomplishment.
5. The participants themselves have worked co-operatively to help each other both within and outside of the business - drop ins, shared apartment accomodations, co-op garden, etc.
6. The business has developed a small canoe manufacturing activity; has taken on a concession booth 7 days a week that has grossed up to \$1,000/week.
7. Abel Enterprises has taken on the responsibilities for the weeding of a local Reforestation Tree Farm, thus supporting the local Reforestation Project efforts.
8. Contracts for gardening, lawn cutting, building renovations, insulation, window cleaning, snow removal have been developed in the area.

9. One man, who spent 8 months in hospital and then was put into a Home for Special Care under the Public Trustee, has since been able to rent his own apartment, which he shares with another group member.
10. The group have developed a large co-operative garden, and are exploring the possibility of purchasing their own meat in bulk.
11. There are many intangible successes that have come through the personal development of the individual men and women in the Project, e.g. being able to buy better clothes, afford to buy restaurant meals, go to a show, etc.
12. The group sponsors one monthly larger social even, such as a trip to Niagara Falls, Christmas Banquet, etc.
13. Two members of the group have taken 15 credits worth of course material at Fanshawe College. These courses were paid for through the business and the group used the resources of the woodworking area at the college to design a new walker with wheels and a tray, two deacon benches/toy boxes, bath boards, etc. that can be sold to the disabled in the area.
14. The group has engaged in a number of fund-raising activities, including a raffle of the first canoe manufactured to pay for the materials and to give capital to buy more material and equipment to build more canoes.

IMPORTANT PROJECT BACKGROUND

The project was begun in 1982 with one staff person meeting with the men to determine what it was that they wanted to do for themselves. This staff person, with the backing of the Mental Health Services and the co-operation of the clientele group, set up the co-operative business. Present funding is through the Federal Government, the Department of Employment and Immigration, through the offices of the Community Development Branch.

Some of the important events along the way were finding a location not identified with the Mental Health Services that was the business and the groups own place. The Presbyterian Church in Simcoe offered space in their basement and this was renovated and made into an office for Abel Enterprises. The renovation was carried out by the men and women in the program.

Building canoes was a major step that demonstrated to everyone that they could accomplish the production of a very fine product that they could be proud of. The use of the Fanshawe College woodshop resources provided another opportunity for the group to manufacture and produce worthwhile products that were desired by customers.

There are presently 3 full-time staff, all staff are hired from the community, two are reformed alcoholics with one being an Indian. The training has been largely on-the-job training. The organization is presently informally arranged, but the program is in the process of incorporation. The program is set up separate from the co-operative business that is owned and operated by the clientele of the Mental Health Services.

The intention is to have the programmatic part of the Project funded through the Provincial Ministry of Health and the business perhaps with small initial capital inputs will pay its own way, providing work opportunities that pay at least minimum wage or better on an hourly rated basis.

KEY FACTORS OF SUCCESS

1. The work has to be organized in such a way that it can allow flexibility if an individual person cannot handle the pace of work, then there needs

- to be time for relaxation or time away from work. So the solution has been to rotate people for periods of 4-5 hours in a job situation.
2. The group has been identified as a business, not as a mental health group looking for handouts. This business is owned and directed by the members, rather than Mental Health or Abel Enterprises staff.
 3. There is a good liaison with other agencies in the area with regards e.g. to housing so that the group is not floundering around strictly on its own.
 4. Many members of the organization have gained a good deal personally from their experiences, however this is hard to document in concrete terms.
 5. The Drop-In Centre has provided a place where people could come on a Friday evening to expand their range of friendships and contacts in the area. It is also been an option to try some new things and kinds of experiences, e.g. camping, banquets, theatre trips, etc.
 6. Perhaps the best indication of success has been the gradual discovery by the group that they in fact do own and direct this business. It was only at that point that the group became energized and began to get excited about the possibilities of the organization.

BROAD DEVELOPMENT LEARNINGS

One of the most important developments is the working relationship of staff and clientele members in the organization. There are no authoritarian bosses but rather working lead hands who share the contract work on a shoulder to shoulder basis with the clientele members. There is no therapy, the emphasis is on work. Work is regarded as the best therapy, but when a person becomes ill, he is to use the resources of the Mental Health Services, and not to involve his work partners in his problems except peripherally. The work environment, including the Concession Booth, is an informal contact with people who support one another and rejoice together in their struggle to build a business. There is no attempt to bring individual skeletons out of the closet; the group is not looking for sympathy but is attempting to build a way of life that allows for time off when needed because of their disability while at the same time making a meaningful contribution in terms of work to the business, and through the business to the community.

IMPORTANCE TO LOCAL AREA

Among the contributions to the community are these:

1. Generating money that goes back into the community.
2. Providing services needed in a business sense by the community.
3. Linking this group with similar groups in Dunnville and Toronto.
4. People in the context of the business development, grasp a new understanding of their disability as they are exposed to their successes in the work context. They learn that there is less to fear.
5. The program allows a more direct connection with the Mental Health Services and the community, using a community development approach as a bridge for the agency.
6. The project is demonstrating that these people who suffer from schizophrenia and other debilitating mental illnesses are able to make a much larger contribution than has been imagined by most professionals in the field.
7. The Project demonstrates that when the expectations are for normality, that much of the time, these people, although disabled, are able to attain the expectations.

UNIQUE DEMONSTRATION OF SUCCESS

Since the business is a shared endeavour, then every member gets a daily rundown of the profits and losses. Each member gets experience and training in the operation of the business in terms of the purchase of supplies, banking, administration, etc. The program is demonstrating to the Mental Health professional that the psychiatric patient potentially has a new role in the community. This is particularly significant in that the program is operating in a rural/urban context and its probably more difficult to develop such a program in a small community. The reason for this is that the people as individuals are much better known and more strongly stigmatized by the community.

GLOBAL APPLICABILITY

- Throughout the world, the disease schizophrenia is a common one, with very similar symptoms and syndrome.
- This program is proving that schizophrenics can develop their own business activities that are meaningful and well beyond the scope of the rehabilitation workshop that produces knick-knacks that at best are saleable to a very tenuous market.
- The program is demonstrating that schizophrenics can help one another through a supportive network that prevents hospitalization and readmissions to hospitals that cost \$130/day. The program is assisting in breaking down the cycle of in-and-out of hospital.
- People throughout the world should be challenged by the successes of this group because surely they face many of the challenges that people in underdeveloped economies experience.

MATERIALS AVAILABLE

Materials and pictures available on the challenges and successes of this program.

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The Acadian Village Historical Renewal Project is a program of re-building a complete 19th century Acadian Village. The "Acadian Village" is not only a powerful tourist attraction in New Brunswick but has helped to create the profile of the Acadians across Canada.

ISSUES ADDRESSED

It allowed the village of Caraquet and surrounding area to capitalize on the strong roots of their Acadian history. This provided jobs and an economic base which had never been possible until the village was built.

OBJECTIVES

The northern part of New Brunswick has a special natural beauty which had never realized its potential. The people of Caraquet believed that the Acadian culture could be blended with the environment to attract a tourist trade.

ACCOMPLISHMENTS OF PROJECT

- After years of "A Dream" the Acadian village has expanded and now has a summer tourist trade of 100,000 people.
- Relocated 46 Acadian buildings from every part of New Brunswick.
- Unique francophone Historical Village.
- French school children are visiting and studying at the village and it is seen as part of their curriculum.
- 40 full time jobs and 400 seasonal jobs.
- Strong Chamber of Commerce
- Improved roads and highways.

IMPORTANT PROJECT BACKGROUND

Through the years both the church and families strove to maintain their culture and language. The educational system gave them a formal education which allowed them to see that they had a core of people ready to give strong leadership locally and several who could work with the governmental structures both at a provincial and federal level.

IMPORTANCE TO LOCAL AREA

The leadership of Caraquet has expanded their talents beyond the tourist trade to allow all ages to use the resources of the Acadian Village. Research is continually on-going regarding all forms of essential programmes which will benefit the whole province of New Brunswick.

UNIQUE DEMONSTRATION OF SUCCESS

The people of Caraquet feel that their culture is not only essential for their children but that using the Acadian village they can broaden the understanding of people from Canada and many parts of the world to see the uniqueness of the Acadian people.

GLOBAL APPLICABILITY

By determining the uniqueness of particular people or location the potential is there for using the resources at hand. This demonstration can allow people in rural communities to see what is possible.

MATERIALS AVAILABLE

- Acadian Village coloured promotion book

- Many audio-video materials
- Pictures
- Newspaper stories, French and English
- Brochures
- Provincial and Federal documents

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Following Caland Ore's announcement in 1972 that it would close the mines in 1976, the Municipal Council authorized the formation of the Atikokan Industrial Development Committee (AID). As the company announced repeated extensions of the closing, work proceeded slowly until an Economic Development Commissioner was hired in October 1978. Atikokan had a population of 5700.

ISSUES ADDRESSED

The closure of the iron mines would idle 1100 people, half of the local labour force, and might wipe out the town. The need was to develop an alternative economic base for the community that would be diversified.

ACCOMPLISHMENTS OF PROJECT

The main triumph is that this one-industry town has survived the closing of its one industry. Hundreds of new jobs have been created through the establishment or expansion of local small industries and services, including making particle-board, metal fabrication, trucking, bushwork, etc.

IMPORTANT PROJECT BACKGROUND

The Municipal Council in Atikokan did not see their task as one of asking for handouts, nor asking government to solve their problems. Rather, they saw their role as one of convincing key people in government that Atikokan had the potential to overcome the mine closures and Atikokan could be a model for learning about how to cope with sudden economic disruption in single industry towns.

KEY FACTORS OF SUCCESS

A report lists 26 factors contributing to success. These include a willingness to try new approaches, a positive attitude, well developed infrastructure and amenities, use of specialized consultants, unselfishness of the local citizens, and the hiring of a well-qualified economic development commissioner.

BROAD DEVELOPMENT LEARNINGS

Get the development process in place before the crisis caused by the actual closing and develop a transition plan. Organize the community for economic development as a high priority. Pull together a wide variety of people from the community to do goal setting and develop a tactical plan for the next 12 months. When you go to the government for help, have the solution in mind as to how the community is going to do it and how government funding can fit in.

IMPORTANCE TO LOCAL AREA

Although the population has dropped from 5700 in 1978 to 4700 in 1982, the community has survived. People know that Atikokan has survived adversity and is here to stay.

UNIQUE DEMONSTRATION OF SUCCESS

A key to our success is that we looked at the resources we had and built on those. Because we had skilled labour, we went for metal working and industrial servicing businesses. We also had a variety of light and heavy industrial buildings available for inexpensive leases.

GLOBAL APPLICABILITY

Some 90-95% of the smaller communities in Canada (and many across the world) are one-industry towns. They all need to end their complacency and look at how they can diversify their economic base.

MATERIALS AVAILABLE

"The Atikokan Story," a 122-page research report

CONTACT

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The Bear Island Trading Post is a store owned and managed by the Temagami Indian Band. The Trading Post has created local employment opportunities and is breaking even.

OBJECTIVES

1. To create permanent employment opportunities for members of the Lake Temagami Indian Band, status and non-status.
2. To operate the Bear Island Trading Post as a self-sufficient business enterprise.
3. To provide training to employees of the "Post" which will increase their ability to manage the business efficiently and provide leadership in other areas of the community.
4. To involve Band members as volunteers in the "Store Committee". The goal is to expose as many community members as possible in the developmental process of the enterprise and to ensure that the policies established by the enterprise are in concert with the community.
5. To improve and develop the Band relationship with residents of Lake Temagami and surrounding area.

ACCOMPLISHMENTS OF PROJECT

1. The Trading Post has created two full-time year-round jobs. In addition, it employs three part-time clerks. The Post also employs four full-time summer staff.
2. In its third year of operation the Trading Post is breaking even. Average annual sales are \$250,000.00.
3. When the Trading Post began operation, an off-reserve manager was hired. In addition to facilitating the business start up, he was mandated to provide training to two Band members. The goal was to have the manager trainee able to assume all management responsibilities for the Trading Post by the end of the second year of operation. This goal was reached by the fourteenth month. At that point, the interim manager's contract was terminated and the trainee, Kim Montroy, assumed the manager's position. This goal was reached by a combination of in-house training, outside training programs, positive reinforcement from the project sponsor and LEAP official. In addition, the manager trainees are very bright and committed individuals.
4. The Trading Post is located on the site of the original Hudson Bay store. Given that this site sat derelict for over ten years, its development by the Band has received a positive response from all Lake Temagami residents. More important, this development has shown the surrounding community that the people of Bear Island have the ability to manage a successful enterprise.
5. The Store Committee is mandated to oversee the Trading Post by Band Council, under the authority of a Band Council Resolution. The Committee is composed of two Band Council members and three permanent residents of Bear Island. The Committee does not oversee the day-to-day operations of the business - that is management's responsibility - but does provide the enterprise with support and guidance in relation to store policies and operational strategies.

IMPORTANT PROJECT BACKGROUND

The major difficulties experienced to date have been in the development of the business itself. 80% of sales at the Trading Post are grocery and dry goods. Due to the lower average mark-up for these items, a large volume must be sold to pay the bills (fixed and variable costs). This low contribution to profit has forced management to be very cost-conscious. In addition, the two full-time staff are responsible for all aspects of business. These include purchasing, costing, display, merchandising, all bookkeeping, public relations, etc. Historically, Bands have experienced political problems when attempting to operate Band-owned businesses. Political considerations are often in conflict with running a self-sufficient business. This problem has not been a factor on Bear Island. Both Council and the Store Committee understand and accept the need for the "Post" to operate independently of political interference.

KEY FACTORS OF SUCCESS

A number of factors have contributed to the success of this project. These factors are common to the success of other enterprises in rural communities, it is suggested, and those which have affected the "Post" are listed below, with the hope others will find them relevant.

1. A strong community commitment to project success: This factor is easy to say but difficult to achieve. It is the project's experience that a honeymoon period follows the initiation of a new enterprise in a small community. As in any relationship the partners must work to ensure the continuation of co-operation and support. This relationship has been maintained by the enterprise remaining a community business. The Store Committee is respected by "Post" management and ensures that decisions are made with constant community input. The staff is outgoing and conscious of maintaining good public relations. In addition, the "Post" sponsors and/or participates in all community events.
2. No political interference in the operation of the business: This factor has played a major role in our success to date. However, to achieve this goal demands a strong mutuality of objectives by all participating groups. In this case, there are three major players: the Band Council, the Community and the Local Employment Assistance Program. All agreed at the beginning of the process on achieving two major goals: business self-sufficiency and long-term employment. This mutual goal has been considered as a factor in all decisions affecting the Trading Post.
3. Strong and component management: The importance of this factor cannot be minimized. All of the good intentions in the world will not compensate for poor management. In this case there were no skilled individuals when the project started. Thus, an interim manager was hired. Most important was the choice of trainees. Two were hired in the hope that one would progress to become the "Post's" permanent manager. Of the two trainees one has now assumed the Manager's position. The other position changed twice. However the person who is now the Assistant Manager has, in the year since she started, become an important asset to the business. Both these women understand all aspects of the Trading Post. In addition, they are open to feedback and are willing to accept direction.
4. Quality products and services, at reasonable prices: Given that Bear Island is semi-isolated a portion of its market is captive. However, the majority of both Island and lake residents are able to purchase goods from other sources of supply. This requires the Trading Post to compete for that market with outlets on the mainland. The "Post" must set a price which compensates their additional transportation costs but is not so high that people will bypass them for stores in the town of Temagami. Along

with price the "Post" must offer quality products and service. A person's decision to patronize the "Post" must not be based on price alone. The store has two separate markets to serve, those being permanent residents and tourists. Each market demands different considerations in product selection and price sensitivity. 45% of total annual sales of the "Post" are achieved in July and August.

IMPORTANCE TO LOCAL AREA

Nothing is more exciting than success itself. All parties involved in the pre-development of this project shared a common objective. This has caused them to develop strong interpersonal working relationships. These relationships are based on a commitment to openness and honesty with a minimum of games and hidden agendas. This project is a stepping stone in the development of Bear Island into a self-sufficient prosperous community.

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Be-Wab-Bon is a Metis and non-status Natives organization founded in 1976. Eleven people gathered to decide to form a club that would be both a service club and a political group. A Board of Directors was elected that night and priorities laid out.

ISSUES ADDRESSED

The key issues addressed are: Substandard and overcrowded housing, unemployment, and recreation needs. This brief will describe two key projects of Be-Wab-Bon: 52 homes built in the community and the development of the Nutri-farm Produce, a hydroponic greenhouse producing lettuce.

ACCOMPLISHMENTS OF PROJECT

Housing Project:

We spent a year researching funding possibilities. Much volunteer time was put in visiting Federal and Provincial offices working through possible scenarios for funding. Funding was approved for us to create a construction company to do the homes so that the program would provide jobs for the community at the same time. As a down payment for the home each new resident has to pay \$1,800 or put in the equivalent in work or sweat equity. The latter was the route most families took. Care was taken to purchase lots throughout the community so that a new "ghetto" was not formed. Operation Beaver, a not-for-profit organization, provided volunteers to work with the residents in helping with the training and encouragement of the task. During three years a total of 52 homes were built and 45-50 people employed.

Nutrifarm Produce:

Be-Wab-Bon next decided to focus on long-term employment possibilities. The community spent a year studying how to apply for grants for economic development. We had consultants including Dan Jellicoe come to our economic committee to provide us with information. We also looked at what other native communities were doing. Help was sought from the Native Development Consultant in Orillia for assistance in a feasibility study. Four projects were researched by the organization with \$91,180 from LEAP to investigate these four possibilities and narrow them down to one. Hydroponically grown lettuce was the answer. More time then went into reading and doing research on lettuce growing. Be-Wab-Bon set up a new board to direct the Nutri-Farm Produce company, including both Be-Wab-Bon members and outsiders who were also concerned about employment in the area. Albert Whiting, a hydroponics expert, was hired by the new company as a consultant to assist the project.

The land has been purchased. Ken Perrault of Be-Wab-Bon is being trained by Albert Whiting to manage the greenhouse. The greenhouse is currently under construction and will be operational by January 1984. Five native people are employed in the construction.

KEY FACTORS OF SUCCESS

We believe the key factors in our success have been:

1. Taking time to do careful feasibility studies.
2. Keeping everyone involved in the project constantly informed through monthly meetings, updating people dropping into the project office, and news articles.

3. Obtaining outside funding and assistance.
4. Hiring Albert Whiting as a consultant to train our people and coordinate the initial operation.

BROAD DEVELOPMENT LEARNINGS

Major challenges have been dealing for the first time with a multi-sector board, large budgets and highly technical professional issues. We have learned how to move from becoming frustrated in the short term to the patience required to work out of long term objectives. We have learned how to involve our members not only as participating in making decisions but also in marketing research. We know the importance of gaining managerial training, so we sent three of our members to the small business management training course at Trent University.

IMPORTANCE TO LOCAL AREA

We have achieved a broader understanding and good relations with the town council, service clubs and residents in the area. We have given the Metis a sense of well being and excitement at what can be done. The project has added new life to what has been essentially an "old folks" town.

UNIQUE DEMONSTRATION OF SUCCESS

As a community service organization we showed that we would not only deal with social issues but tackle more substantive economic challenges as well. The larger community is now more accepting of us Indians, now that we are demonstrating self-reliance. In fact, they are getting behind us and supporting us.

GLOBAL APPLICABILITY

We have shown how it is possible for a Native community organization to get deeply involved in bettering the lives of its members by developing its own plans and involving outside help at the appropriate time.

MATERIALS AVAILABLE

Film on the housing project
News articles
Hydroponic lettuce live display

CONTACT

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Since September, 1982 Blueberry School has enjoyed Designated Community School status. This designation has fostered a greater involvement of the total school community, contributing to the community's academic, physical, social and emotional growth. Blueberry Community School has overcome the traditional concept of schools being separate from the community. Some of the accomplishments of the school have been the VIP program with 85 volunteers, county police programs in the curriculum, social studies based on the locality, development of recreational areas, a variety of continuing education programs, the use of the facilities by community groups, working with the health unit, the annual Blueberry Bazaar, and a committee and advisory council structure. The school has created unity among farmers, acreage residents and others. There are no more complaints about the location of the school. The school has become a place for friendship 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 the Blueberry School for guidance.

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. The police have talked to the Junior High School students about drugs and alcohol, have visited the classrooms as observers and as classroom assistants, have in-serviced the elementary children on bike safety and conducted a bike safety check for all these students. They have also donated two large trophies for athletic achievement, that will be permanently housed in the school with the winners' names engraved

- annually. Brochures for students and community use on the police force are on file in the Community Coordinator's office.
3. Developed Social Studies units based on the local community. The original plan to develop two Social Studies units based on the local community was expanded to encompass eight mini-units (Grades 1-8). Teachers were released from the classroom and provided substitutes in order to develop curriculum which will be in use September 1983. These units will be made available to the Interdepartmental curriculum clearing house.
 4. Involved community members in a five year program to develop the school site into appropriate recreation areas. A site committee composed of CAC members, the PAC president and a representation from Provincial Parks and Recreation made recommendations to the Community Advisory Council (CAC) who subsequently approved the following:
 - 1982-83 - building outdoor skating rink and painting the Creative playground
 - 1983-84 - developing our playing field and erecting a baseball backstop
 - 1984-85 - erecting soccer goal posts
 - 1985-86 - building the second Creative playground
 5. 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.
 6. 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.
 7. 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. Students were cross-graded on the basis of interests and ability. This program allows for greater student-teacher interaction and creates opportunities where special abilities of students and teachers can be developed. Field trips and cultural resource programs were organized to extend the regular curriculum. Many extracurricular clubs were offered by teachers and staff ranging from computers to cross-country skiing to chess and crafts.
 8. 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.
 9. 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.
 10. Held an annual Blueberry Bazaar. The Bazaar took place June 4, 1983. Teachers, aided by students and community volunteers, planned and executed events such as: plant sale, bike decorating contest, fish pond, dunk tank, rummage sale, police dog demonstration, pie-eating contest, pancake breakfast.
 11. 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.
 13. Actively participated in community sponsored activities. Students participated and won awards at the County Science Fair. The schools' level of participation was second best among County schools at the Fun Run. For the third consecutive year the Community School has entered a float in the Farmer's Day Parade. An added responsibility for organizing Farmer's Day activities for the County of Parkland has been accepted by Blueberry Community School. Students participated in many community contests.
 14. 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.
 15. 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.
 16. Compiled a CRIB (Community Resource Inventory Bank) which will be developed completely and utilized extensively.
 17. Compiled a list of facility resources for school use as a means to extend the curriculum. These strategies have been implemented simultaneously through the development of a CRIB which will be updated on an ongoing basis: resource people, instructors, field trips and facility resources, agencies and contact persons.
 18. 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.
 19. Prepared a mobile display board to further the community school concept.
 20. Offered RCMP and County Police adult programs, such as the following :Lady Beware (hitchhiking), Home Security and Rural Crime Watch.
 21. Scheduled the school library to be open to members of the community during the summer.
 22. 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.

plying. A management committee was struck up consisting of two local businessmen, a representative from the Metis Association, an employee representative, the field worker from the federal government and the field worker from the Native Community Branch. The manager was an ex-officio member to report progress, ask advice to solve any major problems and to ratify any special spending for required material or equipment. This committee met regularly once a month.

KEY FACTORS OF SUCCESS

The initial idea was to have this project a joint enterprise with the Golden Lake Reserve, the Non-Status and Metis in the area. At first all agreed but two weeks prior to applying for assistance the Band Council withdrew its agreement and refused to allow the project to locate on the Reserve. The project went ahead as planned, obtaining a lease on some land, building and equipment. Trainees were selected from all groups - Metis, Non-status and Status Indians. It was felt that by including Status Indians it would eliminate the gap and create unity, especially during this time in history when the issue of the Constitution and Native Rights are so prominent. Regardless of mixed feelings, the main goal was to create a viable economic development project relative to the peoples' ancestry and through this solve some of the unemployment and social stress in the area.

BROAD DEVELOPMENT LEARNINGS

Working under the criteria of government funds made it very difficult to adapt. The project's needs and methods did not run parallel. A native-oriented business totally operated and managed by natives was rather new and the government was very skeptical of their abilities. It was strongly recommended, almost enforced, that the project submit to outside management. This was totally rejected by the staff who stood their ground: this resulted in the loss of funding in the second year. The group did not give up, survived the second year, re-submitted their request the third year and got it. The working staff said they would refuse to work under a non-native manager. The general consensus of the workers was that only natives can produce a truly authentic native product and it is very important to them to take part in product design to achieve full production and harmony.

IMPORTANCE TO LOCAL AREA

The new enterprise has shown several different effects on the community. It has given otherwise unemployable women work, hope for the other trainees for future employment and pride in seeing the tribal designs and styles rejuvenated and recognized. There has been an awakening of self-confidence in their abilities and awareness that there is something more than social assistance in the world if one is willing to work at it. Also families are showing pride in the achievements of their members.

UNIQUE DEMONSTRATION OF SUCCESS

Although started as a federally funded project, the project is on the road to being a self-sufficient operation. The employees, through good communications, are realizing that careful planning on the administrative side is the key to success. A quality product can be produced and marketed without lavish overhead and housing, equipment, etc. if efficient, can be used and improvised if necessary - this makes things more interesting.

The project began as a one-year training program for native women in 1979. For the first year eleven women were involved: 6 trainees, 2 instructors and 3 administrative personnel. This was funded by LEAP (Local Employment Assistance Program) under Immigration and Manpower (federal). The capital assets and building needed were supplied by the Provincial Native Community Branch, Minister of Culture and Recreation, and sponsored by the Bonnechere Metis Association which has been incorporated since September 1977 with a membership of approximately 33, including men and women.

ISSUES ADDRESSED

Golden Lake/Eganville being a very depressed area with almost no opportunities for women, there was a need to initiate employment opportunities. Also, the knowledge of the traditional culture and heritage was on the verge of extinction.

OBJECTIVES

The President of the Association got several of the women together, discussed this subject and came to the conclusion that this knowledge should be revived and passed down to the younger generation. This would serve several purposes: self-awareness, job creation, activate native awareness in the community and revive our traditional crafts.

ACCOMPLISHMENTS OF PROJECT

The training period was very successful. In the second year, due to lack of funds it was necessary to reduce working and cut back administrative staff drastically. The project operated with one supervisor, 4 full-time workers, a part-time bookkeeper and a manager/salesperson. In the third year the project received assistance from LEAP and marketed through a sales agency. This did not work out as the economy dropped and staff were forced to do their own marketing. This was accomplished more effectively through the National Gift Shows which take place in the spring and fall. By attending as many Native Gift Shows as possible, in the fourth and present year the project has been operating without assistance although it is down to two full-time workers, one supervisor, a manager and a bookkeeper one day a month. The project also utilizes the already trained women for piecework.

IMPORTANT PROJECT BACKGROUND

In 1973 the President, Mary Ann McPhie, left the Federal Civil Service when her husband retired from the Armed Forces and returned to her home area. She had always wanted to come back and put the experience and business knowledge she had accumulated over the years to some use in helping her people. She had seen a lot of potential in her people and because she had always been interested in the traditional culture and crafts asked her aunt Mrs. Sara Lavalley, to help her get started. At first she worked independently. She opened up a retail outlet in 1976 but could not keep up with the demand. Not enough local people were producing crafts. It was then, through the Bonnechere Metis Association, that the idea was conceived to start an Economic Development Project for native women. With the help of the members of the Association, the Native Community Branch and a federal grant, they proceeded with a one-year training program. Before the year was over a consultancy firm had done a feasibility study on the viability of the products; the group then decided to go into wholesale sup-

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 basis 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

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

GLOBAL APPLICABILITY

This enterprise is still considered a pilot project in the eyes of other communities and government agencies. Aware of this, the project staff are sticking with it and seizing every opportunity to advertise their operation and products. This is done by attending as many public showings and workshops as possible; sharing their knowledge, the pros and cons of native-oriented business and accumulated information with other native projects; and gladly accepting and appreciating the same from others. It has become almost an obsession to prove that native people can operate and administrate businesses of their own choosing and be a success.

MATERIALS AVAILABLE

- project stationery, brochures, business cards and product tags.
- original proposal submitted to government for first and second funding as sample to help other communities.
- newspaper clippings and interviews with public media.

CONTACT

Mrs. Mary Ann McPhie
Manager, Bonnechere Algonquin Crafts
President, Bonnechere Metis & Non-Status Association
Golden Lake, Ontario
K0J 1X0

Tel. (613) 625-2062

Brock Good Neighbours is one of seven organizations that deliver services to about 5,000 elderly and physically and mentally handicapped people in the Regional Municipality of Durham. The total budget is about \$175,000 from the Ontario Ministry of Community and Social Services, the United Way, and other donations. Nine staff and 1200 volunteers serve an area containing a total of about 400,000 population. Brock Good Neighbours itself serves a area of 9,000 population with about 1,400 people over 65. There is one paid staff person and 150 volunteers providing 7,299 volunteer hours annually to about 320 clients.

ISSUES ADDRESSED

Through a community survey, we discovered that over 20% of the population were elderly and had needs in terms of transportation, home repair services, companionship, meals, etc. Our objectives are to provide supportive help and outreach services, to delay the need for institutional care, to deliver services with a minimum amount of paid staff and utilize volunteers, to make use of already established service outlets, and to enable senior citizens to retain their self-respect by the establishment of a fee-for-service to reimburse volunteers for out-of-pocket expenses.

ACCOMPLISHMENTS OF PROJECT

All elderly that need such help in our area are getting comprehensive support services from community volunteers. Services include transportation, home care and repair, yard work, snow removal, errands, library services, mail pick-up and distribution, visiting, telephone "buddy" service, financial counselling, income tax, filling in forms and ombudsman-type assistance with government. We have found that about 2% of the community volunteers on a regular basis for this work which completely fills the need. Volunteers also staff the office and make the transportation arrangements. This enables the staff person to do visiting of the clients to ensure all needs are being met.

IMPORTANT PROJECT BACKGROUND

The project originated in 1973 when the Lake Simcoe East Family Life Association did a needs survey. They first started an information and referral service which is now called "Information Simcoe." Then Meals on Wheels began in 1976. In January 1977 we initiated the transportation service as part of the Community Care program throughout the Regional Municipality. By May 1977 we were providing comprehensive services to the elderly. Services grew rapidly from 35 clients in 1977 to 320 today.

KEY FACTORS OF SUCCESS

The key factors of success are 1) be flexible; for example, if we know an elderly person can't afford to pay for transportation the volunteer is told not to charge and to say that payment was arranged at the office; 2) know everyone, by interviewing clients and volunteers to keep informed and by recording all key information on cards at the office; 3) use volunteers, who all know how to run the system and can run it without the staff person; 4) never pressure volunteers, if they say no, ask another one; 5) open style of the staff coordinator, she doesn't have all the answers, 6) have a cooperative approach, get away from the client-service relationship to one of mutual support.

BROAD DEVELOPMENT LEARNINGS

We found it better to charge for services. At the beginning, we didn't charge and we had very few requests for service because people didn't want charity. As soon as we started to charge \$1.00 to 1.50 the requests for transportation doubled. We charge \$3 per hour for house cleaning and repairs, less than half the regular rate and people are pleased to pay. We also find it key to keep in touch with the clients to see if any problems are arising, always keeping strict confidence. We recruit volunteers primarily through personal contact with the coordinator as well as with other volunteers, with senior citizens themselves, through booths at local fall fairs and through public appearances of the coordinator as guest speaker to organizations or on local TV. Local media coverage is important. We found it necessary to use people who have recently moved to town as friendly visitors because they can maintain confidentiality better than people who have lived here a long time and know everybody.

IMPORTANCE TO LOCAL AREA

We sustain elderly in their homes, making their life better and reducing the cost of institutionalization. We have gotten the doctors to realize the benefits of home services and they are now doing home visits. We provide a way for people to be of service to the community by volunteering. We use some young people from a halfway house, who are on parole and appreciate the opportunity to serve. We constantly evaluate our work, adding new services as required.

UNIQUE DEMONSTRATION OF SUCCESS

We developed from the grassroots, with volunteer Boards providing direction. We are comprehensive in approach, with "one stop service." There is nothing we won't try. Our cost is minimal, especially in comparison with visiting nurses, etc., because we rely on volunteers. We are autonomous at the local level, with the support of a regional structure.

GLOBAL APPLICABILITY

The premise of the program, in terms of engaging volunteers in service to others, is so simple it can be adapted to any type of society, and to any size group.

MATERIALS AVAILABLE

By means of a New Horizon grant, a book has been produced which outlines our history as well as detailed information on how Community Care operates. The book is available by writing Bernice Dixon, Brock Good Neighbours or Mr. Paul Tuttle, Regional Community Care, Fairview Lodge, Box 300, Dundas Street West, Whitby, Ontario L1N 5S3. Mr. Tuttle also has monthly reports from each of the 7 areas, listing all activities.

CONTACT

Bernice Dixon
Paul Tuttle
Durham Regional Community Care, Brock Good Neighbours
General Delivery,
Cannington, Ont.
LOE 1E0

Tel. (705) 432-2636, (416) 668-6583

BUNTEP, Brandon University Northern Teacher Education Program, is an experiment in taking university education to isolated communities by providing teacher training programs at the university level in the communities of northern Manitoba rather than having the prospective teachers come to the university campus in the south. It is also an experiment in the way courses are offered: a single course is taught continuously for four or five weeks by a member of the Brandon University faculty who stays at the 'Buntep Centre' for the teaching days of those weeks and completes his one course in a very intensive, educationally enriched format. He has many opportunities for inter-action with the teachers-in-training during those very full days. The program requires four and a half years to obtain a university degree in Elementary Education or Junior High School Training.

ISSUES ADDRESSED

In the 1960's there were very few native people teaching schools in Manitoba. Especially in the north, in the schools run by Indian Affairs on the reserves and in schools for non-status Indians, few native people had become teachers.

1. The native people looked upon the universities in the south as "white reserves."
2. Most of those who made an effort to seek education on the white reserves gave up during their first year and returned to their homes.
3. Many who are potentially good teachers are already married and sometimes have families to support so that long-term resettlement to the university campus for study is a social as well as a financial hardship.
4. Band leaders are hesitant to have many of their local leaders lost from the community.

OBJECTIVES

BUNTEP offers a degree programme to a community with a choice of elementary school or junior high school teacher training. Either program provides the student with 120 credits of instruction and practical in-class experience. All BUNTEP courses are held in a special classroom within the student's community. In this 'BUNTEP Centre' students attend classes on a full-time basis. The Centre is also available for use by other members of the community as an educational resource. A Centre Coordinator, from the university staff, is responsible for the centre, for the training of the teachers who come forward from that community, and lives in the community to provide a creative link between the educational needs of the students and the community and the resources provided by the university.

ACCOMPLISHMENTS OF PROJECT

1. Centres have been operative in more than 12 rural communities of Manitoba.
2. A model for the successful education of the teachers, close to their own communities, has been demonstrated.
3. Over 200 teachers have been trained and are teaching in northern communities.
4. Students have demonstrated academic excellence by going to Brandon and achieving well alongside the total university population.
5. Funds and facilities have been provided in each of the communities which has established a Centre.

6. This quality education certifies a teacher to be employable anywhere in the province.

IMPORTANT BACKGROUND DATA

Initiated in 1975 the BUNTEP community-based program offers an opportunity for residents of rural Manitoba to enter a teaching career through a university which is an acknowledged leader in community-based teacher training. The program presents a real alternative to traditional, campus-based teacher training. Many residents of rural Manitoba are unable to attend a university campus, largely because of location, lack of financial resources, and/or educational preparedness. Early experiments to bring prospective teachers from the north to Brandon included the 1968-69 school year for which 100 applied, 20 were chosen and only one stayed through the school year. The native people of Manitoba have the experience that once someone comes to the city they do not return to the north to provide leadership there.

KEY FACTORS OF SUCCESS

1. Taking university degree education to the isolated areas.
2. The Centre Coordinators who live in the community, chair the Centre Committee, administer the local program and teach half-time.
3. The service orientation of the staff: sympathetic to the purpose of the Program; dedicated teachers willing to adapt.
4. Cultural sensitivity: awareness of cultural, social pressures.
5. Student counseling - provided by centre coordinator, the Centre Committee, and the student affairs coordinator.
6. Basic, indepth orientation of the community to the program, the requirements on the community, what is expected of the students. Intensive orientation of the students to university study methods, English communication skills, life skills and math skills.
7. Maintaining the standards, both academically (a 'C' average: 2.0) and in conduct (deductions for absence; no second chance if they come to class intoxicated.)
8. Increased contact hours of instruction for each course.
9. Spending at least one spring and summer session taking courses on-campus, learning to do research in a larger library.

BROAD DEVELOPMENT LEARNINGS

Adequate preparation avoids many pitfalls later. Winning in the local community may require taking the program to the people rather than expecting the people to come to the program. Quality leaders and teachers are in every community waiting to be equipped to do the job which needs them. The local voice on an advisory committee may take time to obtain but is crucial to the long-range success of the program.

IMPORTANCE TO THE LOCAL AREA

1. Schools in the north are rapidly moving to local control and Native teachers. Some schools have moved toward 100% attendance.
2. Well-trained teachers are produced who are a credit to any school.
3. Families have a new breadwinner. Family pride is increased.
4. New community leaders have been discovered in the BUNTEP program called into local leadership even before completing the program.

UNIQUE DEMONSTRATION OF SUCCESS

Taking university education to small rural communities is a new program in the

delivery of education. Creating a program in which a single course is taught continuously for four or five weeks in order to utilize the mobile University faculty across the eight northern centres is a new course model. Parents being able to stay at home and keep their children in familiar schools presents a new model for the educational preparation of many who live in isolated rural areas.

GLOBAL APPLICABILITY

- Every country (with the possible exception of a city-state like Singapore) has isolated rural areas which could provide leaders for the future if they could be trained in their own communities.
- A way to equip rural leadership without losing them to the city.
- A model in providing for basic cultural adjustments.
- Somewhat limited by very high cost of present model. (\$2 million to train 135 teachers in the program this year including living allowances.

MATERIALS

- Handbooks and pamphlets
- Total curriculum plan for 4 1/2 year program.

CONTACT

Dr. Peter Klassen, Coordinator of Community-based Education
Associate Dean of Education
Brandon University
Brandon, Manitoba
R7A 6A9

Tel. (204) 727-7419

The Campbellford and Area Senior Citizens Council was established in 1973 in order to care for the specific needs of the senior citizens. A number of committees have been set up and the services provided by the Council are growing in demand. Of greatest success has been the Information Bureau which coordinates and provides necessary information and creates access to available resources.

ISSUES ADDRESSED

It was very evident by doing a needs survey that the senior citizens in Campbellford and area were in need of a place to obtain information regarding government forms, transportation to doctor appointments and transportation to shopping and to leisure activities. An organization was required that would deal specifically with the needs of seniors and enable the formation of the information bureau.

OBJECTIVES

The objective of the Information Bureau was to set up committees to deal with the needs in the community. The Bureau also provides information and assistance to seniors. The Council was to begin the formation of the Information Bureau for Seniors.

ACCOMPLISHMENTS OF PROJECT

1. The Bureau has accomplished a good working relationship with the meals on wheels program; home care; Postal Alert Program; and Talent Bank (minor house repairs for seniors).
2. Many committees have been formed to deal with extra needs: Social Service Committee is concerned with all aspects of social welfare of seniors; Health Care Committee; Income Tax Committee; Housing Committee; Legal Referral Committee; Recreation Committee (organizes annual picnic for seniors); Retirement Planning Committee; Special Standing Committee; Special Projects Committee; Nominating Committee.
3. Each year the work the Council carries out on behalf of the seniors grows. The Information Bureau has shown the greatest growth over the past years. The Council provides a useful service for seniors both through services that now exist and through additional services.

IMPORTANT PROJECT BACKGROUND

The Information Bureau Committee of the Campbellford Senior Citizens Council directs the Information Bureau. The Bureau is open from one to five two days a week, namely Tuesday and Thursday. The office staff consists of one paid employee and several volunteers. Many of the calls or visits to the Bureau can be given at once. Many others involve such things as making telephone calls, writing letters and filling out forms for pensions and income support. The Bureau works hand in hand with all other agencies in the community, not necessarily for senior citizens. Funding comes from projects organized such as bake sales, yard sales and some help from individuals who want to pay for their service.

KEY FACTORS OF SUCCESS

Leadership and cooperation.

When something new such as this is undertaken it is customary to have a reason for doing so. In the case of the Campbellford Senior Citizens Council the

reason was easy to find. The Council was formed in 1973. Each year the work of the Council has grown. A group of 10 concerned seniors joined together to form this group and from the same group of 10 a president, vice-president, secretary and treasurer were appointed. In later years the officers were elected. The group of ten was necessary as it took the signatures of ten seniors to complete a New Horizons federal grant application. The funding was necessary as furniture and equipment were needed for an office. The Council was needed as a body to begin the formation of an Information Bureau for Seniors.

BROAD DEVELOPMENT LEARNINGS

One only needs to believe in what they start out to. "I say if it is going to be, it is up to me!"

IMPORTANCE TO LOCAL AREA

The Information Bureau has been very successful and the Campbellford Council has been asked to start others in other areas. People in the area have realized that there are a great many people ready to volunteer in the community.

UNIQUE DEMONSTRATION OF SUCCESS

"If you are going to start something get good people around you, listen to them and show them how much they are needed. If a person is given something to do and work on they are interested. Don't try to do it all yourself."

GLOBAL APPLICABILITY

People would be greatly assisted if they knew more about the services and resources available to them and how to apply for them. Use of volunteers stops the drain on national social services.

CONTACT

Mrs. Lorraine Capstick
P.O. Box 1402
Campbellford, Ontario
KOL 1L0

This community-based economic improvement project is located in the forested west lake district of Manitoba commonly called Parkland. The 600 people, largely Metis descendents of French trapper-traders and their Native wives, have transformed their community through the creation, ownership and operation of five community businesses. They raised initial startup capital by selling, for \$19,000, the metal building which covered the ice rink. The building was being lost due to a sinking foundation. The turnaround achieved with this capital is indicated by the construction corporation which realized more than \$1 million in contracts during 1982, the startup year of the project.

ISSUES ADDRESSED

The community faced serious problems of unemployment in 1980 with only six of over 100 potential job holders having work. The whole area was in serious economic decline.

1. In 1980, Winnipegosis, 50 kilometres to the south, lost nine businesses, including the sawmill, which went bankrupt.
2. Housing was of poor quality materials which, combined with the life style which calls for boiling water almost continuously, and the large size families in the homes, makes it necessary to rebuild homes about every five years.
3. The physical and mental health issues related to unemployment - the heavy consumption of snack foods and alcohol.
4. Natural resources which were available but not in use, such as the poplar tree - "the weed of the north."

OBJECTIVES

The mayor and council aimed to 'make something of their own community' through the use of local resources and by employing their own people in local industries and construction.

ACCOMPLISHMENTS OF PROJECT

1. Unemployment cut by 60% Eleven are employed in the Winnipegosis Sawmill, seven in the Amik Tannery in Camperville. Others are employed in erecting the log homes and buildings made from poplar logs.
2. Log Houses made of poplar have moved beyond the model stage with nine built and eleven more on order. Requests for shipment have come from Belgium and Mexico. They have demonstrated that 30% is saved on the heat bill; they cost 10% less than other housing to build, and they do not have a moisture problem because the logs can "breathe."
3. Development of a tanning process for beaver tails which are largely unused to become decorative leather on boots, belts and other clothing. A contract with Western Boot Company in Texas has resulted in the first order for over 400 pieces being shipped to the U.S.
4. Creation of an ice road to bring the timber seven miles across Lake Winnipegosis to the sawmill when the ice had not frozen to sufficient depth to carry the huge tractor-trailer loads of timber.

IMPORTANT PROJECT BACKGROUND

The mayor of Camperville, Ferdinand Guiboche, an energetic, creative leader who had had his own struggles but has succeeded, decided to make his community a success. When elected he presented a statement, ten pages long, on his five

year plan for the community. He involved the town council and they decided to hire a trained manager who could do what they wanted. They started with \$19,000 local money raised from selling assets such as a metal building over the rink which was being lost due to a sinking foundation. Through advertising they found and hired Steve Lytwyn, an outside farmer, who had training and experience in the B.C. timber industry. The construction corporation alone realized more than one million dollars in contracts during 1982.

KEY FACTORS OF SUCCESS

1. The vision and determination of local community leadership.
2. The willingness to experiment. No method for beaver tail tanning was known but they found a process which makes them as desirable as snake or alligator skins. No model existed for the log houses made of poplar, but by trial and error they created a beautiful model.
3. Making use of expertise, both in seeking all helpful information as well as in managerial roles.
4. Having a complete plan - from obtaining raw materials to marketing the finished product.

BROAD DEVELOPMENT LEARNINGS

When trying to find ways to develop the local community, look at many things: all unused natural and human resources - try different approaches - don't expect financial gains for the first few years. Obtain enough investment capital to get the business moving for at least five years.

IMPORTANCE TO LOCAL AREA

1. Quality of life improved as people became employed. Instead of being on welfare, workers ate more wholesome meals and used less alcohol.
2. Appearance of the community changed. Pride is evidenced in home care, street signs and house numbers and in care for lawn areas.

UNIQUE DEMONSTRATION OF SUCCESS

This project demonstrates the creative use of local resources to build the economy and provide work for residents. The use of poplar logs, the tanning of beaver tails, and the long ice bridge are all first-time experiments.

GLOBAL APPLICABILITY

- Useful in demonstrating the employment of unused natural and human resources.
- Stimulates the exploration of new and creative uses of existing materials.

MATERIALS AVAILABLE

- Article on Log Houses in Mechanix Illustrated for September 1983.
- Brochures on the Amik Tannery and the Log House.

CONTACT

Steve Lytwyn, Development Manager
Camperville Development Corporation
Camperville, Manitoba
ROL OJO

Ferdinand Guiboche, Mayor
Camperville Administrative Building
Camperville, Manitoba
ROL OJO

Tel. (204) 656-4831/656-4873

The project began in January 1983 with the receipt of a \$74,000 grant from the Federal Government and the rental of an old farm. The staff consists of a Project Manager who lives on the farm and a cook-housekeeper who comes in 5 days a week. Doug Allen, Director of the Youth Business Bureau, serves as a volunteer director of the project. There are currently 5 young men and one high school youth living at the farm.

ISSUES ADDRESSED

Clients of the Youth Business Bureau are disadvantaged youths between the ages of 16 and 22 who, through one reason or another, have had difficulty in securing and adjusting to the work world and work ethics. One of the most important areas that kept coming to the fore in working with these young men was that of reestablishing basic values, which involved life skills, socialization, motivation and a feeling of pride and esteem in themselves as individuals. In our area, there was no agency where these aims could be accomplished. After approximately a year of research and organization, we decided to establish a residential farm setting for the project.

ACCOMPLISHMENTS OF PROJECT

We are now successfully operating a 5 acre farm with pigs, chickens, pheasants, and rabbits. The youths are earning their own way by selling produce from the farm and working for other farmers in the area. Several of them have been off drugs or alcohol for the first time. The farm house has been rehabilitated by the boys. The boys have acquired self-discipline, work skills, self-confidence, teamwork, and time and money management skills.

IMPORTANT PROJECT BACKGROUND

The project grew out of several years of experience in working with youth on probation through the Youth Business Bureau. The Bureau has a contract with the Ontario Ministry of Corrections to assist youth in getting and keeping employment. The Director found that some youth needed much more intensive care and also needed to get out of the environment in which they were living.

KEY FACTORS OF SUCCESS

Key factors have been the formation of a Board that includes all of the key sectors and agencies, support from the community, a location that is accessible to the city but removed from the urban environment, and, above all, staff that establish a attitude of concern for each youth and his success.

BROAD DEVELOPMENT LEARNINGS

One must approach the establishment of a supportive residential community in a slow careful way. You need to start with a few and establish the atmosphere of trust and care so that subsequent participants come into an already existing context. We have established few "rules." We consense on the "procedures" needed to make our life together smooth. For example, we have no locks on anything at the farm. We all understand the necessity of honoring each other.

IMPORTANCE TO LOCAL AREA

We have made significant steps in the rehabilitation of a number of young people. We have also been able to provide local farmers with good quality labour at a fair wage.

UNIQUE DEMONSTRATION OF SUCCESS

A number of youth have gone off welfare and are now becoming self-supporting and even establishing savings accounts. They have developed the skills and self-confidence to leave a life possibly even of crime and assume responsibility for creating the lives they want.

GLOBAL APPLICABILITY

We believe that the most important thing is for young people to learn the values of self-respect and the respect for others. Every project should be concerned with the teaching of values.

MATERIALS AVAILABLE

- Program description
- Transcribed statements by the boys of "What the Farm means to me."

CONTACT

Doug Allen, Director
Box 124
R.R. No 1
Forest Home
Orillia, Ontario
L3V 6H1

CHAPEL ISLAND MICMAC VILLAGE RENEWAL
Chapel Island, Cape Breton Island, Nova Scotia

#13

Chapel Island Micmac Village Renewal has established a model for a progressive alternative for Micmac Indian communities. It touches the lives of the people through economic projects, education for the children as well as the cultural renewal of the Micmac people.

OBJECTIVES

1. To maintain the cultural, language and Native ceremonies of the Micmac people.
2. To establish a head start program and elementary school using Native language.
3. Health clinic with resident nurse
4. Forestry development
5. Fisheries Development
6. Develop industries to replace imported goods that could be produced locally
7. To provide an alternative to being integrated into mainstream culture.

ACCOMPLISHMENTS OF PROJECT

- Head Start program established
- Elementary School maintained using Micmac language
- Forestry project underway
- Fisheries project underway

MATERIALS AVAILABLE

- 1979-80 socio-economic survey
- 1982 planning documents for future development
- 1983 video tape of Grand Council and religious ceremonies
- 1983 evaluation report on educational programs

CONTACT

Chapel Island Indian Band
R.R. No. 1
St. Peter's, Richmond County
Cape Breton, Nova Scotia

The Christian Rural Research and Resource Service provides a link between Christians interested in rural development. In particular, the newsletter "Rural Gleanings" is sent out to a large mailing list to provide readers with ideas, inspiration and resource materials for their further study.

ISSUES ADDRESSED

Resources for rural churches and communities were needed, also encouragement for small groups and leadership.

OBJECTIVES

To provide out of Christian concern, leadership, research and resources for creating and maintaining rural communities where people may enjoy and experience a "fullness of life" quality.

ACCOMPLISHMENTS OF PROJECT

It began with small personal resources. The basic activity so far has been the publication of a periodical, "Rural Gleanings". The first issue of "Rural Gleanings" was printed and sent to a small mailing in November 1974. Readers could make small donations to the newspaper as they saw fit. The mailing list and response grew to a present mailing of about 900 quarterly. Groups under the name of Christian Rural Fellowship have been encouraged but have not met with the success of "Rural Gleanings". Leadership has been provided from time to time for various church and community groups as requested. The work has depended entirely on voluntary leadership and service.

IMPORTANT PROJECT BACKGROUND

Initial stages go back to 1973 with the Session of the United Church of Canada at Upper Musquodoboit, Nova Scotia. It began at the grassroots level with people in the Maritime provinces of Canada who brought together people interested in rural work from all major denominations of the Christian Church and through the Interdenominational Board of Directors in 1975.

KEY FACTORS OF SUCCESS

We have never lacked funds which have been contributed in small amounts. A few church groups have contributed but the greater portion of funding comes from "Rural Gleanings" readers. We hope to continue on this basis for the foreseeable future. If special funding should become available, better equipment and more work hours could increase the fulfillment of purpose. More time and personnel for research would be helpful.

IMPORTANCE TO LOCAL AREA

People in various denominations are working together, contributing ideas and resources, and hopefully, some new awareness of the importance of the rural community to society as a whole. We hope to develop more resources in the future and a place to display them with reading room or library facilities.

GLOBAL APPLICABILITY

Very applicable anywhere that there are interested people. A person with a fair amount of free time and some writing and editing ability would be necessary for leadership and for a newspaper.

MATERIALS AVAILABLE

- Statement of Goals and Purposes with explanation.
- "Rural Gleanings" periodicals.
- Packet of worship resources.
- Parish organizational models.
- Models for community development.
- Christian rural fellowship ideas.

CONTACT

Mrs. Marion Settle
Editor, "Rural Gleanings"
R.R. No. 1
Debert, Nova Scotia
BOM 1G0

Tel. (902) 662-3322

The Churchill Park Greenhouse Coop raises bedding plants, tomatoes and cucumbers through the combined efforts of nine staff, eight of whom are economically disadvantaged: physically handicapped, blind, single parents, mentally retarded or those with a poor employment history. The operation has survived for ten years and is increasing its production and sales. The staff has been together for five years or longer and increasingly share management responsibilities. Various members of the team handle sales in three Farmers' Markets, meeting the public with increasing confidence. Bedding plants, tomatoes and cucumbers are sold on contract and in open markets throughout southern Saskatchewan.

ISSUES ADDRESSED

Society as a whole tends to treat handicapped workers as inferior and therefore pays them little for employment.

1. An option was needed in Moose Jaw other than the Sheltered Workshop which paid \$35 a month to its workers in 1974 when the greenhouse project started. They now pay \$60-\$100 per month. Welfare cheques go to support the cost of group homes or board and room.
2. People who are not judged as "competitive" because of an apparent disability are either not hired or paid less. In Saskatchewan workers designated as "mentally retarded" are exempt from minimum wage standards.
3. A handicap may hide latent capabilities which can be revealed in challenging but ordinary business.
4. Greenhouse tomatoes and cucumbers were not being grown in Saskatchewan.
5. Nearly all vegetables are imported during the winter months.

OBJECTIVES

The Greenhouse Coop seeks to provide employment for economically disadvantaged people at an income close to the scale paid to other workers in the industry. At the same time the project does human development through developing new self-images, new capabilities and new relationships to society. The aim is to hire those persons with the least other options for employment.

ACCOMPLISHMENTS OF PROJECT

1. The operation has survived for 10 years and is increasing its production and sales.
2. The staff have been together from 5 to 10 years and increasingly share management responsibilities.
3. Various members of the team handle sales in three farmers' markets, meeting the public with increased confidence.
4. One employee previously institutionalized for 37 years, has gotten a driver's licence and married when he was past 45. He now has a five year old daughter.
5. Bedding plants, tomatoes and cucumbers are provided to the district and markets throughout southern Saskatchewan.

IMPORTANT PROJECT BACKGROUND

The project began in 1973 as an experiment in a new opportunity for the economically disadvantaged: the physically handicapped, the blind, single parents, those with a long history of poor employment, and the mentally retarded. It is set up as a Community Service Coop with emphasis on developing

the human resource. The greenhouse facility had housed two previous businesses, both of which had failed, and the facility had deteriorated badly through two years without use or care. During the first three years of the project the funding by LEAP (Local Employment Assistance Programme) stipulated that 2/3 of the funds go to salaries which did not help the long range investment in capital improvement. The present coordinator came as Project Manager in 1975 bringing his experience in agriculture and human relations. Early in the project a horticulturalist recommended that the co-operative be sold to be operated as a private business, and some of the same employees being hired back. He felt the profit incentive and a more traditional boss-worker relationship was essential for survival. The project began on a year-round basis but now operates for 6-7 1/2 months. During the balance of the year employees receive unemployment benefits and the coordinator teaches in the community college system.

KEY FACTORS OF SUCCESS

1. Employees working together to determine best division of responsibilities to fit the individuals interests, needs, and capabilities to the combined demands of the project.
2. Someone with greenhouse technology who can train workers but who brings some perception of the human development aspects.
3. Community support which is seen in a local Board of Directors who share the vision, participate in advancing capital at the beginning of each season, and encouraging City Council support which has enabled a tax rebate for two years.
Growing loyalty of consumers who appreciate the value of the better tomatoes which are grown locally in the greenhouse.
5. Support of the Union of Retail, Wholesale and Department Store Workers who helped in bargaining with LEAP for wages which reflect union scale (1974-1977) and have provided patience and relate to where people are coming from.

IMPORTANCE TO LOCAL AREA

1. Employees are most socially active and responsible. All have dramatically changed and improved their life experience.
2. A local business providing \$150,000 inputs in the community.
3. Greenhouse products benefit the city and local consumers.

UNIQUE DEMONSTRATION OF SUCCESS

The Greenhouse Coop is a particular approach to employing the economically disadvantaged which allows their contribution to society without further disadvantaging. It is a positive example of how those who society feel are helpless can take responsibility for their own lives and a creative employment opportunity and create new life for many people. Eight of the nine who work with the Greenhouse Coop were economically disadvantaged when they began in the project. Seven of the original employees had been receiving social assistance when they were hired.

GLOBAL APPLICABILITY

- An example of creating something beyond cottage industries where the economically disadvantaged could invest their creativity and create long term security.
- It provides an operating model in place and is already hosting global visitors -- who can meet the team in their various responsibilities.

- Where someone needs to be reminded how the social aspects of a program out-weigh the economic factors--in fact justify the necessary dollar input.

MATERIALS AVAILABLE

- The film - "Everyone's Business" - 25 min. - National Film Board
- A pamphlet
- A catalog

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COCO was the way that Wanham and the rural district around responded to their experience that a dying community discourages anyone from risking on new ventures. All local clubs and organizations were disbanded and the assets and liabilities assumed by COCO. They have succeeded in unifying the rural and village communities through coordination and a new spirit of cooperation. Housing the provincial ploughing match annually and the Canadian Ploughing Match for a second time in 1984 provides occasions for former residents and the children of residents to join in hard work and good fellowship for the benefit of their home district. Because of the unifying organization and central budget it has been possible to obtain larger matching grants for local projects. They are a demonstration that economic viability is a by-product of a vital community decision making structure which contributes to community spirit. "Things go better with COCO."

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 well 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.

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Project Involvement was a three-year programme implemented through the Alberta Council of Aging in three representative locations in the province. It was intended to involve and enhance participation of senior citizens in community affairs, particularly to better their own lot. Each of the three local steering committees of senior citizens, helped by a salaried community worker, surveyed the local senior population and initiated an Action Committee to act on discerned concerns and needs. In the Cold Lake/Grand Centre region, seniors have recognized their potential as a group in the community and are increasingly a vocal, visible presence in local affairs. Drop-in centres were built at Cold Lake and Grand Centre for seniors, traffic safety and noise control were improved, and fiscal assistance for all seniors in the province for heating and housing was obtained.

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

- 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

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The Rimbey and District Special Wastes Committee has set up a waste oil collection system whereby people in the region collect their used oil in drums, purchased and distributed by the Committee, and bring it to a central collection station, two 3000 gallon tanks on land donated by the municipality. Through this voluntary system about 1000 gallons of used oil have been collected since operations began November 19, 1982. Purchase of the used oil, once the tanks are full, is already assured and the proceeds will be turned over to the community. Besides encouraging and accelerating the collection of waste oil, the Committee places emphasis on the task of public education about the need to deal with the hazards of poor waste disposal. The project is assisted through Alberta Environment.

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 Rimbeiy 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)

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COMMUNITY ECONOMIC DEVELOPMENT AND SMALL BUSINESS MANAGEMENT COURSE(CED/SBM)#19
Trent University, Ontario

Nineteen participants attending the Community Economic Development and Small Business Management (CED/SBM) Course during the 1981-82 academic year received certificates from Trent University at their November 1982 graduation ceremonies, indicating achievement of an acceptable level of skills in the various training components of the course. The CED/SBM was sponsored again for native students by Native Alliance Five in 1982-83. The following text represents a portion of a recent evaluation of the Programme.

OBJECTIVES

The objectives of the programme for the 1982-83 academic year are:

1. to improve the employability of thirty-six Metis, Non-Status and Indian people from southern and central Ontario through a fifty-week training program in economic development and small business management.
2. to develop skills for the following types of employment:
 - management trainees for economic development projects or businesses under sponsorship of Metis and Non-Status Indian associations or Indian Band.
 - owners or managers of private businesses.
 - employees in small business enterprises.
 - economic development workers.
3. to develop and implement a model of education for native adults in the fields of economic development and small business management.

ACCOMPLISHMENTS OF PROJECT

The evaluation report indicates that experience gained during the first year of the course has been applied to improve content and delivery during the second year. More effective procedures have also been implemented in the Training-on-the-Job component of the course to make this a more effective learning experience.

Documentation by the evaluation team of the continuation or enhancement of successes by the course include such basic evidence as:

1. progress in the development of participant skills;
2. positive evaluations from participants regarding the relevance of knowledge and skills gained;
3. evaluations from Training-on-the-Job supervisors that many participants had developed skills equal to beginning managerial positions; and
4. support for the programme from the Native community.

Year II participants were asked if their experience in the course had turned out to be "about as expected? better? not as good?" Twenty-five of twenty-nine said it was better than expected.

It should be noted that the amount of new funds and income available to Year I participants and their communities from their various activities exceeds the cost of the Programme for the first year. The number of new permanent jobs is nearly equal to the number of Year I participants. The accomplishment in seven months by participants is impressive.

IMPORTANT PROJECT BACKGROUND

An evaluation process was undertaken during the past year by Davie and Associates, 33 Meadows Blvd., #52, Mississauga, Ontario, on a contract basis, to research three questions:

1. To what degree of success are the stated objectives of the Programme being met?

2. What is the social and economic impact of the Programme and participants (past and present) on the communities from which participants have come?
3. What is the cost/benefit payback period that could reasonably be expected from this type of training programme?

The report emanating from this evaluation process was designed to serve two basic purposes. The first is to provide the Programme with information which will enable those responsible to improve the training experience for the benefit of Year II and III participants. The second purpose is to provide interested observers (the funders and others interested in Native training designs) with some basic descriptive and evaluative data regarding the design and relative success of this model for Native adult education.

IMPORTANCE TO LOCAL AREA

A major objective of community leaders and the course sponsors was the development of sound capable leadership in community economic development activities. The most dramatic evidence of success in this regard comes from the figures describing economic development and small business ventures in which participants from Year I of the course have been involved.

Currently, fifteen of the nineteen Year I graduates are active in their Native communities, seven as leaders and eight in supporting roles. Since leaving the Programme at the end of August 1982, graduates have engaged in a variety of community activities as documented below:

Economic Development Activity

Board of Directors member for local economic development projects	4
Employed by an economic development project of a Local	2
Established or expanded a small business	2
Proposal writing	6

Political Activity

Local or Band official	4
Participating member in Local	4
Developing a Local	1
Starting Native Business Association	1

Social Development Activity

Supervision of a community project	2
Committee membership	2
Educational project development	3

These activities have resulted in specific benefits for 7 of the 12 communities represented in the programme last year.

New activity with obvious monetary value generated by participants from Year I of the course includes:

Four participants involved in securing economic development funds to establish small businesses in their communities	\$ 595,000
Two participants involved in securing funding for a Canada Community Development Project Grant project	31,750
One participant secured a business expansion grant	25,000
One participant expanded a business to provide new income for five job positions	

One participant became self-employed in a new business

Thirty-five new jobs have been created from these activities. Two more are planned for this summer due to business expansion. Eighteen of the jobs already existing are considered permanent while the remaining seventeen provided work for six months or more.

Beyond these activities, another 7 Year I participants report a series of other

realized or proposed developments:

- an inter-Band baseball league established;
- a short course conducted;
- a craft co-op planned;
- a plan to market Native crafts from a community at an urban flea market in the summers;
- a proposal for a \$25,000 Canada/Ontario Economic Development grant (including 6 jobs for 18 weeks each); and
- three participants volunteering bookkeeping skills to a community agency or business.
- one participant from Year I has enrolled full-time in university.

UNIQUE DEMONSTRATION OF SUCCESS

All Year I participants were asked if they had economic development goals for the future of their communities. Twelve said they did. Of these twelve, six reported specific goals, all for initiating or expanding small business ventures; six had general or vague goals, two for submitting proposals for community betterment or job creation funds, and four for developing small businesses. Two participants said they had social development goals for their communities. Three had thoughts of giving leadership in areas other than social or economic development.

CONTACT

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Concerned Farm Women began in September 1981 when two of us invited 10-12 farm women in the Grey-Bruce Counties area to meet to do something about the economic crisis on the farm and 51 showed up. Then a public meeting we announced got 250 women in attendance. A steering committee was chosen and action planned. We presented hundreds of letters in a coffin box, which made national TV. We elected officers and adopted a creed. We have 75 members.

ISSUES ADDRESSED

The low commodity prices and high interest rates caused an economic crisis in the farming community with record levels of bankruptcies and foreclosures and an atmosphere of fear, anger and uncertainty. Fear was the main motivation to action.

ACCOMPLISHMENTS OF PROJECT

We have focused public and government attention on the plight of the farmer. The Ontario Federation of Agriculture responded by forming a task force that held meetings all around the province to hear of the farming problems. We compiled a brief entitled "The Psychological Effects of Financial Stress on the Farm Family." We designed, distributed and analyzed a survey on farm women with results from 343 (over 50% return from a mail survey). We have distributed the results in kitchen table gatherings and organized meetings as well as to the media and government gatherings. We have produced a book, video tape and sound-slide show.

IMPORTANT PROJECT BACKGROUND

We have benefited from the advice of Fran McCormick on communications and networking. We were aided by our Member of Parliament to get in contact with people at the University of Guelph, who provided expert advice and the assistance of two graduate students. For our research work we received \$6,000 from the Secretary of State, \$10,700 from Employment and Immigration, \$15,000 from the Health Promotion Directorate, \$37,000 from Health and Welfare Canada, \$1,000 from the United Church of Canada, \$1,000 from Plura (the Interchurch Foundation), \$5,000 from Health Promotion Directorate for a slide-tape show, and \$10,000 from the Secretary of State to promote and distribute the book.

KEY FACTORS OF SUCCESS

Key to our success so far has been the families' fear of losing their farms. We are a grassroots organization. Even though we received advice from people at the University of Guelph about our questionnaire, the language and the questions are 'our' language and questions.

BROAD DEVELOPMENT LEARNINGS

We have learned that a grassroots organization of women can have an impact, especially when it gets advice and support from professionals. We feel there were a number of factors which contributed to our success in raising money: the basic merit and integrity of the project, strong community support, detailed applications and a close working relationship with funding personnel, a sense of solidarity among women (most of the key grant people were women), and the novelty of a farm women's group tackling a research project such as this.

IMPORTANCE TO LOCAL AREA

We have provided a sign of hope for the women and other members of farm families in our area. We have been a support group for our members which has sustained them through these hard economic times. The public and the media have recognized us and invited us to appear at a variety of conferences and other gatherings. Our statistical analysis has highlighted the pressure on farm women and enabled them to see they are not alone in their problems.

UNIQUE DEMONSTRATION OF SUCCESS

For a group of local farm women to produce a very readable book, well illustrated with accurate statistics, is a significant accomplishment. The recognition we have received from the media as well as by the grants we have received is important.

GLOBAL APPLICABILITY

This is an example of local people not sitting back in the midst of difficult times, but doing something about it. Anyone can use this approach of getting together and doing things. You will find inner strength in yourself, talents in the group that are unbelievable, and resources in the community and province available to help. The key is to keep aware of yourself. Keep striving and everything will fall into place. Every time there was an obstacle, the solution would appear. You need a dedication and a commitment to the project, and with good planning it will work out.

MATERIALS AVAILABLE

- Book
- Video
- Slide-tape show
- Brief: "The Psychological Effects of Financial Stress on Farm Families"
- Brochure
- Written speeches
- Clippings
- Newsletters

CONTACT

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Buoyed by an overwhelming local consensus that a grocery store was needed in Grassy Lake, a group of five local citizens formed the Grassy Lake Mall Society in order to raise funds for this purpose. Within one year a new building was constructed and opened, with mortgage paid off. \$35,000 was raised in the first round of canvassing from several hundred individuals and about 50 companies, including former residents. Contractors and local citizens donated materials and labour, legal and financial skills, or gave discounts. The village donated 8 lots of land fronting the highway. A \$5,000 grant was obtained from the provincial government. The store is operated by a couple who invested in the initial inventory and finished off the interior. Under a 25-year renewable contract, the building is provided rent-free to the store operators who cover the cost of upkeep, taxes, insurance and utilities.

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 outright donations. Some donations even 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

Mr. Marvin Torrie
Chairman
Grassy Lake Mall Society
Box 759
Grassy Lake, Alberta
TOK 0Z0

Tel. (403) 644-2237

Dean's Vibra-Digger is a family's invention, demonstration, and production of a small machine which can be easily attached to the back of most tractors to dig up potatoes quickly and easily. The machine has been demonstrated and acknowledged in agricultural trade shows as well as marketed across the western provinces and states of North America. It has been seen as a labour saving device for farmers at economically feasible prices. The machine has demonstrated its capability of digging 40 bags of potatoes in an hour as opposed to two days by hand.

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

Dean Cox, President
Dean's Vibra-digger Equipment Ltd.
Streamstown, Alberta
S9V 1C1

Tel. (403) 875-8016

The Commission started hiring staff in September 1982 and now has 5 staff and an annual budget of \$153,000 for 1983-4. The Mayor and Reeves of the Towns of Cobourg and Port Hope and the Townships of Hamilton and Hope together with a nine member commission serve as the leadership. Funding comes from these towns and townships, which have a total population of 35,000.

ISSUES ADDRESSED

The unemployment rate is 10% in the four communities with over 5000 people out of work. The objective is to create jobs through economic development and the promotion of tourism and agriculture. We also provide resident industries with information on available government assistance and other advice.

ACCOMPLISHMENTS OF PROJECT

We have prepared a brochure depicting the opportunities for economic development, tourism and agriculture in the Diamond Triangle. We have established the Diamond Triangle Tourism Committee and distribute literature at the provincial booth at the Eaton's Centre in Toronto. We have 27 research and identification projects toward lining up new industrial expansion. We have developed a calendar for the coordination of volunteer programs. We have helped to preserve many jobs in the area by providing assistance to local industries so they can remain economically profitable.

IMPORTANT PROJECT BACKGROUND

The challenge has been to enable the towns to understand that they need to make a 5 year commitment to see the successful results of an economic development program.

KEY FACTORS OF SUCCESS

The town councils have been convinced that with a professional approach economic development can be a success here.

BROAD DEVELOPMENT LEARNINGS

The key is to emphasize public participation in the long-term process of economic development. We see the need for a 2 or 3 day planning seminar on energy co-generation as a way of using waste heat from the nuclear power station. We also see the importance of computer-based communications systems to address economic development, eg. investigating telidon-based NAPLPS to show the current state of economic indicators, labour force, productivity and industry specific performance.

IMPORTANCE TO THE LOCAL AREA

Through our community analysis we have identified 125 new potential projects and begun to get interest in development.

UNIQUE DEMONSTRATION OF SUCCESS

This is a demonstration of how four communities can cooperate together to accomplish a major economic development effort.

GLOBAL APPLICABILITY

This project demonstrates how sometimes it is very helpful for a community to hire outside professional expertise in order to move ahead.

MATERIALS AVAILABLE

- Brochure
- Two Year Budget
- Leather-bound six months report

CONTACT

Richard Spence, Director of Economic Development
Diamond Triangle Economic Development Commission
1011 William Street,
Cobourg, Ontario
K9A 4K2

Tel. (416) 372-5481

In 1970 Dr. Jones gave up his medical practice, leaving the community without a local doctor. In 1971 the community realized it was not going to get a doctor without providing the facilities of a modern community health centre. At a dramatic public meeting on November 1, 62 persons contributed \$5 each to become members of the Drayton and Community Citizens Association. They elected officers and formed a Board which included representatives from adjacent townships. They immediately launched a fund-raising drive. With the help of a matching offer of up to \$20,000 from Wellington Trust, they raised \$20,000 from the community in a few months. The building was designed and built and ready for occupancy by July 1, 1972.

ISSUES ADDRESSED

The community and surrounding townships with 5000 people were without the services of a doctor, dentist or optometrist.

ACCOMPLISHMENTS OF PROJECT

Currently, two doctors, a dentist and an optometrist provide full or part-time services to the community out of a modern health facility.

IMPORTANT PROJECT BACKGROUND

Two key ingredients formed the decisions of the November 1, 1971 meeting. The local clergyman told of the harrowing ordeal of trying to find medical services when his wife was ill. Dr. Veenstra announced that he was interested in setting up a practice in Drayton.

KEY FACTORS OF SUCCESS

The urgency of the situation, plus the unity of the community were crucial to the success of the project.

BROAD DEVELOPMENT LEARNINGS

Small communities can have good medical and dental services if they work together to provide a good facility.

IMPORTANCE TO LOCAL AREA

This project has been important not only in providing excellent health services: because of this success, the community has achieved a sense of pride and vitality.

UNIQUE DEMONSTRATION OF SUCCESS

Since the initial fund-raising, the project has become self-supporting from the rental payments made by the doctors. This has allowed the Association to make the renovations required to provide facilities for the dentist and optometrist.

GLOBAL APPLICABILITY

A local community can band together in unity and achieve what no individual acting alone could ever achieve.

MATERIALS AVAILABLE

- Citizens Association brochure
- Historical review
- Newspaper clippings

CONTACT
Drayton Community Health Centre
Wood Street,
Drayton, Ontario
NOR 1P0

Te1. (519) 338-2921

The coal mining community of Elkford incorporated in 1971, with a population of about 2,000 in 1978, was facing a difficult situation. The decision of several coal companies to open up new mines and expand existing mines in the immediate vicinity would suddenly bring several thousand new people to the area. If this new influx of people and wealth was not handled properly, then not only would there be four small satellite communities in competition with each other for community and government services, but none of them would be able to afford to put in the necessary infrastructure or stabilize and diversify economically to ensure the longevity of the communities. In order to cope with this potential situation, the community has gone through one of the most extensive programs of planning, land development, for Residential/Industrial/Commercial needs and for financial analysis in the Province's recent history.

ISSUES ADDRESSED

1. No social, financial, organizational, infrastructure plan or land in place
2. A huge increase in demand for non-existent residential housing of various types;
3. A transient population within a 'company town' image, predominantly young and single, many residing in a single men's camp;
4. An underdeveloped commercial sector for its new size;
5. 'Company town' image hindering local initiative and enterprise;
6. A constantly shifting economy in the energy sector discouraging investor capital from coming into the District, combined with high interest rates;
7. The possibility of the four companies creating four cliquish company residential neighbourhood enclaves;
8. Actual and perceived isolation, "End of the Road Community";
9. Boom or bust economy;
10. No municipal structure to handle development of social and commercial services outside the mining companies;
11. To create a desirable community for residents but minimize environmental, social and dollar costs;
12. Mitigate the risk of natural hazards, flood plain and potential slide hazard;
13. To provide adequate land for institutional, recreation, and social uses for the community;
14. Extreme and dramatic pressure to expand and develop health, education and social services;
15. Inadequate municipal structure to handle residential community development outside control of mining companies;
16. No service land to provide housing for the service sector.

ACCOMPLISHMENTS OF THE PROJECT

The Elkford community has gone through one of the most extensive programs of planning and financial analysis for development of residential, industrial and commercial needs in the Province's recent history. The program has created a permanent, stable and self-sufficient community and is seen nationally as a model of effective planned growth. To meet the needs of continued growth within the municipality and the expected upsurge of population, Elkford has:

1. Provided areas where land could be developed to create more schools, better educational facilities and health facilities within areas of growth

- where needed;
2. Initiated the preparation of appropriate administrative structure, hired the necessary specialist (consultants) along with the administrative staff team to control and guide the development of the community;
 3. Provided affordable land and encouraged a wide range of housing types which are now developed;
 4. Developed a Human Services Plan to contribute to the well-being of individuals, families and the community as a whole;
 5. Improved recreational facilities including a golf course, ski hill, a skating arena and curling rink;
 6. Established a new Town Centre to serve as commercial, recreational and administration centre for the community;
 7. Expanded its economic base by creating an Industrial Park and promoting Tourism. A Regional Recreation and Tourism Plan is now underway in co-operation with other Elk Valley Municipalities;
 8. Acquired District Municipality status and land area now 10,511 hectares;
 9. Unified population with equal access to services.

Specific examples of these accomplishments include:

1. Development of 252 lot subdivision with a total build out of 326 housing units (completely sold out and 80% occupied) and approval for 410 more lots and 567 units (creating a buyers market for future residents);
2. The industrial park over 50% sold, servicing all of B.C.'s Southeastern coal fields;
3. A dramatic reduction in population transience and 67% population increase from 1976 to 1981;
4. A completely new residential infrastructure with a major arterial road network and collector roads, an adequate level of water, sewage and storm drainage systems (this included a new sewage lagoon and three water reservoirs with a complimentary well development program);
5. Four year program of curb, gutter and drainage improvements;
6. A twenty-year growth plan and a five-year phased development plan and comprehensive financial fiscal analysis.
7. A co-operative working relationship and commitment between Local Government and Provincial Government.
8. A comprehensive marketing and information promotion campaign to tell Elkford's story to the public and create investor interest.
9. Expansion and establishment of social and institutional infrastructure: New Elementary School, Elkford's First Secondary School, Royal Canadian Mounted Police Detachment, New Public Works Maintenance Yard, New Fire Hall under construction, Expansion of Municipal Hall, and expanded Health Care facilities.

IMPORTANT PROJECT BACKGROUND

Elkford was incorporated in 1971 to serve as the town site for employees of Fording Coal Limited. All development was originally planned, developed and funded by Fording Coal Limited. A sense of community developed among the early residents. The natural evolution was a desire to steer their own ship, thereby taking a lead role in future community development. By 1978 an integrated planning process was commenced by a team approach with extensive public participation by local residents, provincial government and the three resource companies. The planning process integrated the physical requirement and complete social requirement to develop a financially sound planning model.

FACTORS OF SUCCESS

Planning Function: The creation of a long-term set of objectives brought down to the short-term by critical path and other methods provided the Council and the population with a victory plan. This helped create a positive milieu around which implementation could proceed.

Appropriate Expertise: Outside experts were brought in to complement the needs of the plan and to give careful advice where the residents themselves had holes in their arenas of knowledge. This also gave considerable credibility when it came to acquiring government funding and support of projects.

Community Promotion and Communication: The District actively and strongly promotes its assets, internally and externally, and incorporates public participation at Council meetings, referenda, public information meetings, public hearings and through media and circulars. The population is largely young and active and responds positively to development as progress, not a disruption of a way of life. Community unity has been built into an integrative housing allocation scheme.

Local Community: The initiative to respond to local government concerns came from the people. Thus, the people recognized and controlled their community's development and destiny.

Government Co-operation: Good working relationships between local and provincial governments have been created and are nurtured. The local MLA opened many doors to the public sector and the government itself provided several sources of funds for many municipal projects to get underway. Key relationships established between Provincial and Municipal Staff freed up resources and opened barriers. Learning the routes for fast-tracking proposals has been key.

Realistic Budgets: The District through extensive financial analysis and cost control demonstrated to senior government and to the private sector, the local ability to produce projects within budget and on time. Thus creating an air of confidence about the community.

BROAD DEVELOPMENT LEARNINGS

1. Clearly stated goals, broadly supported, both long term and short, and a plan to reach those goals, allows full participation from all the sectors - public, private, local, volunteer - and helps create the positive atmosphere within which development may occur.
2. A locally committed leadership core is necessary to push everything and everyone along the critical path in spite of setbacks and slowdowns.
3. The right team of people working on timely goals shows that the delegation of responsibility is no small factor in success.
4. A comprehensive approach including as many factors as possible in the plan shows the core how to proceed along a path in spite of surprises.
5. All communities need to plan for the future whether they are stagnant or not. Building plans and setting goals welds a community together.
6. Successful community development is dependent upon an understanding of the nature and need of comprehensive development to interface social, financial, organizational, infrastructure planning as an important part of community development.

IMPORTANCE TO LOCAL AREA

Elkford has created a permanent, stable and self-sufficient community which is home for a population of 3,600 when only a decade ago it was little more than a small hamlet of about 700. In British Columbia, Elkford is a model of effective planned growth. Locally, in Elk Valley, Elkford is key in coordinated regional development efforts that will create a diversified future.

UNIQUE DEMONSTRATION OF SUCCESS

Elkford intends to demonstrate the possibility for a community, if it moves quickly, positively and with a solid plan, to establish itself as a viable entity with the capacity to expand beyond dependency on any one industry.

GLOBAL APPLICABILITY

This project needs to be shared with any community that is about to embark on a large developmental effort or is a distinctly one-source based community. This project would be of benefit to a community that is to be radically impacted by an externally or internally generated major development.

MATERIALS AVAILABLE

District of Elkford brochure "The Height of Opportunity"
The Elkford "Opportunity" Newsletter
Elkford Trade and Commerce Magazine reprint
Elk Valley Coal Producers brochure
Town Centre Development Proposal Call
Industrial Development Subsidiary Agreement
Official Community Plan (1983)
Town Centre Study (1979)
Community Plan (1980,1983)
Family Resource Centre (1983)
Elkford Human Services Plan (1983)
Crown Land Development Agreement
Travel Industrial Subsidiary Agreement 'Elk Valley Settlement Planning Program'
Village of Elkford: Review of Waste Water Treatment System Capacity
Village of Elkford: Review of Water Supply Stem Capability
Five Year Plan - Fiscal Update
Elkford Community Survey: A Report on the Findings & Planning Implications
Elk Valley Valley Settlement Planning Programme
Preliminary Geotechnical Evaluation For Urban Expansion at Elkford
Village of Elkford Townsite Expansion: Preliminary Engineering and Development Costs
Elk River Coal Mining Project: Assessment of Wastewater Treatment Requirements to Provide for Expansion of the Village of Elkford
Geotechnical Evaluation of Possible Unstable Slopes at Elkford, B.C.
Elk Valley Settlement Planning Programme: Physical Constraints to Development in Elkford-Land Availability and Capability
Elk Valley Settlement Planning Programme: Physical Evaluation Summary
Evaluation of Upper Elk Valley Business Sector, An Evaluation of Social Factors Relevant to the Choice of Settlement
Alternatives in the East Kootenay

CONTACT

R. (Bob) Miles, Clerk-Administrator
District of Elkford
P.O. Box 340
Elkford, B.C.
VOB 1H0

Tel. (604) 865-2241

The Family Farm Foundation intends to promote and strengthen the family farm as the basic unit of production in agriculture. They seek to develop a clearer understanding among farmers and in society of the nature and importance of the family farm. They will work for the economic structures and land policies necessary to ensure that the family farm remains the basic unit despite the pressure of large corporations and governments. They will point to adaptations which will enhance the growth and development of the family farm as an attractive way of life. They plan to raise public awareness and support for the family farm.

ISSUES ADDRESSED

Centralization has grown rapidly in the non-agricultural sector and now the same forces are putting pressure on the family farm to cause it to change and become more like the industrial sector. The two outstanding issues being faced currently in the promotion and development of the family farm are:

1. That family farms earn enough to be financially and socially viable in this generation.
2. That provision be made to make it possible for new family farms to be created in each generation.

OBJECTIVES

The Family Farm Foundation intends to promote and strengthen the family farm as the basic unit of production in agriculture. They seek to develop a clearer understanding among farmers and in society of the nature and importance of the family farm. They will work for the economic structures and land policies necessary to ensure that the family farm remains the basic unit despite the pressure of large corporations and governments. They will point to adaptations which will enhance the growth and development of the family farm as an attractive way of life. They plan to raise public awareness and support for the family farm.

ACCOMPLISHMENTS OF THE PROJECT

1. Development of the Family Farm Game in which the decisions and values of family and community are reflected as well as the issues raised by the economic environment.
2. School essay contest.
3. Research project on farm consolidation.
4. 50 farm kitchen discussion sessions.
5. Spring Conference on Family Farm Issues.
6. Presentation made to National Economic Commission and a Parliamentary Committee.

IMPORTANT BACKGROUND INFORMATION

The program began in a coming together of farm families who believed that more public awareness was needed of the strengths and value of the family farm as the basic production unit in agriculture in order to ensure its survival. Although some existing organizations included support for the family farm in their stated goals, it was felt that a new organization was needed to focus public and farm attention specifically on the issues related to the family farm. Memberships are voluntary with a \$25 membership fee. The founding president has both farm experience and major government service to the people.

KEY FACTORS OF SUCCESS

1. Leadership within the organization which is capable of organizing to meet that need.
2. Broad appeal of the objectives of the organization.
3. Meets real physical and social need.

BROAD DEVELOPMENT LEARNINGS

It is necessary to secure an adequate financial base. Secure capable leadership and enable them to lead. Be sure to provide for broad involvement of the membership.

IMPORTANCE TO THE LOCAL AREA

1. Raising consciousness among farm families of the need to develop solutions which protect the family farm and offer them to policy makers.
2. Impacting the consciousness of urban communities and decision makers of value and importance of the family farm.
3. Enhancing the quality of life of farm families by providing educational information in social setting and giving opportunity to re-inforce family farm values by sharing concerns and solutions.

UNIQUE DEMONSTRATION OF SUCCESS

The use of a new game, The Family Farm Game, which reflects decisions of production, values of the individual and the community, the cooperative underpinnings of the family farm and raises the issue of the economic environment in which the family farm exists. To obtain and use the game includes leadership training sessions. There is also opportunity to develop alternate games to stimulate debate on specific local situations.

GLOBAL APPLICABILITY

- In motivating individuals, families and communities to organize themselves to give voice to the silent majority.
- A method of counteracting the strong forces moving toward centralization consolidation and a society in which a person is only a number.
- Useful with the local financial base and demonstrated able leadership.

MATERIALS AVAILABLE

- The Family Farm Game
- Pamphlets and background material regarding the organization.

CONTACT

Gordon MacMurchy, President
Family Farm Foundation of Canada
3100 Dewdney Avenue
Regina, Saskatchewan
S4T 0Y4

Te1. (306) 522-6263 or 524-2246

The Farmer's Co-op Seed Plant located in Rivers, a town of less than 1500 people in western Manitoba, serves farmers in a fifty to sixty mile radius of the town. The Seed Plant provides a much needed service to its members and the agricultural district northwest of Brandon. The Seed Plant is an important employer for the community, providing work for ten to twenty people depending on the season. It reduces the transportation cost for those in the area using the service. Annual profit is distributed to members depending upon their use of the services. It has grown from providing a single service - seed cleaning - to a diversified business doing contract work, marketing, and sales.

ISSUES ADDRESSED

The farmers were concerned about upgrading the quality of their grain seeds and getting it cleaned in the local area. The objectives were to create a cooperatively owned business to serve the agro-industry by cleaning seeds, upgrading the quality of seed they had for planting and by marketing the excess seed grain which they could produce for the market.

ACCOMPLISHMENTS OF PROJECT

1. Membership of 1500 farmers.
2. 500,000 bushel of seed handled each year.
3. A profit has been made every year.
4. Rebuilding the business after the 1974 fire.

IMPORTANT PROJECT BACKGROUND

Rivers is a town of less than 1500 people in western Manitoba, less than an hour northwest of Brandon. The Seed Plant serves farmers in a 50-60 mile radius of the town. From the beginning in 1959 shares were sold for \$25 but this was changed to \$1 a share in the '80s in order to have more "member" business. The Plant operates with a seven person Board of Directors and hires ten to twenty employees depending on the season. After fire destroyed the Plant in 1974 the Small Business Development of Manitoba assisted in rebuilding. In the history of cooperative seed plants, Rivers is the only one remaining in Manitoba.

KEY FACTORS OF SUCCESS

1. Local support in memberships and business.
2. Changing with growth, from single serve to diversified service, contract work, marketing and sales.
3. Allowing management the freedom needed to operate the business.

BROAD DEVELOPMENT LEARNINGS

A cooperative needs to operate as a business holding in tension the suggestions of the Board who speak for the members and the salaried management who are responsible for a viable business. Maintaining a co-op is lots of hard work.

IMPORTANCE TO LOCAL AREA

1. Provides a major agro-industry in that district.
2. Reduces transportation to get seeds cleaned.
3. Realizes a profit annually which is distributed to members based on their patronage of the business.

UNIQUE DEMONSTRATION OF SUCCESS

The Farmer's Co-op Seed Plant is a demonstration of a successful business which is owned by local farmers and managed by qualified professionals which serves the local area and sells over a broad territory, reaching into the New England states of the U.S.A.

GLOBAL APPLICABILITY

- Useful model where a local crop is to be serviced.
- A successful model of a large membership making a service profitable.
- Demonstrates a member co-op growing into a significant service business.

MATERIALS AVAILABLE

- Annual reports
- A picture of the plant area

CONTACT

Keith Lamb, Manager
Farmer's Co-op Seed Plant
Rivers, Manitoba
ROK 1X0

Walter Borotzik
Chairman of the Board

Tel. (204) 328-5346

(204) 727-7904

The group was started in 1978 by Jan Chamberlain who called 12 women from the community to focus on women's issues. We developed a series of seminars which was funded by the Secretary of State. We have gotten some income from admissions to movies, but it has just paid the expenses. We have no staff, only volunteers.

ISSUES ADDRESSED

Women in our area experience a lack of knowledge and control over their own health, education, etc. We saw a need to increase women's knowledge, self-esteem and political skills.

ACCOMPLISHMENTS OF PROJECT

We have held a variety of events including a series of 10 evening seminars on such topics as women and the law, women and assertiveness, women alone, etc. We also sponsored a "Cabin Fever Film Festival" with sessions on sex stereotyping, drug and alcohol dependence, and personal goal setting.

IMPORTANT PROJECT BACKGROUND

We have worked together for nearly 5 years, with 7 of the original 12 still active. So far we have not decided to have others join us. Fran McCormick was very helpful with her community organization skills.

KEY FACTORS OF SUCCESS

We have functioned as a close-knit group, providing support in all areas of our lives. We have been perceived by the community as "strange" because of our interest in women's issues, but to some extent we have been protected by the good reputation of our husbands.

BROAD DEVELOPMENT LEARNINGS

We have found that we can do very well without much money. In fact we would prefer to work without government money and just have the admissions pay the expenses.

IMPORTANT TO LOCAL AREA

Through our seminars and meetings the women of Owen Sound have found there are remarkable women everywhere, not just in Toronto. We have enabled women to care for themselves. For example, as our seminars draw out the skills of the women present they are encouraged to give each other their phone numbers and to support one another.

UNIQUE DEMONSTRATION OF SUCCESS

A unique feature of our group has been the formation of a tight core group, a "cell," that has remained consistent for 5 years. From the support we have experienced from this group we have been able to reach out and aid hundreds of women in the Owen Sound area.

GLOBAL APPLICABILITY

Each of us in our own neighborhoods needs to do things to help situations of human need. If we are able to recognize problems like alcoholism or abuse, we can provide the needed support and referrals. Society needs the contribution of the full skills of women. Through our training and mutual support we have learned how to be women and to care for our community.

MATERIALS AVAILABLE

- Event brochures and flyers

CONTACT

Pat Rae

Focus on Women

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FOLKLORAMA is a week-long celebration of the cultural richness of greater Winnipeg, Manitoba, which is held each summer. It involves some 34 national groups who provide their cultural foods, displays of art, dances and songs in a total of 40 pavilions (1983). FOLKLORAMA provides massive involvement by volunteers (14,000-15,000) with a system for training and development at the same time as providing a local cultural event brought off and enjoyed by the community. Community members participate by working in the pavilions and by purchasing a "passport" to visit other pavilions.

ISSUES ADDRESSED

When the province of Manitoba celebrated its 100th Anniversary in 1970 the city of Winnipeg looked for a way to honour and show appreciation of the uniqueness of the various cultures in its citizenry.

1. A way for each cultural group to share its richness of heritage.
2. An opportunity to allow each group to benefit economically in one mass effort rather than one fund-raising effort after another.

OBJECTIVES

The Folklorama Festival aims to occasion the interrelationships between cultures and to illustrate the diversity and the similarities which exist and influence the life of the city through a quality event which engages the talents of its citizens, largely through volunteer tasks. The quality is maintained through application of standards for use of space, permitting no raffles or political promotions, and preparatory workshops and volunteer training.

ACCOMPLISHMENTS OF PROJECT

1. 14,000 to 15,000 volunteers and only 4-5 regularly paid staff bring off the Folklorama.
2. 63,000 people purchased "Passports" in 1983.
3. It is financially successful: \$1.6 million revenue in 1982.
4. Provides management experience for the many volunteers.
5. Involves all ages and cultures in the cultural richness of the city.
6. Promotion of tourism to Winnipeg.

IMPORTANT PROJECT BACKGROUND

Folklorama was introduced in 1970 as a Manitoba Centennial event and was hosted in 21 cultural pavilions. Over the years there has been continual growth. There is no encouragement of competition to be the best. However, the outstanding queen or hostess of the pavilions is selected at the end of the week to be "Miss Folklorama." The criteria for each pavilion is one third of its space for a kitchen supplying cultural foods and drinks, one third for cultural displays including singing and dancing and the balance for seating space. Groups select their own space for pavilions, using church basements and public buildings. The pavilions are open in the evenings (6 p.m. to midnight) as well as Saturday and Sunday afternoons (from 4 p.m.) for the one week. Most people report coming because someone has personally told them about Folklorama, but newspapers, radio and TV also do promotion. Various companies provide inkind supplies or services: meals and drinks for volunteer celebrations, cooperative advertising and hotel and limousine service for tourist promotion gimmicks. Seminars are held to train kitchen and security volunteers. To

encourage volunteers a plan of working in different pavilions each night has been developed so they can participate while working. Exchange of cultural entertainment also takes place - example: a German wearing a kilt and dancing in the Scottish pavilion.

KEY FACTORS OF SUCCESS

1. Each community is finally responsible for providing its own volunteers.
2. Incentives, such as training, satisfaction during the event, and parties, all encourage volunteers.
3. Common standards for participation set and maintained.
4. The pavilions are done by the volunteers who are dedicated to their own communities and to Folklorama.
5. Communities sensitive to how space best serves the kind of pavilion they are offering, and changing their location when necessary.

BROAD DEVELOPMENT LEARNINGS

Every community has the volunteers to bring off any event they decide is necessary. Volunteers need to be developed through training. Volunteers are sustained by showing appreciation, acknowledging their contribution, working up through projects, and gaining varied experience.

IMPORTANCE TO LOCAL AREA

1. Since 1970 at least 100 new ethnic restaurants have sprung up in Winnipeg, partly a result of new experiences with ethnic foods.
2. Facilities such as schools which were not air conditioned have installed this improvement for the use of the pavilions.
3. New acceptance of each culture. Men are not ashamed to do their national dance.

UNIQUE DEMONSTRATION OF SUCCESS

Folklorama provides a massive involvement by volunteers with a system for training and development at the same time as providing a local cultural event brought off and enjoyed by the community.

GLOBAL APPLICABILITY

- To illuminate what cultures, tribes or groups make up a community or region.
- A way to honour the richness of the diversities and the similarities which exist in any community.
- A way to work with and train volunteers.

MATERIALS AVAILABLE

- A CBC video taken during 1983.
- Programs from previous years.

CONTACT

Helmut Goossen, Past Chairman of Folklorama
Community Folk Art Council of Winnipeg
375 York
Winnipeg, Manitoba
R3C 3J3

Tel. (204) 944-9793

Sainte-Marie among the Hurons is one of Canada's foremost living history museums and is operated by Huronia Historical Parks of the Ontario Ministry of Tourism and Recreation. The Friends of Sainte-Marie is a non-profit community organization that operates the store in the Orientation Centre. It also sponsors many heritage activities.

ISSUES ADDRESSED

The objective is to promote interest in preserving and appreciating our cultural heritage.

ACCOMPLISHMENTS OF PROJECT

The Friends of Sainte-Marie host monthly activities that appeal to all interests and ages. These include field trips, archaeological excavations, guest speakers, 17th century meals and special events. Shonnecti is a day of paddling, fun, arts, crafts, and entertainment. Hanechata includes both daily and two-day overnight canoe excursions in the style of 17th century living. The organization relies on many volunteers to carry out the activities, most of which are under the direction of professional staff. A newsletter is published eight times a year.

IMPORTANT PROJECT BACKGROUND

The organization has a board of ten community people that provide overall direction. Sandra Flint is the president while Bill Byrick is the permanent secretary.

KEY FACTORS OF SUCCESS

By keeping the membership fees low, only \$2 per individual and \$3 per family, we have been able to maintain a large membership of over 400. A survey showed that 42% of local residents were aware of the organization. The key is to keep the organization in front of people through activities and the newsletter.

BROAD DEVELOPMENT LEARNINGS

Being a conduit for grants is very time consuming. It is more important to keep generating programs rather than to get into grant management and renewal activities.

IMPORTANCE TO THE LOCAL AREA

Tourism generates 60% of the revenue in the Midland area. This organization generates considerable interest in visiting the area through its programs and activities.

UNIQUE DEMONSTRATION OF SUCCESS

Activities are available for all ages and interests. There are action events like canoe trips as well as embroidery for the chapel altar frontal. They are helping to build a 73-foot 17th century schooner. A unique feature has been the close working relationship between the private organization and the Ministry of Tourism and Recreation. They have shared goals and facilities and Bill Byrick has served as a link between both organizations.

GLOBAL APPLICABILITY

It is important to get local people involved in the preservation of our heri-

tage, not to leave it up to the professionals. Any community can do research and recover historical events and ceremonies. This will enhance tourism while it provides local people with a connection with their historical roots.

MATERIALS AVAILABLE

- Brochures
- Newsletter

CONTACT

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Bill Byrick
Friends of Sainte-Marie
P.O. Box 160,
Midland, Ontario

Tel. (705) 526-7838

Haliburton County Home Support Services came about from concerns and needs of the elderly and handicapped persons in Haliburton County. The project has rallied volunteers to help with programs in meeting these needs in the rural areas.

OBJECTIVES

1. To enable the elderly and handicapped persons to remain in their homes, as long as possible, and to create in the community - especially the senior population, an awareness of the process of aging and of the needs of the elderly.
2. To ascertain the needs, the committee sent out a questionnaire to all seniors in the County.

ACCOMPLISHMENTS OF PROJECT

1. Local professionals were involved in the beginning by being called on for their guidance and expertise. The local doctors gave their impressions of the needs, a lawyer guided the program through the formation of a constitution, financial experts gave advise on the accounting set-up and audited the books at years' end. Later, when a new and larger office was to be established, an architect loaned his services.
2. After one busy year of planning, a directorate, programs, and functioning office were established. On September 29, 1980, the Haliburton County Home Support Services was registered as a non-profit Ontario Corporation. At that time the organization consisted of seven officers, and twenty volunteer members from the County. The part-time office staff hired was, one co-ordinator, and one secretary each working three days a week.
3. The Meals on Wheels program operating in three communities, delivered a total of 2,438 meals to approximately 56 seniors. The source of these meals came from Homes for the Aged, local restaurants and home cooked, depending on the community and the number of meals needed. In March 1981, a grant was received from "Help the Aged" to implement a Meals on Wheels program in outlying areas of the County. Workshops were sponsored to inform the residents of the service and committees were set up to facilitate the carrying out of the program.
4. The 1981 annual meeting began with a very rewarding response to a dinner meeting with 80 volunteers present and members present. The directorate was enlarged to 25 members plus 5 executive members in an effort to have representation from each community in the county.
5. In the 2nd year the areas involved in the Meals on Wheels program enlarged liberally - bringing to some living in outlying communities a much needed service. So some of these same areas pursued a Wheels to Meals service, in neighbouring restaurants or within their Senior Clubs.
6. A brochure listing our aims and services along with a volunteer request form was sent out by bulk mail to every household. From this exposure approximately 100 volunteers responded - as well as requests for assistance from those not previously knowing of our service.
7. A senior swim program was enlisted using a lodge pool facilities, and an exercise program followed the swim. This program met with good response.
8. In January of year two a grant was received from the Federal Ministry of Employment and Immigration to establish a County-wide Centre. This project grew by leaps and bounds, and has continued to expand through the ensuing year. A very comprehensive filing system was set up and by the

end of the 2nd year we published a imposing volume containing all the information which had been collected and filed earlier in the year. The publishing of the book was made possible by volunteers and the use of excellent office equipment purchased by a New Horizon grant from National Health and Welfare.

9. Four newsletters were published in this year, these were distributed at the monthly meetings, the various Senior groups and through the office when interested callers came in.
10. Two workshops were held during the year; these dealt with Home Support Services, Nursing Services, available Nutrition and Home Care Services. Both workshops were attended by approximately 100 persons.
11. Year three continued to be a growth year with added swell of volunteers, who are eager and are carrying on with the services which have been initiated. Three successful workshops were held: Leadership Training, Total Health, and County Information Centre. Definite inroads into the well-being of many of the seniors have been made, by making them aware of the existence of the service offered. The program has provided enrichment for the lives of many who have moved to the area from the more affluent areas, having given them an outlet for using their skills and energies assisting those who can benefit from their expertise and care.

IMPORTANT PROJECT BACKGROUND

The development of Haliburton County Home Support Services came about as a result of the concern of one ex-public health nurse, who retired to her summer home on the shore of one of Haliburton's many lakes. In 1979 Mrs. McCann recognized the need for services in the aptly named "Highlands" and set up an ad hoc committee to lay the ground work for this organization which was to serve an area of 1,658 sq. miles with a population of 3,675 over 55 years (33% of the population).

KEY FACTORS OF SUCCESS

Funding: The assistance of representatives from the Ontario Ministry of Community and Social Services cannot be ignored. They attended several beginning meetings and gave money to its start. The Federal Government, through New Horizon grants, the "Help the Aged" organization and the County of Haliburton also supported financially. The Municipality of Dysart et al provided office space, furniture, and the use of office equipment. The Bank of Montreal, Haliburton, gave a donation, as did several concerned individuals.

Programs: The results of the questionnaire illustrate the needs of the seniors throughout the county, and a Meals on Wheels program, Volunteer Driving to various social functions, medical appointments, and shopping, assisting students with reading in schools, Friendly Visiting, Fone-a-Friend, assisting with income tax and many other tasks were established. A Wheels to Meals was an established program set up within the first few months.

Caring volunteers invited many people, many who never had an opportunity to get out and socialize, and provided the transportation to take them to the lodge or restaurant featuring the meal and return them home again, after dining, cards, and socializing.

IMPORTANCE TO LOCAL AREA

The program foresees more needs for the services as the number of seniors increases the continuing burgeoning of retirees, and the heavier demands on medicare also adds to the numbers needing home care.

At the monthly meetings, reports are given on all the projects operating in all the communities. At this time the program constantly evaluates the work being done; everyone contributes suggestions and the executive and co-ordinator are alerted to any suggestions which might improve the organization.

UNIQUE DEMONSTRATION OF SUCCESS

This project is not one demanding unique skills - it does necessitate persistence of purpose, willingness to give and the insight to rally the volunteers to fill the great demand for the services to a mushrooming number of seniors in the rural area.

CONTACT

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The Horticulture Centre of the Pacific has been established to demonstrate and operate an international horticultural centre consisting of pavilions and horticultural gardens from the nations of the Pacific and to provide an environment for the intermingling of international horticultural traditions and techniques. The Centre plans to establish a School of horticulture offering vocational training in horticulture, agriculture, arboriculture and landscaping, training for professional horticulturists and arboriculturists, programs in environmental design and landscape architecture and seminars. Training will include garden facilities for "hands-on" training of students, the community and visitors.

ISSUES ADDRESSED

- Abundance of attractive Display Gardens but lack of Demonstration Gardens for training and education.
- Demand for Allotment Garden Plots exceeds present supply.

ACCOMPLISHMENTS

- Seed Funds and land grant from the British Columbia provincial government.
- Architectural competition for design of the Centre.
- Pacific Demonstration Gardens planted.

THE PACIFIC GARDENS

A key element of the Horticulture Centre of the Pacific is The Pacific Gardens. They have an important function to serve the Centre's other two elements whose emphasis is educational and cultural. In addition, however, The Gardens have a special purpose of their own in relation to the local community.

Like the Centre itself, The Pacific Gardens have three components: The Demonstration Garden; The Allotment Garden; and The Experimental Garden, each of which is described below.

The Demonstration Garden

Demonstration Gardens, of which there are none in Greater Victoria, nor, as far as can be ascertained, in all of Canada, have a quite different purpose than Display Gardens. While they can, with careful design, be visually attractive, their main emphasis is training and education. They fill a need for people to see rather than just read about the practical application of horticultural principles and techniques. They can serve to stimulate the non-gardener to participate in a rewarding avocation, to improve the skills and techniques of those who are already amateur gardeners, and to provide a facility where professional horticulturalists can enhance their own knowledge and skills while at the same time participating in the training process for amateurs and professionals alike. Another important difference between demonstration and display gardens is that the former can give special emphasis to gardening for food as distinguished from gardening for ornamental or aesthetic purposes. Improvement in the community's ability to supply more of its own foodstuffs is an important aim of the Centre.

Put briefly, Demonstration Gardens attempt to illustrate, by the use of demonstrations and planting displays, a comprehensive range of garden practices, plant utilization, and the results of modern gardening techniques

and research. The way they do this, using small but well-designed plots and displays in relatively few acres, can best be explained by the following list of kinds of displays envisaged for the Demonstration Gardens:

- Small Front Garden Layouts
- Hardy Annual Garden
- Aspects of Vegetable Gardening
- Composting and Green Manuring Demonstration
- Soil Trial and Demonstration Plots
- Labour Saving Garden
- Patio Gardens
- Container Gardens and Balcony Gardens
- A Garden for the Infirm or Disabled
- Demonstration Fruit Garden
- Flowering Plants for Shady Situations
- Ferns for the Garden
- Shrubs for Different Situations
- Herb Garden
- Alpine Garden and Rock Garden
- Arboretum
- Rose (Hydrangea, Azalea, Rhododendron, Heather Etc.) Displays
- Demonstration Primary School Garden
- TV Garden
- Display of Paving, Natural and Artificial Stone in the Garden Landscape
- Lawn Treatment, Trials, and Plant Substitutes
- Amateur Greenhouse and Frame Demonstration

The foregoing examples are by no means exhaustive. Other displays can demonstrate climbing plants, the use of cloches, natural windbreaks and hedges, manufactured windbreaks, artificial lawn surfaces, the small apiary, and the like.

What makes the Demonstration Garden so valuable for training and educational purposes is the presence of expert horticulturists to explain and advise. These will be available not only for the casual visitor interested in a particular display but also for demonstration walks of the entire garden arranged for groups of children or adults or for societies interested in horticulture. Courses which will use The Garden as a demonstration facility can be organized for both amateurs and professionals alike, the instruction being given by visiting as well as local horticultural experts.

The Allotment Garden

The idea of Allotment Gardens is not new. Many civic and provincial governments in Canada provide garden plots at nominal rates for the recreational and economic benefit of people who live in apartments or homes where the development of a small vegetable garden is not possible.

In British Columbia, Allotment Garden Plots are provided in several communities, including Victoria, by the provincial Ministry of Agriculture. Plots of approximately 1000 square feet are leased to applicants for \$20.00 per year under a formal agreement which outlines the rules governing the use of the plot.

In Greater Victoria the demand for Allotment Garden Plots exceeds the present supply. The provision of such plots by The Pacific Gardens of the Horticulture Centre of the Pacific would help meet the demand. A further advantage to the plot-holder would be the availability of expert advice from

the horticulturists on the staff of The Pacific Gardens.

The Ministry of Agriculture estimates that the number of plots needed to meet the Greater Victoria demand would be approximately 100. At 1000 square feet each, then, just under two acres of land would be required.

The Experimental Garden

The Experimental Garden component is envisaged as a small acreage devoted to applied research in horticulture. Examples are the testing of new or improved species, of new fertilizers and pesticides, of the latest in tools and small equipment for garden use, and the like. The Experimental Gardens would complement but not compete with the more specialized kinds of research being carried out by the Federal Research Station at Saanichton, or in the Department of Biology at the University of Victoria.

Part of the acreage of the Experimental Garden would also be used for the plant nursery needs of the Pacific Gardens.

Finally, it is hoped that a one-acre mini-farm would be developed to show how an average family could be largely self-sustaining in the matter of food by applying good horticultural techniques to a small area of land.

THE NEED

It should be stated frankly at the outset that The Pacific Gardens are unlikely to be self-supporting. They must be considered as a public amenity like a public park or museum to be supported by funds from governments or private benefactors. The need and justification for them rests on several factors:

Training:

The Pacific School of Horticulture, which is a major element of The Horticulture Centre of the Pacific, requires garden facilities for the "hands-on" training of its students. The School must certainly use books and classrooms for the academic side of training in horticulture, but there can be no substitute for the practical application of that training in a real garden. It is envisaged that the academic training would take place in the winter months and the practical training in the summer interlude. Such practical training would be paid employment, aided hopefully by Canada Manpower training grants. The advantage to the student is paid employment while training. The advantage to The Pacific Gardens is that student manpower develops not only The Gardens but the overall landscaping of the whole Centre, a process that will require a period of years if, in fact, it ever ends.

A second and equally important kind of training is the training The Gardens will offer to the community of Greater Victoria and to visitors from farther afield. Local citizens who already garden can see the latest plants and horticultural techniques demonstrated. They can seek first-hand advice from the Gardens' experts and in this way improve their own gardens and utilize their own soil and surroundings to their greatest potential. Some visitors will come to The Gardens to find ideas and seek advice for their particular gardening problems. Other visitors will come in organized groups for guided tours and lectures not only by the Centre's experts but by visiting experts invited for the purpose. It would be the Centre's hope that visits by school-children and non-gardeners would encourage them to take up a rewarding avocation which would enrich their own lives while at the same time beautifying their homes and communities.

Finally, in the area of training, it is envisaged that by meetings, conferences, seminars, and exhibitions, professional and expert amateur gardeners, landscape architects, and planners could enhance their skills by acquiring the latest horticultural knowledge and techniques.

Economic Benefits:

An important aim of The Horticulture Centre of the Pacific is to improve the community's ability to grow more of its own foodstuffs. Southern Vancouver Island has both the land and climate to do this. At the moment we import much of our table-foods from California and Mexico. With rising transportation costs and the growth of consuming population in those areas, the price of imported foods will rise markedly in the future. It is in the local economic interest to promote local food-growing, whether by professional or amateur gardeners. The Pacific Gardens can be a catalyst to that desired end.

Tourism:

The Pacific Gardens will not attempt to compete with such ornamental gardens as Butchart Gardens. Rather they seek to add an attractive amenity to the total tourist scene of Greater Victoria. As an integral part of The Horticulture Centre of the Pacific with its facilities for exhibitions and cultural displays of all kinds, an important addition will be made to Greater Victoria's attractiveness for tourists from near and far.

Recreation and Rehabilitation:

The Pacific Gardens, or part of the total complex of The Horticulture Centre of the Pacific, will provide a pleasant place for the citizens of the community to visit. More significantly, its Allotment Garden will provide an opportunity for the hobby gardener to spend his free time on an activity which is both recreational and healthy, and also economically rewarding. Finally, The Gardens will offer a facility for the recreation and rehabilitation of certain kinds of handicapped or disabled persons away from their institutional environment.

CONTACT

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Horticulture Centre of The Pacific
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Victoria, British Columbia
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Tel: (604) 386-2241

The Indian Friendship Centre appointed its first Board of Directors in March 1966 and opened its doors in December. This was accomplished with the hard work of many volunteers and financial support from band councils, churches, service clubs, federal and provincial agencies and private donors. Membership is open to any person sympathetic with the aims and objectives of the Centre. The Centre presently has a long list of members and serves six Indian Bands in the area with a population of about 1500. There are 10 full time staff and 3 students plus many Native and Non-Native volunteers. Funding comes from the Secretary of State, Native Community Branch, Ministry of Community and Social Services, Manpower programs, Ministry of Justice, individual program funding, and annual membership fees of \$2.

ISSUES ADDRESSED

The objectives of the Centre are:

1. To provide a medium for the meeting of Indian and non-Indian people and the development of mutual understanding through common activities.
2. To stimulate and assist Indian self-expression and the development of Indian leadership.
3. To assist and encourage study of Indian needs and the planning of services with Indian people and both public and private agencies.

ACCOMPLISHMENTS OF PROJECT

This project provides a wide variety of services to the surrounding communities including a Native court worker, Native children and youth program coordinator, community development, summer student employment, Native resource library, Native employment centre, meeting and conference facilities, Li'l Beavers, elders program, recreational programs, used clothing depot, bi-weekly column in the newspaper, Native awareness days, potluck socials, bowling leagues, dances (both Native drums and contemporary), drop-in centre, sewing circle, and referral services. Our key accomplishments have been the creation of a place for all age groups from the 6 surrounding bands to meet (rather than having to meet in the street), Native leadership development, and creating an awareness and appreciation of Native culture.

IMPORTANT PROJECT BACKGROUND

The major struggle has been to secure sufficient funding. During the first three years the Centre had to raise 40% of its operating revenue through donations from the surrounding Indian Band Councils, churches, service clubs and private donors and the remaining 60% from Federal and Provincial Government agencies.

KEY FACTORS OF SUCCESS

Key factors have included wide-spread participation from the community, effective staff support for programs, annual events such as the Annual Meeting and Banquet, careful planning, and being considerate to volunteers.

BROAD DEVELOPMENT LEARNINGS

It is important to offer a wide variety of programs for all age groups so that you can involve all members of a family and all families of the community.

Then you get all the people saying we need this Centre.

IMPORTANCE TO LOCAL AREA

We provide the place for both Natives and Non-Natives to meet and to develop friendships across community boundaries. We provide crucial services to assist Natives in various difficulties with alcohol, drug, criminal or other social problems. We promote an understanding of Native culture among all ages, especially to young people through the schools and clubs.

UNIQUE DEMONSTRATION OF SUCCESS

Our activities are similar to other Indian Friendship Centres but our program is especially comprehensive in covering such a wide variety of services.

GLOBAL APPLICABILITY

All people need an opportunity to know that they are cared for. Establishing a Friendship Centre is especially important for people who are in a minority so they have a place to turn where they know they will be welcome.

MATERIALS AVAILABLE

- "History of the Indian Friendship Centre in Parry Sound," 82 pages
- Brochures
- Clippings
- Newsletters

CONTACT

Vera Pawis Tabobondung, Executive Director
Clara Baker, President
Indian Friendship Centre in Parry Sound
40-42 Gibson St
Parry Sound, Ontario P2A 1W9

Tel. (705) 746-5970

Information Orillia began in September, 1969 when the community recognized the need for one number to call for information. The Province now funds 1/3 of an approved budget and the community is called upon for the balance. There is one full-time paid worker and four regular volunteers who give up to 100 hours a month, with many more hours given to special projects and fund-raising throughout the year. Training is on-the-job and involves the examination of newspapers, store windows, incoming material, the updating of files and distribution of information. It is an autonomous organization, registered as a charity with the Federal Government, maintaining links through inter-agency and other community meetings, as well as media reports. Our budget for 1983 was \$22,600. This was raised by letter appeals to individuals, businesses, and municipalities.

ISSUES AND OBJECTIVES

While a number of community services were thought to be available in Orillia, it was felt that a number to call would enable people to find the help they needed. This need was felt simultaneously across Canada in 1969 and 1970 and information centres emerged in every conceivable place. 1969 References were:

1. to direct enquiries in the best direction for the appropriate assistance
2. to keep a record of enquiries and requests e.g. name, problem, request and date
3. to co-ordinate all services offered by the community to eliminate duplication if possible
4. to report areas of needed service to the Bureau (original sponsor)
5. to prevent abuse of services by the chronic cases.

This is mainly still true although the confidentiality of the enquiry has been extremely important and in fact the user does not need to identify himself to receive any information wanted. We attempt to respond to current needs, while offering information on every kind to everyone in the community, Orillia and district.

ACCOMPLISHMENTS OF PROJECT

In its early stages the community information service was able to assist those suffering the most hardship, needing welfare, housing, counselling etc. We have assisted in the establishment of mental health, counselling, legal, literacy, bed and breakfast, children's and seniors' services. Basic housing needs have unfortunately never been satisfactorily met. The need of the alcoholic is just beginning to be touched on.

This information service has stimulated the community to reach out with information and information-sharing as well as the need for advance information on recreational activities particularly. This particular need has emerged in the last two years. By providing Calendars of Events and lists of Special Interests we have informed a large number of the summer and resident community of resources for their use. A special effort has been made the past two years to take part in inter-agency groups in an effort to link them in some way.

IMPORTANT PROJECT BACKGROUND

A committee was formed under the Bureau of Social Services, a social development group, whose aim was to establish a community information service. This was to direct enquiries through one number to put people in touch with the

appropriate service. It started with 3 hours a day in the basement of the Y.M.C.A. with free rent. Initial funding came from churches, then service clubs, then the Province began partial funding to approve centres meeting a set of criteria. A Provincial Association represents community information centres in relationships with government and each other.

Significant developments were mentioned earlier. The biggest difficulty seems to be to persuade the community to be financially responsible for this service. There is an expectation that government should be doing it. Even the community workers who gain so much from the service feel that their employer should be supporting us while the employer who may be a government or non-profit agency feels it shouldn't be putting out funds for this service and yet readily expects to pay for janitorial or other operating costs. Other information givers are threatened by our low-cost, straightforward delivery of service and must be nurtured to accept each for what it is.

KEY FACTORS OF SUCCESS

The service does get the feedback that indicates a high level of appreciation, particularly from the man in the street. Much of this may be attributed to the continuity of service given by the full-time worker, high standards of accuracy in information related to the day-to-day needs in the community leading to an established reputation for good service, a wide range of hard-to-find resources of every kind and a friendly helpful attitude to those who need help most. Co-operating with other services while maintaining autonomy and choosing appropriate priorities is important, requiring constant thought.

BROAD DEVELOPMENT LEARNINGS

The development of this community information centre has been based on the dedication of a small group of supporters including the full-time worker. A conviction of the need for information on basic needs as the right for all and a realization of the importance of knowing where to locate resources when needed, together with a conscientious stewardship of our own funds and resources, has instilled a confidence in our integrity with this community.

- belief in your cause
- dedicated staff and support
- the opportunity to grow and remain relevant
- the appreciation of the community that uses the service
- the financial support that sustains you

IMPORTANCE TO LOCAL AREA

Many helping services have been developed with input on the need from this community information centre. These are mentioned earlier and have led to a situation where the community is fairly familiar with resources such as Tele-care for distress, Legal Clinic for advice, Richmond Resource Centre for counselling and befriending and Tamarac Services for the family. This has relieved mental health stress and strengthened the family.

As a host community interested in developing its tourism attractions a need for plentiful, accessible information has been demonstrated through publications and radio and t.v. Information needs to shift from one area to another, from social services in its early years to recreation at the present time; from children's registrations in the spring, to housing and fall programs now, as well as the ongoing need to reach government offices and health services and clubs of every kind. The move to automation in information is interesting but seems far removed from our budget. It seems important to learn about it, without being able to make use of automation.

UNIQUE DEMONSTRATION OF SUCCESS

To have existed for fourteen years, having come out of the grassroots, must be some kind of success. It has been necessary to continually maintain our worth in order to get financial support. Our bare-bones budget compared to the accomplishments in a year must be apparent to anyone who looks and a welcome change from the lavish spending that is seen at times. We would however, welcome a little more "flesh on our bones".

Our efforts to make information of all kinds more accessible have led the way to "key-word" lists for services such as "welfare, cancer, family planning, chess." With the help of volunteers and summer students we have experimented in TV and stimulated outreach through radio and publications and outdoor notice boards. Self-development workshops and conferences all seem to leave their mark and new inspiration can be the result. The Rural Development Symposium in 1983 [part of the IERD process] was no exception and it's been felt ever since attending that Orillia event that others would benefit from such an experience.

GLOBAL APPLICABILITY

It seems all the more important in a society that is faced with ongoing change that someone is keeping track of the location of basic resources particularly. Even the need for leisure time information seems relevant to a healthy balance and good mental health. The trend to automation in information will certainly handle much of the load, but in the beginning at least, and even after, the need for a personal delivery service will be essential. Governments are moving towards more accessible information, but at the same time change is constant and the public has difficulty keeping up with blue pages in telephone books for example. We hope to educate as we offer the help in finding the service.

A common language symbol is becoming useful in communicating with all levels of society as well as with different languages. A simple, friendly but well informed "door to services" seems an important basis. A support group with as wide a representation as possible could assist the growth and sustenance of a project." (Henry Dreyfuss-Sourcebook to International Graphic Symbols)

MATERIALS AVAILABLE

- "Profiles" describe Community Information Centres in Ontario, their location, size and funding. It also lists out of province centres and principles of a Community Information Centre.
- A brief history and bylaws as well as map of the Province indicating the locations of C.I.C.'s make a comprehensive guide which is brought up to date each year. This is available from the Association of Community Information Centres in Ontario, 1530 Albion Road, Rexdale, Ont. M9V 1B4.
- The A.C.I.C.O. has produced a videotape showing a community information centre in action. It is called "If you don't know who to ask, ask us" and can be borrowed in 3/4" Umatic and 1/2" VHS from the Resource Centre, Ministry of Citizenship & Culture, 9th floor, 77 Bloor St. W., Toronto M7A 2R9. There is no charge. Information Orillia has assisted other community information centres to get established; just recently Information Muskoka. We are looking for ways to link with different networks in our community.

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The James Bay Community Project was established in 1975 with the election of 15 community residents to the James Bay Community Resources Board. The project is a model of community organization which has developed integrated delivery of health, social and community services and fostered community responsibility for their own problems and development of the confidence and skills to enact change in the community. Programs are carried on out of the following facilities: James Bay Health and Social Services Centre, James Bay Community School Centre, James Bay New Horizons Senior Citizens Activities Centre, and Beckley Farm Intermediate Care Lodge.

ISSUES ADDRESSED

One of the oldest communities in Victoria, James Bay is situated in the Southwest corner of the city, bounded on 3 sides by water and on the fourth by Beacon Hill Park. It is centrally located in relation to civic amenities, being adjacent to the downtown core, and includes around its periphery the British Columbia Government offices, commercial and tourist facilities, industrial plants, regional parks and ocean frontage.

The core of the community, housing close to 10,000 residents, is mixed residential with many multiple dwelling walk-up apartments and high rise apartment units, plus a small but visible number of single family detached dwellings, many of historic importance. The human content is extremely varied in respect to age, socio-economic level, background and life style. The area has a larger than average population of senior citizens and young working singles and a lower than average population of children and married adults. The majority of the community is tenant occupied.

James Bay has undergone rapid changes in the last decade and especially in the last few years. Change has threatened the permanence of the community itself, however the community has responded, under various auspices, to combat threats of unplanned development, to develop a community school, to develop plans for community health and social services and to satisfy the most pressing needs of the residents in the community. Community organizations have been formed to channel community opinion and to exert pressures for change that will ensure a permanent liveability for the residents of James Bay.

The James Bay community has been faced by a number of problems and unfulfilled needs. The greatest has probably been the lack of control over growth in the area. Development growth and the inroads of the government precinct have gradually destroyed the heritage of the community. Increased growth has brought pressures on services, especially transportation access in and out of the community and inadequate sewage systems. A large number of dwellings have been owned by absentee landlords who have let them run down until redevelopment means their replacement with higher density accomodation. A serious lack of services and community activities for the increasing population is apparent - including health, social services, recreation and education.

OBJECTIVES

The goals and objectives agreed to originally by the community were:

1. To increase the communication between the residents of James Bay internally within the community and externally within a larger city context.

2. To involve local residents in the planning and administering of services for the community on a continuous and evolutionary basis.
3. To allow citizen decision-making at a local level by community consensus.
4. To provide necessary services, programs and facilities to meet present and possible future needs of the James Bay residents.
5. To integrate health, education, recreation and social services provided to the community in order to stress co-operation and avoid duplication and overlap of services.
6. To maintain the heritage and improve the quality and aesthetics of the community.
7. To create pride and foster a community identity within James Bay.
8. To retain and foster a sense of individual identity for local groups operating in the community.
9. To develop pro-active rather than reactive service delivery programs for the community.

ACCOMPLISHMENTS OF PROJECT

- Stabilization and improvement of the physical environment in the community.
- Saving of historic housing and amenities.
- Creation of community organizations to increase communication and planning within the community.
- Involvement of residents in planning and administering community services.
- Integration of all health, social service and community education services through an elected community board.
- Significant increase in community services for all ages including:
 - Community School programs, Allotment gardens, Recycling services
 - Seniors intermediate care facility, Seniors activity center
 - Preschool and day care programs, Community health services
 - Educational support program for teens who have left school
 - Homemakers program, Volunteer bureau, Children's drop-in centre
 - Health festivals, Self Care network, Social service agency
 - Nutrition program for seniors, James Bay book deposit, Medical clinic
 - Children & family support, Creation of local newspaper (James Bay News)
- A major decrease in crisis problems in the community indicated by:
 - 1/3rd decrease in admission to hospitals because of the medical clinic, preventive programs, and health education.
 - a major decrease in juvenile delinquency. James Bay has changed from a community with one of the highest crime rates in the region to one of the lowest (probation officers caseload decreased from 17 clients to 1 client per month).
 - A vital and active volunteer program with more than 8,000 annual hours of volunteer service.
 - A strong feeling of community pride helping to change the community from one of the least to most desirable places to live within the region.

IMPORTANT PROJECT BACKGROUND

Major changes to a more dense urban community began in the early and late 1960's. In 1968 the City released the James Bay Land and Transportation Plan oriented to total development of the area. Early in 1972 a L.I.P. project sponsored by the James Bay United Church interviewed and questioned the community about the adequacy for services in the community. From this input the community was organized through the creation of the James Bay Community Association. Many of the needs in the community were identified.

In 1972 a recommendation to halt development was forwarded to City Council, and after a number of community position papers the Department of Community Development, City of Victoria, put out a report on James Bay recommending down zoning and more controlled growth to meet community concerns. Most recommendations were subsequently adopted by City Council. At the same time a proposal to develop a community education and recreation program was being pushed.

Later a proposal for a Community Health and Social Services Centre for James Bay was presented to government. A broader proposal integrating health, education, recreation and social services was then developed by the Neighbourhood Services Council of the James Bay community and was presented to the Minister of Human Resources. The proposal identified service needs including physical facilities and staffing requirements with recommendations for implementation. The following government response for capital and operating funds was received October 1, 1973.

"This will confirm that the Children's Committee of Cabinet has agreed in principle to proceed with the James Bay integrated services proposals submitted to the Government by the James Bay Neighbourhood Services Council."

The James Bay Community Project was established on May 14, 1975 with the election of 15 community residents to the James Bay Community Resources Board. It was set up as one of four pilot projects in B.C. to integrate services at the community level and to assume responsibility for assessing community needs through public participation and for planning, delivering and managing services for the community. Since 1975 the Board has been successful in meeting the major health and social service needs in the community. The Board is funded through grants from provincial/federal/municipal/school board/library board and private foundations as well as raising much money locally within the community. It now has a yearly operating budget of over one million dollars. The Board has survived a number of political threats because of strong local support.

Programs are carried out through the following facilities that the Board operates directly or has promoted separate societies to operate: James Bay Health and Social Services Centre; James Bay Community School Centre; James Bay New Horizons Senior Citizens Activities Centre; and Beckley Farm Intermediate Care Lodge.

KEY FACTORS OF SUCCESS

- A systematic community development process to rally the community, identify community needs, develop a clear vision and purpose, build decision making by consensus, recruit those interested in the vision, develop strong networks and support systems, identify immediate needs which could be met quickly as well as develop programs to meet long term needs, provide up to date information to the community so everyone knows what is happening, and encourage local input and ideas.
- Community pressure to develop alternative models of service delivery and recognition by various levels of government to attempt a new model of service delivery in James Bay. This led to creation of:
 - an elected board to represent the community and give credibility to the process
 - a budget allocation to the community by the provincial government to assist professional staff in providing an expanded service to the community.

- Provision of services under one umbrella with co-ordination and integration where suitable.
- Hiring of competent staff committed to the goals and objectives of the community.
- Integral use of community volunteers and community work programs to work with professional staff in providing an expanded service to the community.
- Evaluation of the program indicating extremely high level of community support, cost effectiveness of services, and efficient management of services at the local level.

BROAD DEVELOPMENT LEARNINGS

- Sufficient time is required for the community development process to pull together a strong community organization and direction (3 to 4 years).
- Organization of the community is more easily facilitated by an identifiable crisis (lack of services, increased density).
- Organizing a community can easily result in a small group of people running the community. Care has to be given to decentralize community responsibility to grass roots organizations in the community wherever possible or to set up proper mechanisms to ensure local accountability (general community elections).
- A co-ordinating body with staff support is necessary to keep the community working towards collective goals and aspirations.
- Integration of services is very difficult at the local level without a positive attitude to integration by senior levels of government.
- It is important to start small with growth coming from a common vision. The vision can come from a few. If understood and agreed to by the community, there will be many eager to help implement it.
- It is important that each step forward is taken firmly and securely planted before taking the next.
- Innovative projects require a dedicated staff. We found staff were expected to perform their traditional roles as well as develop new roles with the community requiring additional time and new ways of thinking (i.e. doctors on salary).
- Many community needs require a minimum amount of seed money and some organization to get started. Once underway they can operate on a self-sufficient basis: e.g. our recycling program cost \$200 for a trailer..the volunteers did the rest; our allotment garden program cost \$350 to install water systems, \$1.00 per year and administrative support to negotiate leases on unused public or private property; our homemaking program began by advertising for a co-ordinator to develop the program through charging users a low cost fee. Within three months we had 20 homemakers employed and the co-ordinator had created a 3/4-time position paid through user fees.
- The community organization structure must remain flexible, able to change with changing demands in order to remain a viable community asset.

IMPORTANCE TO LOCAL AREA

- Physical environment has been stabilized.
- Families and permanent residents have moved back into the community.
- Quality health, education, recreation and social services are available and easily accessible in the community.
- Increased community spirit.
- Increased communication and socialization between all age and interest groups.
- Community has become a safe environment in which to live.

- Local input and feedback regarding services and programs is encouraged.
- Staff have better understanding of community needs.
- There is a quick, effective organization structure to respond to emergency needs and problems.
- There is a more holistic approach to service delivery with less duplication of services.

UNIQUE DEMONSTRATION OF SUCCESS

The Project has indicated that a community-based, integrated service centre:

- can be efficiently and effectively administered by a locally elected community body
- can be cost effective with traditional service systems while offering a superior service to the community
- can act as a catalyst to improve the quality of life in the community beyond the specific mandate of the services provided
- can be an effective vehicle to co-ordinate and assist with developing meaningful volunteer support to enhance the quality of preventive programs in the community.

GLOBAL APPLICABILITY

Provision of community services using an integrated structure, accountable at the local level and encouraging board public participation is a viable option in service delivery throughout the world. The type of organization and services will change but the process is relevant.

In order to ensure success it's important that:

1. The community asks for this involvement rather than having a third party foist it on a community.
2. Sufficient time be allowed and encouragement given for a community development approach to be utilized by the community especially in regards to building: strong leadership potential, participatory planning vehicles and consensus on goals and aspirations; a catalogue of people and physical resources in the community, communication channels to receive and disburse information, a volunteer framework for relevant action.
3. Senior governments and organizations be encouraged to set overall priorities, provide research information, set standards, and economic policy and give the local area as much flexibility as possible to carry out programs within a given mandate at the local level.
4. Professional staff and advisors are accountable to the local community.
5. There is an attitude encouraging a local community to solve its own problems with resources and support from outside systems when required.
6. There are some resources available to seeding new ideas/programs in the community to develop flexibility in meeting new emergent needs.

MATERIALS AVAILABLE

Reports:

- James Bay Community Project: Preliminary Program 1974
- James Bay Community Project: Developing Co-operation - A Perspective, 1974
- The Audit Committee Report on Community Human Resources & Health Centres, 1978

Articles:

- The Grass Roots Renaissance in James Bay (by Michael Cox-Monday Magazine)

Brochures:

- James Bay Community Project - Annual Reports

- James Bay Community Project - Directory of Services
- James Bay Community School - Program Brochure

Slide Tape:

- The James Bay Community Project-produced 1978 (for p.r.only)

Video Tape:

- Wholly Health Fairs (20 minutes Beta and VHS) Purchase or loan

Publications:

- "The Health Fair Handbook" Cost \$6/95 (by Dill and Sherman)
- "Wellspring" Magazine-The Self Care Quarterly Cost \$10 annually
- "Reforming Human Services-The Community Resource Board Experience in British Columbia: by Clague, Dill, Seebarin, Wharf

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Under Syncrude's Job Rotation Scheme, Indian workers from the settlement of Fort Chipewyan are flown 140 air miles south on a shiftwork basis, to the company's bitumen recovery operation at Mildred Lake. The program gives native people the opportunity to work and gain technical skills in an industrial environment with minimum negative impact on their culture and community. The establishment of an Advisory Selection Committee representing the community and the company was a key factor in the success of the scheme. Efficient dependable transportation and constant close contact and communications between employees and their families, between employer and employees, and between company and community have also contributed to the success of the scheme.

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

- 24 jobs
- 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.

IMPORTANT PROJECT BACKGROUND

Fort Chipewyan is close to one of the major oil producing areas of Canada. It is a town of about 1400, made up of Cree and Chip Bands and a Metis local. It is about 140 air miles north of the plant site.

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 and reviewed.
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 the household 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 commmuter 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.

GLOBAL APPLICABILITY

Infrastructures and attention to practical human needs are critical in a program of this kind. Establish at the outset the structures that represent and communicate the consensus of the community and the company.

MATERIALS AVAILABLE

- General synopsis of the program

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KAWARTHA YOUTH INC.
Lindsay, Ontario

#37

Started in 1969 with an individual assisting youth out of his home, then formed as a boys club. In 1970 it purchased an abandoned factory and remodeled it as a comprehensive recreation facility. Now it has two full time staff, one part-time secretary, and 100 volunteers serving hundreds of children and youth from Lindsay and surrounding towns. They have a budget of \$80,000 from a variety of sources. Children pay a membership fee of only \$3 per year.

ISSUED ADDRESSED

Ron Kennedy started it to address the problems of youth having problems but without creative outlets for their energy. Now it aims to provide a wide variety of programs to meet the needs of children and youth aged 4-18.

ACCOMPLISHMENTS OF PROJECT

KWI provides an alternative and constructive way for Lindsay youth to spend their leisure time. It provides two 4-week day camp sessions in July and August for 180 children. For children of working parents, it provides latch key lunches, after school programs and special programs for school holiday periods. There are a variety of social/educational programs to enable youth to deal effectively with life's responsibilities, including health promotion, lifeskills awareness, counseling, and referrals. Facilities include a gymnasium, games room, craftroom, kitchen, library, and teen lounge.

IMPORTANT PROJECT BACKGROUND

The project has had broad community support with funding from the United Way, the Town of Lindsay, Ontario Youth Employment programs, and a variety of fund raising events, including the Fall Fair, bingo, dances, Swim-a-thon, paper and bottle drives, and a Charity Ball.

KEY FACTORS OF SUCCESS

Recognizing a key unmet need in the community and providing quality programs to meet that need. Also, gaining broadbase community support and faith in the program.

BROAD DEVELOPMENT LEARNINGS

The key is developing public awareness of your programs and strengthening your public image through the media. We have found the newspaper to be very helpful in publicizing our many activities. We have found that the best way to recruit volunteers is by other volunteers. Our network reaches throughout the community. We have found that our programs provide leadership training and form a kind of "farm" system for future volunteers and staff.

IMPORTANCE TO LOCAL AREA

Although we have no statistics, we believe that we reduce crime and vandalism. The Lindsay Police Department believes that we save the town the cost of one police officer. Having a quality youth program improves the quality of the town life.

UNIQUE DEMONSTRATION OF SUCCESS

We provide so much for so many with so little, that we constantly amaze people. We have an elected Teen Council which provides leadership development through involvement. They participate in input into programming as well as aiding the

fund raising.

GLOBAL APPLICABILITY

This is an example of how all of our various cultural and ethnic backgrounds can work together in unity and harmony to provide direction for our children and youth, the future of our society.

MATERIALS AVAILABLE

Brochure

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The community of Terrace, a growing trading and industrial community, is the centre for most government services in Northwestern British Columbia and a hub community to which the Native people from a dozen or more villages gravitate. Despite the richness of their art and cultural traditions, many of these people have migrated to urban and industrial centres to find employment, to gain access to better health services and to attend college or provide a greater variety of educational opportunities for children. The Kermode Friendship Society performs a variety of roles and programmes in serving, especially the needs of Native people not permanently living on reserves. It is an autonomous social service agency existing to administer and implement programmes to meet the needs of Native people either migrating to or living in urban centres. The center orients Native people to the urban community setting by offering counselling and referral services, social and recreation programs, cultural awareness and community development.

OBJECTIVES

At the outset, the objectives of the Society embraced several stated design principles: to organize and unite local urban Indian people, to carry out programmes consistent with those of a charitable organization for the advancement of the level of education, training and opportunity among Indian people, and to receive grants from the Government of Canada, the Government of British Columbia, and any other donor, and to administer and disperse such grants in a manner that would benefit the Indian peoples.

Since then, the Kermode Friendship Center has been providing support and advice to status and non-status Indian people on matters of housing, education, health, employment and other community services.

IMPORTANT PROJECT BACKGROUND

Kermode Friendship Society initially functioned, beginning in 1972, as the 'Native Resource Center' under the direction of the B.C. Association of Non-Status Indians (B.C.A.N.S.I.). In 1976, B.C.A.N.S.I. disbanded as a provincial organization. Then, with the introduction of the Migrating Native People's Program, through the Secretary of State's Department of the Federal Government, the Native Resource Center was incorporated as the Kermode Friendship Society. The Kermode Friendship Society is administered by a Board of Directors which is elected at the Society's annual general meeting. The Board is responsible for policy direction and overseeing the administration and management of the Center.

The Center's staff includes an Executive Director who is in charge of management, a Program Co-ordinator who introduces and administers programmes, and a Secretary who is responsible for meeting people, keeping records and organizing office routine. In addition to the regular staff, the Center employs occasional temporary staff to undertake immediate and specific tasks. There are also committees of the Board who help to plan, organize and direct the work of the Center.

In sum, the Friendship Society co-operates with many community organizations and government services and, generally, develops a positive relationship between native and non-native people in its continuing effort to improve the condition of the urban Indian people.

(Traditionally, the Federal Government has provided services to Native people living on lands reserved exclusively for them. With the increasing migration of Native people to urban centers, however, the government has supported the development of special referral or liaison facilities called Friendship Centers.)

THE TERRACE COMMUNITY

As recently as 1961 the community of Terrace had a population of 1,200. The spectacular growth in population has been matched by significant development in all sectors of the community. Logging operations remain central to the economy of the area, but the government sector, service industry, transportation, tourism and mining have all experienced rapid growth in recent years.

The population of the Terrace municipality is 12,000 at present, and the trading area is 20,000. The Native villages on the Nass and Skeena Rivers find Terrace to be their major "town". The Department of Indian and Northern Affairs, Health and Welfare and most of the provincial ministries have regional offices in Terrace, and the number of Native people travelling to and through Terrace has increased dramatically in the past decade.

THE NATIVE COMMUNITY

The community of Terrace is located on the junction of the Skeena and Kalum Rivers, approximately 90 miles east of Prince Rupert and 30 miles north of Kitimat. A growing trading and industrial community, Terrace is also the centre for most government services in Northwestern British Columbia and a hub community to which the Native people from a dozen or more villages gravitate.

Within an 80-mile radius of Terrace there are approximately 18,000 Native Indian people, half of whom are on-reserve status Indians and half off-reserve non-status and out-of-province Indian and Metis people. The Kermode Friendship Society performs a variety of roles in serving especially the needs of Native people not permanently living on reserves.

The Indian population of the Northwest Coast is made up of seven major tribal groups, most of them internationally recognized for the high state of their art and traditional social organization. The tribal groups are Tsimpsan, Haida, Nisgha, Northern Kwakiutl, Gitksan, Western Carrier and Tahltan. Despite the richness of their art and cultural traditions, many of these people have migrated to urban and industrial centres to find employment, to gain access to better health services and to attend college or provide a greater variety of educational opportunity for children.

It is in this kind of community with Native people from a variety of backgrounds and tribal traditions that the Kermode Friendship Society carries out its programmes.

ACCOMPLISHMENTS OF PROJECT

(Activities and Programmes of Kermode Friendship Society)

Summer Youth Day Camp

The program co-ordinator developed and completed a successful proposal for funding for a free "Back-to-Nature" Youth Camp for children between the ages 8-14 years. During the camp's period of operation he was also engaged in transporting the children to and from their daily activities. The camp involved cultural, recreational and educational activities such as Native handicrafts, legends, Indian singing and dancing, plant identification, basic outdoor safety and survival, canoeing, hiking, camping, field trips and physical fitness related sports and games. Throughout the summer months there were three ten-day cycles for the two separate age groups.

Native Studies Curriculum Enrichment Program

The program co-ordinator developed and introduced a curriculum enrichment program of Native studies to all grade 4 level students in the Terrace/-Thornhill area of School District #88. This culturally enriched material was designed to provide cross-cultural learning experiences by demonstrating the historic and contemporary development, achievements and ways-of-life of the Indian people using knowledgeable local Native elders as resource people in the classroom instruction. The program will be expanded this year to include all grade 5 level elementary students.

Ribbon 'N Blues Emporium

This project has been established as a store-front operation to sell recycled clothing and refinished furniture with the emphasis on sewing authentic and contemporary Native-designed clothing. The focus of the project is to create job opportunities for six Native people who are talented in the sewing, craft and furniture refinishing and repairs fields. In addition, the products would be accessible to low income groups. The project and manager are presently operating at the Kermode Friendship Center until October 1983, at which time the operation will relocate and begin production.

Alcoholics Anonymous

The program was initiated by the program co-ordinator to provide support to the Native people in coming to terms with their problems in alcohol abuse and provide fellowship. There is an average of 15 people who attend meetings on a regular basis.

Pre-Employment Program for Native Women

This course was designed to allow Native women the opportunity to develop their own skills for the labour market while providing vocational counselling, securing job placement and offering skills assessment. The program is conducted in two four-month sessions with 10 participants in each cycle.

Fetal Alcohol Syndrome

Work is being undertaken by the program co-ordinator to help educate Native women about the effects of alcohol on pregnancies and the unborn child. A slide show presentation is being developed with the co-operation and assistance of Dr. Kwadwo O Asante, a Fetal Alcohol Syndrome Specialist.

Elders' Club

Meetings have been held with the Elders' Group to plan activities and fund-raising events for their trip to the Annual Elders' Gathering being sponsored in Vancouver in September, 1983. To date, a benefit dinner has been held to raise funds and meetings are on-going to organize ways of soliciting contributions from the community.

Native Communications Society

Preliminary work by the program co-ordinator has been initiated in this area and he has been exploring the possibility of producing a documentary-style radio program which would have a northern focus on Native affairs and issues. An encouraging note is that the local radio station has been granted a licence for F.M. programming. To date, negotiations are continuing.

Kermode Communications Newsletter

This is part of the program co-ordinator's responsibility on an on-going basis to produce a monthly newsletter which is distributed to each of the membership, Social service agencies, other Friendship Centres and Indian Bands.

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The Kipohtakaw Education Centre provides a quality wholistic approach to educational programmes for people on the Alexander Reserve. The project provides cultural enrichment along with a quality early childhood education for children in the community through grade 5, as well as upgrading existing skills of local people to become educators and managers. In conjunction with a strong academic programme the project activities include a nutrition programme, health screening, elders advisory component, psychological and academic testing, elders in residence, cultural enrichment, junior high school recovery programme, university programme in teaching and tutoring, staff development and training, home and school liaison, student counselling, special education, community newsletter, curriculum development, community outreach and participation in a support group which consists of a group of women involved in community issues.

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. The standard curriculum did not recognize the needs of the individual and the culture. 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 which 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. Local participation has been a cornerstone of this project in regards to sharing common goals. The initiative began with on-going consultation at the community level. The efforts of key individuals combined with skilled people returning to the community began informal discussions which led to meetings, research, seminars and workshops with outside consultants. Several talks took place among community members and a group of people were encouraged to run for the school committee. At a community workshop, the Committee members were elected. This new Committee was recognized by the tribal government as a School Board. The new committee took steps towards implementing an evaluation. Because the evaluators trained and involved a large number of interested community members, it led directly into an action plan. Proposals were written by the committee because they knew the overall needs of the school. A training mode was established which encouraged actualization of individual goals and which permits continued participation as the programme evolves. Local participation is still being encouraged so that the project will continue to expand and diversify in accordance with the community's needs.
2. The Kipohtakaw Education Centre project was initiated through the grass-roots efforts of local community people. It was through the actual process of taking over the control of the school from the Department of Indian Affairs that the teaching and administrative staff acquired skills and training to implement their project. The vision and plan were developed through face-to-face home visits and formal workshops.
3. Initially sums of money were allocated to focus on training in bookkeeping and secretarial skills through formal training sessions and on-the-job

experience. This was necessary immediately as large sums of money were decentralized to the project. Management skills and systems have been developed since the project began to assure local participation in the management. The school practises a role in sharing, group decision making, mutual support in teams as seen when community members become an acting principal on a rotating basis during the absence of the school principal.

4. Staff flexibility, or the ability to play more than one role, has been important to the administrative and operational effectiveness of the project. Training and role-changing on the job makes this possible. The infrastructure is in place for future development of materials such as resource books and computer software as well as further programmes designed to meet the needs of individual community members.
5. Creating a Motivating Environment: Creating a motivating environment was done through establishing a common vision and continually communicating it positively and enthusiastically; identifying needs; and looking at multiple approaches to meet needs. Recognizing we are all in the process of becoming and working together towards that goal allowed each to experience successes.
6. Effective Resource Development: Development of human resources in a wholistic sense is viewed as key to the success of this project. Good leadership was essential to the development of programmes and people, and acquiring necessary funds.
7. Researching and Meeting Needs: Planning and evaluation have also been important since all strategies evolved from the local grass roots. The development plan is to establish need, to develop alternative approaches to meet need, to find resources to fund approaches, and to check frequently to see that need is being met.
8. Communication Networking: Communication is important to the project through local networking and many community meetings plus a community newsletter. Information is diffused throughout the community and local input is shared. Communication is maintained and stimulated by teamwork and shared work experiences on the project through informal personal exchanges.

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.

The project has had a great impact to those outside the community in sharing a common vision of Native Education and local control. It has helped to reinforce for others that the traditional wholistic view of life shared by many Native people is a workable model for educational renewal in many developing communities. A strong factor in the project's success to date has been the reinforcement in the community of the value of sharing. The wide acceptance of the project results outside of the community and the reciprocal help the project had received from others have reinforced the community's self-image and have resulted in 123 other communities asking the Alexander community for help in planning their own Education Programme.

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. The success of the project has depended on a systematic approach of building to meet real needs. First, the total needs within the community were determined through a process of involving many people formally or informally in creating a long-term vision for the Band. This allowed the School Committee to begin researching available resources they might draw upon in meeting the educational needs of the community. The Anisa wholistic educational approach was chosen as the most appropriate method for the situation of Alexander Band, since it builds on the traditional values of the people. Training of staff has been done both locally and outside the area to develop necessary skills and to increase staff role flexibility. Basic skills training manuals and teachers' manuals have now been developed to enable this process. An active and committed School Board now plays an important role in accelerating project expansion and building community understanding and support. The staff and the Board function as a complementary team rather than in a hierarchical mode, and the readiness of everyone to affirm the importance of each other's role is crucial to maintaining a climate of cooperation.

The programme is one that was able to develop and expand quickly because of adequate financial support. This allowed training for staff to upgrade skills of community members in management, teaching, evaluation and testing techniques. Along with this training, on-going development of professional staff in specialized teaching methods is financially supported. However, this project could have been done at a slower rate with less financial support under our wholistic Anisa philosophy.

MATERIALS AVAILABLE

- "Kipohatakaw 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.

Audio-visuals

- CBC film documentary
- Film, "To Call an Eagle" (1983)
- Slides, pictures
- The School before and after Band Control,
- 12-hour Anisa training of staff and workshops on video

Annual Reports

- Financial reports and Audit
- Report to Community
- Report to Board
- Reports to government funding agencies

External Evaluations

- Evaluation document, "Determining our Own Destiny in Education", April 15, 1982, coordinated by Native Education Faculty of Ed., The University of Lethbridge, Lethbridge, Alberta, Canada. (cost \$25)
- Provincial Evaluation by Evaluation Branch of Alberta Education (Zone 345) by Dr. Ralph Sabey.

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The Lac La Ronge Band consists of over 3,000 Cree people living in six communities on fourteen reserves which are as much as 200 miles apart in the forest and parklands region of central Saskatchewan. They are involved in the total development of their people: education, economic, health and welfare. The educational program from Kindergarten through grade twelve is based on a bicultural, bilingual curriculum. Vocational training and the alternate school serve youth and adults. Community people play an important part as resources for the schools. The economic programs are made up of joint ventures, such as trucking, wild rice production, processed beef products, and dry cleaning. In addition to forestry related ventures, housing construction builds new homes and renovates older homes as well as extending water and sewer services. Community planning studies are being followed. In the arena of health and welfare, two medical clinics, a dental program for school children, and an alcohol rehabilitation program play an important part in the general welfare of the people. All these programs take input from various groups: community meetings, school committees, the advisory boards, the Council of Elders and the Band Council.

ISSUES ADDRESSED

The Lac La Ronge Band is applying its human and natural resources to confront the disadvantages of isolation, great distances from an urban centre and the vicious circle of issues related to unemployment.

1. The Lac La Ronge Indian Band was dissatisfied with the education process. It took the children away to attend school miles from home. Leaving home and being exposed to a foreign world (language and culture) threatened the children's own culture and mother tongue. Realizing this the Band requested Band control of education, but convincing the government that they could handle money was a problem.
2. Delivery of social services was slow. The people who handled this had little understanding of the Band's customs. Children were taken away from the reserve and frequently put in white homes. This again threatened the Indian population, depriving children of their own language and culture. Most communities were without adequate transportation services, cutting them off from the outside world.
3. Trapping was no longer providing a sufficient livelihood for families. Band members had problems getting into some good lakes because the outfitters were restricting fishermen's production to very specific limits and continue to do so. Since the mines shut down Band members were laid off. Local employment, such as fire fighting, campground maintenance, outfitters/guides, construction of houses, schools and roads has been seasonal.
4. Since the Band achieved self-control they have had problems getting enough funding, through Indian Affairs, to carry on their projects. Funding delivery is slow, which restricts the cash flow to projects at times.

OBJECTIVES

The Lac La Ronge Band realizes that the basis of their rights is in their treaties. When these rights were being threatened the Band affirmed their importance, asserting greater Band self-control. The people changed from a limited focus of concern within their own small reserve areas to a broader Band view and relationships to the larger society. With new self-determination the

Band is expanding economic activities, creating employment opportunities, improving education which relates to their culture, and building management and accountability systems. At the same time as the Band is undergoing these changes the people are striving to maintain their own traditional life style (fishing, hunting and trapping) and values. The Band recognizes that in spite of its activities it still has much to do before adequate self-control is realized.

ACCOMPLISHMENTS OF PROJECT

1. School systems have been set up, teachers trained, curricula and materials developed. The Band defined a bilingual/bicultural policy which pervades the curriculum on all of its reserves. The primary school classrooms are staffed with certified, Cree speaking teachers. Many Band members are employed at other grade levels as well as in language and cultural instruction curriculum development, guidance counseling and support personnel.
2. Five new schools have been built with the High School at Stanley Mission providing the first opportunity to stay at home while in high school. 625 students are attending Band operated schools and a growing number graduate from high school and university. The drop-out rate is on the decline.
3. In the economic area Band activity has revolved around the establishment of Kitsaki Development Corporation which oversees all the business ventures. These ventures include wild rice planting, harvesting, processing and marketing; fish farming and processing; Merriman Trucking in the transportation industry; forest harvesting and silviculture (forest management); Northland Processors package meats such as beef jerky.
4. Band revenue has increased significantly as a result of the economic development on the reserve. The amount of public money administered by the Band has almost doubled yearly for the past five years. The Band office opened in 1975 to centralize administration. This was necessary for local control. Additions were made in 1978 and 1980 to alleviate the seriously over-crowded working conditions. Plans are underway for a third addition.
5. Throughout the reserves new houses and buildings are evidence of the Band's development. The road to Stanley Mission has been developed from a winter road to an all-weather road. Although they are rough, roads are greatly improved over those in the past. Now that homes are electrified, the Band is working to extend water and sewer services. 75 carpenters are employed in housing construction and remodeling.
6. Training programs are an ongoing process in developing skilled workers and sound managers. The majority of Band employees are Band members (permanent employees increasing from 20 to 180 in six years) and the plan is to replace non-native staff as soon as natives get sufficient training.

IMPORTANT PROJECT BACKGROUND

The over 3,000 members of the Lac La Ronge Band are spread throughout a triangle of the Pre-Cambrian Forest north of Prince Albert. Little Red River Reserve marks the most southerly point of this triangle while Grandmother's Bay, 200 miles north of Otter Lake, the most northwesterly point and Stanley Mission the most northeasterly point. They have trapped, fished and hunted over the vast northern half of the province of Saskatchewan for many generations. Such traditional activities were no longer economically viable by the 1950's.

Increasing pressure on the federal government to fulfill treaty obligations led to accelerated delivery of education, medical and social services to the Indian people. During the 1950's and 60's control of Indian programs

became entrenched in the Department of Indian Affairs. This resulted in extensive dependency. Social, medical and educational problems manifested during this period led to the 1969 White Paper which recommended that all Indian people be assimilated into the dominant culture. This resulted in a strong negative reaction by Indian people spurring many bands to examine the state of affairs on their reserves.

The Lac La Ronge Indian Band determined that this period of intensive government control was actually detrimental to their development. In order to emerge from this government era as a proud, independent people Band members needed more control over their lives. This was first realized by the takeover of the in-school educational programs in 1973 along with the administration and social service programs.

The Band's development projects have been rapidly expanding throughout the past ten years. The Band has definite plans for future expansion of its activities in the educational, economic, social and medical arenas with a strong focus on increasing employment opportunities for its Band members while improving living conditions.

The Band Council maintains control over the projects that have been implemented through regular Council meetings and the employment of staff to work with Band members. Each project aims to improve the opportunities and life-style of all. Some of the projects are operated in the La Ronge and Little Red River areas that have access to roads and good communication. Some are directed toward the Band members who live in isolated areas. Access to these areas must be by boat, skidoo, air or two-way radios. Support for the Band's projects is through private, public and local funding. The Band now has control over education, social and economic funding guaranteed by the Federal Government through the Treaties. Although the largest amount of money supporting the Band's projects is through federal funding, the funding secured through private and local sources is steadily increasing. The Band has a well established administrative system to account for all the money it uses.

KEY FACTORS OF SUCCESS

1. As part of the service programs takeover, the Band decided that it was necessary to provide management training. This was done through a variety of measures. The key is making the technology fit the situation. If sophisticated technology is utilized skilled technicians are hired and Band members are assigned in a type of apprenticeship program. In other areas Band members who had received training off-reserve returned to work with their own people.
2. In-service management development is also provided. In all of the Band ventures - education, economic development, social services, alcohol rehabilitation - elected or appointed committees or boards oversee developments. Through these organizations a significant number of Band members have gained much needed management skills.
3. Maximum participation of Band members has been actively encouraged by the Band Council. During the first stages of the takeover of programs by the Band it was recognized that an extremely valuable human resource was not being fully utilized. As a result, the Band made a decision to utilize that resource. Band members were encouraged to participate to the greatest extent possible through their training programs and policies and in their hiring patterns. This involved them in the planning process which made use of their knowledge and experience. On-going evaluations are made of all initiatives.
4. Local investment is a key factor in the success of all Band programs. Band membership must have a sense of ownership in the program. This is

achieved by a variety of means. In many programs, such as recreation and communication initiatives, considerable monies have been raised locally. Band revenue is channeled into economic development ventures on a collective basis. The time and abilities of Band members are utilized as much as possible. In summary, it can be fairly stated that Band resources, both human and financial, are directed towards the overall development of the Band membership.

5. Women are involved in leadership roles, and take responsibility for developing plans and programs which can be shared with other groups. Women make up the majority of the Band office staff, the educational staff and the school committees. The Band Council membership is open to women (a woman is presently one of the twelve members) and women are equally encouraged to participate in vocational, managerial and academic training programs (one woman took the truck driver training).
6. Local leadership is critical to the development of the Band. Band ensures that any project undertaken is viable for its duration whether it is a short-term project or a long-term business. The Chief and Council direct the development from their position as leaders. They spearhead the development process. The direction they give helps the hired expert and Band members alike to attain the goals desired with the methods set out.

BROAD DEVELOPMENT LEARNINGS

Utilize experts to teach and choose the most appropriate methods, e.g. training personnel, joint ventures with experienced businesses and retaining a lawyer. Involve local Bandmembers in all arenas of development: initial training programs, committee membership on boards of special enterprises, leadership and management roles. Use collective leadership - Chief and Band Council, members being elected on the basis of individual merit, an evaluation system for employees - hiring staff with a probationary period and teachers on a non-tenure contract. Honour the traditional culture through an elders' advisory group on the Council, elders in the school cultural centre and the consensus method of decision-making.

IMPORTANCE TO LOCAL AREA

1. The Band's programs have increased the self-confidence and pride of its members of all ages. The Lac La Ronge Indian Band is achieving a positive relationship with the larger community and finding ways to work with society as a whole while retaining its own language and culture.
2. The members of the Lac La Ronge Indian Band are now able to plan for a better standard of living for themselves and their children.
3. Children now have access to a relevant school program with humanistic teachers in their home communities; young people now have opportunities for reserve-based training programs; adults are beginning to find ways to escape from the welfare state through employment and elders are again being listened to.
4. The Band's efforts are resulting in better facilities on the reserve. Band members are beginning to move into larger better built houses. Some buildings to house support services are being constructed. As well the schools on the reserves are modern, well-made, structures.
5. Satellite dishes were erected in Stanley Mission and Grandmother's Bay so that all interested Band members could have access to television programming with the end goal of broadcasting their own programs.
6. Many families are changing from a traditionally nomadic lifestyle to permanent residence in the major communities.
7. Band members are becoming more involved with the Band's decision-making

processes. As well, they have more freedom to make decisions about their own lives and their children's lives. But it must be emphasized that full employment and adequate housing with modern servicing on the reserve is still a long way in the future.

8. Other Bands participated in the Lac La Ronge Teacher Training Program, the truck-driver training, the Cree language and culture curriculum committees. The Band employs members from other bands, as well as Metis and non-status Indians in many of its projects.

UNIQUE DEMONSTRATION OF SUCCESS

Key human factors which contributed to change were the reaction to the dehumanizing situation of being dependent upon the federal government and the subsequent determination to be independent. They became aware that their culture was being lost and resolved this would not continue to happen. Other factors were realizing their capabilities and the satisfaction of doing something constructive for their children and their people and the appreciation of their own leaders in the past.

The planning process used in creating the education programs now serves as a model for developmental activity in other areas. In 1973 an educational survey of parental opinions and attitudes was undertaken. The results of that survey formed the basis for the development of the Band school system. An individual with considerable educational experience was hired to implement the suggestions and recommendations embodied in the survey. School committees were established to oversee the program developments, the construction of new schools, and the hiring of personnel. Consultants were hired to do an evaluation of the program and staff on an annual basis. This process has been implemented, with modifications, in the economic development projects. Input from Band members is solicited and encouraged. Suggestions and recommendations are taken to Band Council. Decisions are made by Council regarding the required type of action. If necessary, outside expertise is sought. On the basis of this consultation process the projects are undertaken and implemented as Band ventures. On-going reviews are made on each of these initiatives.

GLOBAL APPLICABILITY

The global use of the Lac La Ronge Band's development example can be based on several aspects of their programs:

- Initially the Band made inventories of available resources, both human and natural, and made concrete plans to develop them to their fullest potential. Definite policy and procedures for education, housing and economic development were established to provide a framework for the initiation and delivery of these programs.
- Purchasing and accounting procedures were initiated as well. The Band Council controls all its project activities and programs through regular review and evaluation.
- Community participation in all program arenas has been encouraged through establishing elected boards and committees.
- In the arena of curriculum development surveys have been initiated to find out what the people want in the school program. Local people come into the schools to teach traditional skills.
- A variety of training programs have been implemented for Band members to provide them with necessary skills in order to find a job that puts their skills to use.
- The Band has sponsored local workshops and has participated in provincial, national and international conferences and seminars.

MATERIALS AVAILABLE

Education Materials:

- The Lac La Ronge Education Branch Educational Guidelines & Handbook
- Lac La Ronge Indian Band Curriculum Guides & Education Checklists
- Kitsaki School ESL/ESD Units
- Kitsaki School VCR & Science Curriculum VCR
- Language Arts Illustrative Resource File
- Cultural Calendar Poster
- Social Studies Travelling Trunk
- Vocational Training Manual
- Whole Language Resource Inventory
- Results of initial educational survey among Band members
- Results of teacher training survey
- Education Program and Staff Evaluation Report
- Annual educational evaluation by SERD Consultants Ltd.
- Evaluation of teacher training program by University of B.C. staff

Cree Language Materials:

- Cree Picture Dictionary and Sentence Patterns Supplement
- Legend Collection Booklets (English and syllabics)
- Tapes for Cree Picture Dictionary and Supplement
- Slide-tapes for legend collection
- "TH" Syllabic Poster

Cultural Materials:

- A Guide to 20 Plants and Their Uses by the Cree
- Wild Rice Recipe Brochure

Economic Development Materials:

- Brochures for funding agencies on Economic Development projects
- Computer printouts provided by Management North Inc.
- CMHC housing assessments and approvals
- Elden Moline Chartered Accountants Annual Audit
- Department of Indian Affairs Quarterly program and financial reviews
- Treasury Board review of entire Band budget
- Department of Regional Economic Expansion annual reviews of projects
- CEIC review on special projects
- Processing Plant Inspection Reports by Department of Agriculture
- Department of Tourism and Renewable Resources reports on forestry projects
- Highway Traffic Board inspection reports on Merriman Transport
- Water and sewer operation reports by Public Health

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In the Lake Major Joint Action Committee several small communities have provided an alternative model to confrontation when faced with planning restrictions by a steadily growing nearby city.

ISSUES ADDRESSED

North Preston is a black community which had been settled around 1985. Lake Major, a mainly white community at the entrance to North Preston had grown up securely near the lake from which it took its name. In 1956 a consultant identified Lake Major as an important source of water for metropolitan Dartmouth and new subdivision.

In 1977 the City of Dartmouth requested the County of Halifax to implement a twenty-year old regulation which restricted building permits as one way of "protecting this important water supply".

Two conflicting studies were undertaken: one on the water, a resource to the City of Dartmouth, and the impact of the communities on the lakes; the other to develop a plan to ensure the future growth and development of the communities within the watershed.

OBJECTIVES

1. To prevent City of Dartmouth encroachment and planning restrictions on communities surrounding Lake Major.
2. To preserve the social, cultural and economic health of the communities.
3. To develop a planning process by which to develop the area, housing, roads, resource industries, etc.

ACCOMPLISHMENTS OF PROJECT

The conflict was resolved with the acceptance by the City of Dartmouth and the Lake Major Joint Action Committee of the Municipal Development Plan for the communities of North Preston, Lake Major, East Preston and Cherry Brook/Lake Loon, and its subsequent approval by the County of Halifax and the Minister for Municipal Affairs in July 1981.

The plan also identified specific needs of the communities for which projects have been developed as follows:

1. Land title clarification which provided residents with a means to acquire legal title to their lands.
2. Sewer and water especially for North Preston is a priority long time need.
3. Housing is to be provided to meet the growing needs of the North Preston community by the utilization of lands that have been acquired for that purpose.
4. Recreation and Parks is being actively studied to meet the collective needs of the communities.
5. Employment is being actively addressed through the Lake Major Outreach Project funded by CEIC.
6. The Watershed Development Enterprise, a CDC, will be incorporated to also
 - monitor the development plan;
 - administer the Land Assembly and connector road;
 - co-ordinate development and cooperation between the communities;
 - develop an economic base with the communities which recognizes the social, cultural and traditional characteristics of these residents.

IMPORTANT PROJECT BACKGROUND

Functional in 1978, incorporated in 1981.

The black communities had had the sad experience of a similar governmental intervention. In 1960 Africville, a black community on the shores of the Bedford Basin near Halifax, was pretentiously regulated out of existence and the residences relocated.

On October 27, 1979 the by-law (restricting building permits) was repealed subject to the approval of the Minister of Municipal Affairs.

On November 3, 1977 the Ross Commission began its work to study and make recommendations on resolving the conflict.

The Minister approved the repeal of the by-law on December 31, 1977.

KEY FACTORS OF SUCCESS

The Lake Major Working Committee was composed of representatives from the federal and provincial departments of environment; the provincial Department of Health and Municipal Affairs; the County of Halifax Planning Department; the City of Dartmouth; the Black United Front of Nova Scotia and the four communities. The role of the Committee was to ensure that the process was completed satisfactorily and within a reasonable time.

The Lake Major Joint Action Committee was comprised of two representatives from each of these four communities and one from BUF (Black United Front).

Funding for the planning process came from the provincial Department of Municipal Affairs, the County of Halifax and the City of Dartmouth.

The hiring of three local residents as community workers to gather and disseminate information to the residents and to act as liaison between these communities and the outside agencies added to the special nature of this project.

IMPORTANCE TO LOCAL AREA

The planning process has highlighted a sense of confidence and pride thought to be lacking prior to the commencement of this exercise. It gave local residents more control over their own destiny.

Both government and the "ordinary citizen" came to acknowledge that they can through mutual respect, understanding and cooperation work together for the common good of all.

UNIQUE DEMONSTRATION OF SUCCESS

The planning process was undertaken in a non-traditional approach. It was done with the residents/representatives who had consultative control of the process at every stage. The process brought together representatives from four levels of the government - three consulting agencies, one private agency and the four communities, 3 black and 1 white, - to look at these concerns. It was the first time in Nova Scotia, perhaps in Canada, that this type of approach to planning had been instituted.

GLOBAL APPLICABILITY

The unique aspect of this project is that it can be adopted in other local planning situations. However, one prerequisite will be that those involved will have to accept the concept of equality in practice, and be prepared to cooperate fully. It is suggested that the project approach can provide an example for developmental strategists in the future as a way to satisfactorily handle the tension of change.

The process was never seen as one that came from the "top down" or "bottom up". Rather it worked through fusion, bringing information together.

Finally, the media was not to gain points for any one side. Coverage was adequate and dealt with the real issues.

MATERIALS AVAILABLE

- Socio-economic aspects of the communities - North Preston, Lake Major, Lake Loon/Cherry Brook and East Preston.
- Municipal Development Plan for the communities (as mentioned above).
- Zoning By-law for the communities of North Preston, Lake Major, Cherry Brook/Lake Loon and East Preston. Both available from Municipal of the County of Halifax, Planning Department.
- From Africville to New Road: how four communities plan their development. Lake Major Joint Action Committee.
- Watershed Association Development Enterprise (WADE). Lake Major Joint Action Committee. A discussion paper.

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The Urban Lifestyles Exposure Program was introduced at Winfield School in 1977 as a non-credit, extra-curricular program designed to facilitate the transition from a rural to urban lifestyle. The teachers of Winfield have seen many students alienated by city living. It was felt that by exposing rural students to various aspects of an urban situation, this alienation could be lessened. The program includes trips to Edmonton and Calgary and contact people visiting the classroom. The program is structured in such a manner as to encourage exposure in 3 areas: cultural, recreation, and "survival skills". The cultural aspects include both performing and visual arts. Students visit art galleries, museums, theaters, and libraries. They meet with artists, performers, and managers. Recreational exposure involves visits to city parks, tours of sporting facilities, and actual participation in a variety of activities. "Survival skills" emphasizes the day-to-day aspects of city life, such as accommodation, transportation and employment. Students had an opportunity to speak to a bank manager, the police, an apartment manager, a personnel director, a Canada Manpower counselor and liaison people from post-secondary institutions. Also included with "survival skills" is exposure to ethnic restaurants.

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 (an average of 17 per year).
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) fully supports the program.

IMPORTANT PROJECT BACKGROUND

The small (pop. 200) village of Winfield is located in an area which is economically depressed and culturally deprived 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. Field 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 through 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 group 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 took part in the first few 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. Young people find out at 18 what their parents in some cases only learned at 35.

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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The Lyalta Community Club began plans in 1970 for a new community hall and recreational grounds. By 1978 a seven and a half acre site had been cleared and landscaped, two ball diamonds and children's playground installed, electricity, gas and water were provided and the Lyalta Gun Club clubhouse and traps were on site. In 1978 the new community hall was constructed using mostly community volunteer labour and local donations, assisted by an Alberta Culture grant. The new hall has become a focal point for sports and entertainment over a radius of 30 to 50 miles around. Through effective publicity, scheduling, maintenance and operation by the Club, the hall and grounds are in constant use and demand for a wide variety of events.

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 THE 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. It may be necessary in other communities, as it was in this case, to agree to some minimum number of provincial events in order to qualify for government financial participation in the construction phase of the Centre. Many communities have never gotten started simply because they haven't gotten together to identify their common goals. 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. As one community resident pointed out, "If you can make your local world a better place to live in, then obviously it's going to help others as well".

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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Since 1968 Neepawa has sponsored and enabled the Manitoba Holiday Festival of the Arts - two weeks of classes in visual and performing arts. Manitoba artists instruct the classes. It is a Holiday Festival with emphasis on the vacation time of the whole family. Families come and stay in the campground during the Festival enjoying the fellowship of the artists and other families around the bonfires. Community facilities are utilized for the two weeks, bringing the schools, the town park and most public buildings into the action. It is a time for families to learn, share and grow together.

ISSUES ADDRESSED

Residents of Manitoba have had the image that "nothing cultural is happening in the rural area."

1. This type of program had been tried in another rural town but community backing was insufficient to continue the Festival there.
2. Many people experience the lack of encouragement in and opportunity for creativity in the school room environment.
3. The sense of our time has become: "Living itself is an art. Creative people are needed in order to improve our living skills."

OBJECTIVES

The Manitoba Holiday Festival of the Arts aims to discover and develop the creative talents of all members of the family by providing quality leadership, a conducive environment and an opportunity to put artistic talents "on show."

ACCOMPLISHMENTS OF PROJECT

1. Beginning in 1968, Neepawa has sponsored and enabled the Festival annually.
2. 180 persons participated in 1983, one third from the Neepawa area and the balance from across Canada. There have been participants from the United States and Europe through the years.
3. The Festival is locally organized, requiring total community effort with one half-time administrator in recent years.
4. Five university students hired for the summer of 1983, thereby providing local employment.

IMPORTANT PROJECT BACKGROUND

The Festival was initiated by the University of Manitoba in 1967 in Souris. In 1966 the only industry in Neepawa - the salt plant - closed and some sixty people followed the salt plant to its new location, leaving fear that Neepawa might collapse. Almost immediately 100 volunteers cleaned up the principal building and it was transformed into a community hall. When the Festival became available, Neepawa was ready for a new thrust in the community. The Festival received support from the Manitoba Arts Council, as well as the University, until 1977. Since that year the Festival has been independent of both and the town of Neepawa has had full responsibility. Presently the program "Destination Manitoba" provides a grant which aids promotion. The instructors, being artists of various kinds, prefer to respond to an invitation to teach with an honorarium provided rather than to apply for the positions. The Festival is related to other community efforts to promote cultural activities and has opened a gallery for continual art exhibits. Fifty percent of the administrator's salary is provided by the Festival and the balance from the

Viscount Cultural Centre (the continuing cultural program in Neepawa through the year.) The community is "volunteer" oriented and the Festival has very congenial relations with the school and community clubs. The administrator says, "In Neepawa, if you have a cause you can win." The program operates presently on a \$27,000 budget. Neepawa's population is 3,500 and 23% are Senior Citizens. The biggest business in Neepawa is serving seniors.

KEY FACTORS OF SUCCESS

1. Getting strong local organization at the grassroots level to ensure interest.
2. Relating to all levels of government for funding.
3. Using various methods of promotion, but depending upon word-of-mouth as the most effective.
4. Sustaining interest with off-shoot courses and some turnover of instructors.
5. Building economic benefits for the community.

BROAD DEVELOPMENT LEARNINGS

People who are interested are willing to work. Interest often comes from newcomers to the community which helps to meet their social needs. Volunteers need an adequate context to prepare them for the extent and implications of the tasks. Prepared kits are helpful. Classroom facilities concentrated in one area encourage cooperation between groups. It is important for marketing strategy and total preparation to determine the 'ideal' number in the Festival.

IMPORTANCE TO LOCAL AREA

1. Festival has given Neepawa status and recognition.
2. It has promoted local growth: a potter set up business in Neepawa, a photography business has started; potter wheels acquired; a piano and photo equipment has been purchased.
3. Occasioned need for and action to improve Festival campgrounds - washrooms added and plans in the works for showers.
4. New residents: one artist and at least 10 families have moved to town.

UNIQUE DEMONSTRATION OF SUCCESS

Manitoba Holiday Festival of the Arts is unique in that it offers creative art classes for the entire family, including daily child care.

GLOBAL APPLICABILITY

- A model for rural communities wishing to provide cultural training and appreciation.
- The holiday setting combined with quality instruction for all ages could be used for training in other arenas such as agriculture, technology, etc.

MATERIALS AVAILABLE

- A portion of a National Film Board video
- A display kit
- Programs from several years of the Festival

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The Mikmakik Development Corporation has undertaken studies and needs assessments to work out the necessary assistance for Native entrepreneurs to begin turning around the social and economic condition of the Natives in the area.

ISSUES ADDRESSES

The basic purpose of the corporation is to identify development opportunities and provide Native Entrepreneurs with financial and technical assistance for business ventures. Symptoms such as low education, poor health, substandard housing and high dependence on Social assistance are obvious in the various Native communities. The problem of development for this particular group of Native people can be generalized in two areas of difficulty; the applicability of existing development programs and imposed cultural economic barriers to Native Development.

OBJECTIVES

The Mikmakik Development Corporation is to change this situation. It is a self-help economic approach aimed at encouraging Native people to become involved and to participate in economic development which provides a means of attaining the social and economic goals they desire. Since most disadvantaged communities lack the necessary leadership skills for business development, the MIKMAKIK DEVELOPMENT CORPORATION assumes the responsibility of delivery of needed expertise. The use of local initiative is imperative as the base of economic development and therefore, the corporation undertakes to provide a method of development of necessary skills, the knowledge and motivation to identify objectives, to plan, organize, acute and control programs which will provide economic changes.

ACCOMPLISHMENTS OF THE PROJECT

It has been determined that the lack of financial support and coordination among government agencies are major factors in impeding development. Nevertheless some activities have been undertaken.

1. A Canada Employment Program is being utilized to do a preliminary needs assessment of available skills and to determine future training requirements.
2. A preliminary needs assessment completed on the establishment of a Micmac Development Resource Centre.
3. Training in small business management has been organized.
4. The corporation operates as a Housing Delivery Agent for C.M.H.C.
5. An office building is owned by the corporation which rents space to the Native Council of Nova Scotia.

IMPORTANT PROJECT BACKGROUND

Being established for the benefit of the Metis and Non-registered Indians the target community is scattered throughout the province and although activities are aimed at improving Indian social and cultural conditions, this population of Natives does not receive assistance from Indian Affairs.

BROAD DEVELOPMENT LEARNINGS

Determining the needs of the Native community and those suggested by advisors is a step towards developing an overall strategy aimed at obtaining the necessary financial resources. Mikmakik operations would then fulfil its

mandate to identify development opportunities and provide Native Entrepreneurs with financial and technical assistance for business ventures.

MATERIALS

- Statistical information of Metis and Non-registered Indians
- Community profiles and consultants reports on an enterprise development program.
- Pre-feasibility study on an industrial mall in Truro, N.S.

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The Chapel Island Reserve is a community of approximately 300 MicMac Indians situated on the southwest shore of Bras d'Or Lake in Richmond County, Cape Breton Island, Nova Scotia. In September 1981 the Chapel Island Indian Band assumed responsibility for the operation of Mi'Kmawey School (Grade 1 to 6) which was erected on the Reserve in that year by the Department of Indian Affairs and Northern Development.

ISSUES ADDRESSED

1. The perceived need for a school in the community of Chapel Island, as opposed to the children of the Reserve continuing to be transported to a non-Indian school some 10 kilometers from the Reserve.
2. Widespread concern at Chapel Island that the local school become a transmitter of the Indian (MicMac) culture as well as general educational facility.
3. A desire to use the new local school as a means of strengthening and enriching the community for both children and adults.

OBJECTIVES

1. To acquire the school facility through negotiations and agreements between the Chapel Island Indian Band and the Department of Indian Affairs and Northern Development.
2. To establish mechanisms for Band control and management of the facility and its program.
3. To determine and enunciate a philosophy for the school.
4. To staff, equip and operate the school.

ACCOMPLISHMENTS OF PROJECT

1. A three-year effort by the Band (involving a community profile study, a scientific community survey, and the necessary Band Council resolutions and negotiations) such that the school facility was acquired in time for school opening in September 1981.
2. A school board was established by the Band as a special committee of the Band Council.
3. A special project for the determination of a school philosophy was undertaken by the Band Council, the results of which were used extensively in bringing the school into operation on time.
4. The school was staffed, equipped and organized in conformity with the philosophy enunciated in the above-mentioned study. For example, Indian (MicMac) teachers were included among the staff from the start; the use of the MicMac language was emphasized; and equipment (such as micro-computers) thought essential to the effective study of language and other courses was acquired for the school.

IMPORTANT PROJECT BACKGROUND

Until the 1970's, the Indian population of Canada had virtually no involvement in the operation of schools attended by Indian children. On the larger reserves in the Maritime provinces, for example, elementary schools were conducted by DIAND within a paternalistic tradition of long standing. Otherwise, most Indian children attended provincial schools by agreement between DIAND and the school system concerned.

Because of dissatisfaction among Indian people with the academic performance of Indian children in these "majority culture" schools, a challenge for change was issued in 1973 by the National Indian Brotherhood in an eloquent philosophy/policy paper titled "Indian Control of Indian Education". This persuasive paper had the effect of setting in motion a process of devolution in Indian education whereby local Indian bands acquired the opportunity to assume almost complete responsibility for the conduct of schools on their reserves. Nationally, as well as regionally, this devolution of control over Indian education is of very recent origin; most schools concerned have passed from federal to local control only during the past three years. Mi'kmawey School at Chapel Island is a lead school in this development, regionally and nationally.

KEY FACTORS OF SUCCESS

1. Effective planning, including community surveys and other studies - this planning having been undertaken by a politically strong and determined Band Council.
2. The engagement by the Band Council, throughout, of a research assistant with professional qualifications as a social scientist.
3. An openness to innovation and to outside agencies and organizations.
4. Having a formal evaluation of the project done at the end of two years by external evaluators ("Ankamsi, Nenasi, Welite'lsi: the Chapel Island Education Evaluation Report, 30 June 1983).

BROAD DEVELOPMENT LEARNINGS

The operation of a school in contemporary society has become a very complex responsibility. All available resources and services must be freely drawn upon.

IMPORTANCE TO LOCAL AREA

Mi'kmawey School has become the cultural heart of the Chapel Island community and a source of interest and pride to most community members. Problems and challenges remain, and the long-term future of the school is by no means secured, but the project has had a successful start.

GLOBAL APPLICABILITY

Many of the obstacles overcome at Chapel Island, and many of the educational questions dealt with, are universal in character.

MATERIALS AVAILABLE

- Community Profile (Band publication)
- Education Evaluation Report (see above)
- Videotapes on community and school

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This Indian Reserve was established in 1881 when we moved from Oka, Quebec. We have a total band membership of 250, with 100 residents on the reserve. We took over our own administration in 1969. A lot of positive things have happened since.

ISSUES ADDRESSED

We have addressed the following key issues: Unemployment, housing for the elderly, and awareness of our culture. One issue was that the elderly were living in housing that was either substandard or large and difficult to maintain. Also they were located throughout the reserve so care or services were difficult to provide. Our objective was to provide a home of dignity for the elders to live, not a place to go to die. In the arena of unemployment, in the 1960's many work programs were available for natives only part of the year.

ACCOMPLISHMENTS OF PROJECT

Employment:

The Band Council was interested in finding ways we could be truly self-sufficient. Of the work programs available, the Council decided to bring in only those that would provide training to members so that there would be a lasting value to the community. One early operation was a logging program in which the Council decided to purchase equipment. That project was a real opportunity for us to grow up as we took out a big loan. We learned to accomplish anything regardless of any resistance.

As the chief was looking for another economic development effort, he hit upon the idea of producing cranberries commercially in an area where wild cranberries grew. A feasibility study was done and funding sources were secured. The first of 10 acres were cleared and one acre planted by hand in 1969. The General Manager hired was originally from the reserve and came back with his family when the position opened up. Trips to Wisconsin were made by members of the reserve to study techniques of cranberry growing and the use of machinery for harvesting. Much of the machinery used in the harvesting was designed by the General Manager for our size of operation. Iroquois Cranberry Growers now has 27 acres in production. Last years harvest was 630,000 pounds, with exports world-wide.

The Ontario Food Council has played a key role in helping the reserve develop markets for the reserve. Vinland University has also done research in sauce and juices and has approached the canners to ask if they wanted to produce this new product in Canada. Articles have also appeared in agricultural research marketing magazines. Training is continuously going on. Another 15 acres are being readied for production and the harvest machinery is being redesigned for larger capacity by the General Manager. Our next step is doing a feasibility study on the set up of a lumber drying operation.

Housing for the Elderly:

When the Band Council investigated funding for housing for the elderly, we discovered it was only available for multi-unit buildings, the only value being low cost. The Council visited with each of the elders asking what type of house they would like. An architect was then brought in at the Council expense to design small attractive homes that took into account the needs of the elderly, such as wide doorways, ramps and appropriate supports for people in

wheelchairs. Instead of applying for senior citizen housing, the Council decided to go after a capital housing program available to any person. The Council selected a small wooded area that was central to the reserve. They have kept the naturalness of the area as much as possible as the construction has proceeded. Upon completion of the homes individual requests were honored as much as possible before the residents moved in additions such as dirt for gardens and flowers. At first we thought that the natural pathway would be better and be closer to life than in bush, but it was soon discovered that gravel was necessary to reduce the roughness of the trail. The plan is to construct 8 homes. Two are completed, four are nearly complete and two are to be started. This expansion of housing has freed up several homes so that younger families can now move back onto the reserve.

Our other accomplishments include:

1. Construction of a highway through the reserve.
2. Aid in job searches and training.
3. Development of recreational facilities, including tennis court, play area, and baseball diamond.
4. Education, including a book "A Child's History of Gibson," developed on the reserve, is currently part of the Native studies program in Muskoka's public schools.
5. Key leadership provided to the Association of Iroquois and Allied Indians, one of four Native political organizations in Ontario.
6. Development of a Council system in which the reserve sets the rules.
7. Encouragement of self-employment, construction contractors, craft shops, marinas, cottage lot leasing, and school buses.
8. Development of two parks for camping and trailers.

KEY FACTORS OF SUCCESS

A key factor in our success has been the decision to learn from each situation. We have decided not to take government hand-outs for short-term approaches to the problems of unemployment, but to look for the long-term solutions through training and the development of reserved-owned operations. We believe it is crucial to encourage the completion of education by all native children and to provide counseling to those thinking of dropping out. We take advantage of outside resources, such as the Ontario Food Council and Vinland University. Both men and women actively participate in the development of the community.

BROAD DEVELOPMENT LEARNINGS

Building the dignity of people through the development of self-reliance is the key ingredient to successful development of projects.

GLOBAL APPLICABILITY

Our housing project is an excellent example of how you can provide low cost housing that doesn't have look like everyone else's. Growing cranberries might not be replicable everywhere, but we can share with people our methods of thorough research and training and the design of machinery to fit your situation.

MATERIALS AVAILABLE
Newspaper articles

CONTACT

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Bud Rennie
Mohawks of the Gibson Band
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Bala, Ontario
POC 1A0

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MOSAIC MASSEY is a one week Festival of Life and Learning sponsored by the students of Vincent Massey High School in Brandon, Manitoba. The students work through the school year to prepare an event including a student theatre production, a variety of shows and demonstrations and a three day conference on a current edge topic such as "New Frontiers: Pioneering to the Limits of Knowledge" with guest keynote speakers.

ISSUES ADDRESSED

There was need for an occasion which challenged the students in planning and hosting a major event as well as doing something for their community.

1. Vincent Massey High School is composed of youth from affluent families who tend to be self-centered.
2. Brandon is a small city with a parochial, conservative outlook.
3. Students feel that they need to leave Brandon in order to experience the "world."

OBJECTIVES

The goal is to involve the students in organizing and leading an event of the highest quality which would expose them as well as the community and the schools of the Prairies to world leaders and to involve them on current life concerns.

ACCOMPLISHMENTS OF THE PROJECT

1. Ten years of sponsoring events with guest leaders such as Buckminster Fuller, Roy Bonisteel, Alvin Toffler, Lois Wilson, Alex Haley and Ralph Nader.
2. Nearly half of the 400 students take some responsibility for the event each year.
3. A student handles the \$40,000 bookkeeping task as well as the student committee participating in canvassing local business to contribute to the budget each year.
4. After graduation former students are participating in Katimavik, in Canada World Youth, as foreign exchange students and in preparing for political careers in Ottawa.

IMPORTANT PROJECT BACKGROUND

Brandon is a small university city with 35,000 - "only a small town" to many people. Mosaic Massey became incorporated as a non-profit organization with a Board of Directors composed of community leaders, parents, teachers (including two from other schools) and student representatives, in order to raise funds. All work is done after school hours on a voluntary basis. Money for the event is obtained from box office receipts as well as grants, subsidies and donations. Promotion includes letters to all high schools in Manitoba, Saskatchewan and Alberta as well as many other forms of promotion, all of which is expensive. The Board would like to have the event sponsored by all three Brandon high schools but the present name is so well fixed that it hampers participation of the other two high schools.

KEY FACTORS OF SUCCESS

1. Student committees feel a sense of real accomplishment.
2. Community support - working with students - and attending events.

3. Broad base of support, both in volunteer work and in financial backing.
4. "Big name" speakers may be more important than the topic for the year.

BROAD DEVELOPMENT LEARNINGS

In order to make any project succeed, a high quality product must be the aim and the style. This requires teamwork, long-range planning and followup evaluation to benefit from the experience and learnings of each year.

IMPORTANCE TO THE LOCAL AREA

1. Improving the image of Brandon - making it better known across the provinces as well as to the international guests.
2. Creative school and community linkage.
3. Direct outgrowth is repeat performances from participating groups who now come on a regular season schedule to Brandon: the Winnipeg Ballet and the Winnipeg Symphony Orchestra.

UNIQUE DEMONSTRATION OF SUCCESS

Mosaic Massey is a demonstration of bringing students and their community face-to-face with world issues and events. At the same time it includes many other communities who could not participate or sponsor such opportunities.

GLOBAL APPLICABILITY

- Model for schools in areas of low profile, with limited exposure to well known public figures.
- Requires cooperation of community and adult assistance to stand and take the risks involved.

MATERIALS AVAILABLE

Programs and brochures from past years.

CONTACT

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Tel. (204) 728-6650

Napi Lodge was started in 1976 by native Indians as a alcohol and drug rehabilitation program for male native Indians imprisoned at the Correctional Institute in Lethbridge for minor drug or alcohol-related misdemeanors. Since moving out of the prison grounds and into its own new and larger facility in 1981, Napi Lodge has been treating an average 370 clients per year, both male and female, native and non-native, from locations in B.C., Montana and Saskatchewan. A wholistic residential 28-day curriculum has been developed including individual and family counselling, recreation, AA sessions, simple skills training, study, medical care, group therapy and spiritual guidance. Perhaps unique to this program is the spiritual guidance provided by the Elder-on-staff and the incorporation of traditional native culture in the rehabilitation process. The staff work very closely as a team and the Lodge provides an intimate community atmosphere where staff and clients work, eat and play together. Napi Lodge staff are not selected on the basis of academic credentials but for their personal and professional background and experience and the degree of their care and commitment. The staff stresses the importance of community support and participation in addressing the problem of alcohol and is seeking ways to educate and involve the public.

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 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

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Native Metal Holdings Ltd. is a successful profit-making enterprise and workplace orientation program owned and operated by native peoples. Building on already developed good work orientation attitudes and job related skills, the workplace orientation program prepares selected Native Metal employees to function at a level of competency which permits competitive entry into other employment or further training. In addition a preparatory program for other employment, life skills training is offered.

OBJECTIVES

1. To create and establish a successful profit-making enterprise.
2. To prepare selected Native Metal employees to function at a level of competency which permits competitive entry into other employment or further training.

ACCOMPLISHMENTS

Native Metal Industries is a firm of about 50 people which was established in the early 1970's. It has been owned and operated as a successful profit-making enterprise by native people. Its sole service offered is to process steel box cars for its main customer, IPSCO (Interprovincial Steel Company). This is done by preparing and cutting steel into 2 feet by 3 feet pieces, batching it and sending it over to their customer. Involved in this work is 29 cutters, 3 heavy equipment operators, 7 night crew who prepare the cars, 3 line foremen, 1 supervisor, 5 office staff, and 4 service employees; a total of 51 staff.

Native Metal Industries has developed a work orientation program which brings people from first generation to sixth generation work ethic standards. It has been relatively successful. 1200 people have worked here.

IMPORTANT BACKGROUND INFORMATION

Aside from a profit-making objective, Metal Industries was established to provide work place orientation for native people. It had long been recognized that native people were not getting jobs in the local industries. When they did get work, they encountered a whole host of problems which eventually led to their discontinuance, layoff or termination. The crux of this all-pervasive problem is the work place ethic demanded by North American business. This ethic is European in origin and is a product of the 19th century industrial revolution. It has evolved through five or six generations now culminating in unwritten rules and practices which become assumed as the norm. They are such a part of the western culture that many people are not conscious they are emulating this ethic and certainly could not articulate what they are doing and why. For many native people this is virtually the first generation who are attempting to "fit in". They do not know the unwritten rules and practices. Employers who have lived by them all their own lives assume they should know. When it is demonstrated that a native person does not know, a conflict arises. Employers may perceive this behavior as particular to native people and characteristic of unreliability, mental deficiency, instability and so on. This lack of work place orientation often leads to a policy of avoiding hiring native people.

This is not to say that employers have been totally to blame for the lack of native employment today. They have production to worry about. If something is affecting productivity, it is only sound management to eradicate the problem as quickly as possible. The native concern is that why should all be "branded" because of this experience. Some native people have been able to pick up the work place ethic and become very successful in the work place. And, much of what the others require is a patient coaching as to what is expected of them. There is a gap between the native's work place awareness and the employer's expectations. Native Metal Industries has successfully developed a means to fill that gap.

Through continuous openness of communications, the implementation of strict rules and regulations administered consistently and a plan of human resource development, Native Metal Industries has developed a work orientation program.

An informal review of payroll record approximately two years ago revealed that over 300 of their former employees have gone on to responsible positions in government, crown corporations, band administration, private industry and various other agencies. However, for the past three to four years Native Metal staff has experienced a low turnover, whereas there are still many people who could benefit from this work orientation program.

How can more people benefit from this experience? Since Native Metal Industries is a profit-making firm, they are unable to hire many extra staff. One obvious solution is to move core staff out of the firm after a certain period in order to make room for the new entrants. The people who leave will go to other employers or for further education, armed with valuable work orientation skills, some technical training and work experience. Their attitudes will be geared to making a productive contribution wherever they go. To this end, following observations and studies it was recommended that a Preparatory Program for other employment or further skills training be implemented.

An interesting result of a survey done for the program was a demand for life skills training as a part of the preparation for further skills training and other employment. This demonstrates an individual awareness of a need to better oneself. As an example, members of the last group of trainees who had two days of life skills combined with the ten week cutter course remarked that this was not enough. They stated, "we were just finding out who we were." They feel that life skills will prepare them to do such things as:

- learn more about themselves and other people
- learn how they fit into the total society
- help to make sound career decisions
- help to plan for the future
- help to handle job-seeking interviews
- help to handle discrimination
- show how to save money

This is not an exhaustive list, but it gives a good idea of the realistic manner in which these people are thinking in terms of bettering themselves.

CONTACT

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Native Metal Holdings Ltd.
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Regina, Saskatchewan S4P 3A3

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Wilma Taylor has been coordinator of Native Studies for the Curve Lake Band since 1978, primarily working with the local schools to strengthen the Native studies curriculum. In 1982 she wrote a proposal to the Native Community Branch of the Ontario Ministry of Citizenship and Culture to hire an Ojibwe speaking teacher for the community day care center. In April 1983 the teacher was hired.

ISSUES ADDRESSED

The Ojibwe Band was losing its language because there were few young people who were learning to speak it. There are no books written in Ojibwe because there are no Roman alphabet equivalents to Ojibwe sounds. Thus it was difficult to get into the public school curriculum. It was decided that the major effort should be to start while the children were young, in the day care center.

ACCOMPLISHMENTS OF PROJECT

There are now several preschool books with Ojibwe words typed and inserted over the English words. The instructor speaks only Ojibwe to the students and faculty so the children have to learn Ojibwe to respond in school. The staff and parents have responded very positively and are supporting the effort. The weekly Band newsletter has a language instruction column with Ojibwe words for the week.

IMPORTANT PROJECT BACKGROUND

The instructor has been teaching in the day care center since 1972 and was informally trying to teach the Ojibwe language. She attended a government-sponsored native language training school in Thunder Bay for three weeks for each of three years. But the community didn't recognize her efforts until the grant came through creating her position in the day care center as a language teacher.

KEY FACTORS OF SUCCESS

The children have learned the language while doing things in the normal course of day care center life. For example, they have to use Ojibwe at the lunch table to get things passed to them. Visiting all the parents to explain the program has also been important.

BROAD DEVELOPMENT LEARNINGS

It did not work to do the language on an informal, volunteer basis. It was crucial to the community acceptance to have a grant and be paid to do the work. To do all the work cooperatively with the Band leadership and with the parents has also been necessary. But the most important thing is to believe in the importance of what you are doing.

IMPORTANCE TO LOCAL AREA

This has been a major step in retaining the Ojibwe language and cultural heritage for the local community. Some of the young adults have recently become interested in recovering some of the tribal ceremonies. Some of the elders who thought that the Ojibwe ceremonies were wrong because they were not Christian have begun to be more open to them.

UNIQUE DEMONSTRATION OF SUCCESS

The uniqueness of this program has been the integration of language learning into the full life of the day care center, including walks, play and meals.

GLOBAL APPLICABILITY

This projects leads to the re-creation of a people's identity. This is particularly important to Native peoples wherever they are an ignored minority. The first Canadians were the Native peoples and we have to find our roots and be proud of who we are.

CONTACT INFORMATION

Wilma Taylor, Program Coordinator
Phyllis Williams, Band Economic Development
Ojibwe Language Training Program
Curve Lake Band
Curve Lake, Ontario
KOL 1R0

Tel. (705) 657-8045

The Federation began in 1969 when both the farmers' union and previous general farm organization had lost favor among the farmers. It now has 26,000 members across the province. The budget of about \$2 million pays about 30 people including field staff as well as staff in Toronto and Ottawa.

ISSUES ADDRESSED

The Ontario Federation of Agriculture is a member service organization dedicated to improving the circumstances of farmers. The family farm has come under great pressure in recent years, caught in the squeeze between high interest rates and low commodity prices. Our priority is a strong, viable agriculture, supporting the family farm and rural communities.

ACCOMPLISHMENTS OF PROJECT

We have built our membership from 0 to 26,000 in only 13 years, currently including more than a third of all farmers in Ontario. We publish a monthly OFA Members Digest and a bi-weekly Farm and Country tabloid. We keep our members up to date on the latest technical developments as well as informing the public and the governments of farmers' needs.

IMPORTANT PROJECT BACKGROUND

We are based on grassroots organizations at the county level with a field staff person serving several counties. Most counties meet monthly.

KEY FACTORS OF SUCCESS

The Ontario Federation of Agriculture is the only major farm organization in Ontario; the other two organizations are under 1000 members in size. We have good staff and an active board. We cooperate with the Canadian Federation of Agriculture, especially in federal agricultural policies. We believe in the value of agriculture and have consistently supported the family farm.

BROAD DEVELOPMENT LEARNINGS

You cannot work in an isolated, insulated atmosphere of officers and staff. The leadership must keep in constant touch with the grassroots. Each of the executive board members is responsible for keeping close contact with about 6 county organizations, attending their meetings as often as possible.

IMPORTANCE TO LOCAL AREA

People farm for the love of it, but they cannot continue to work long hours seven days a week if they can't see some light at the end of the tunnel. We provide farmers with the knowledge that an organization is working on their behalf. For example, when banks begin to harrass farmers to keep up their loan payments even though the crop is not ready to sell, we offer a financial advisory service that gets in between the farmer and the bank and works out the revised repayment schedule.

UNIQUE DEMONSTRATION OF SUCCESS

We have maintained cooperative working relationships with all of the forces that relate to the farmer, including the Members of Parliament, ministries, businesses and the general public. Through our information and lobbying programs a number of laws of importance to the farmer have been passed at both the federal and provincial level.

GLOBAL APPLICABILITY

The basis of an economic turnaround must become the foundation of the economy: agriculture. Through the efforts of a grass roots membership organization such as ours, people can experience a change in attitude, away from the doom and gloom, to the belief that today is going to be a good day.

MATERIALS AVAILABLE

- Copies of publications
- Other materials and displays available

CONTACT

Harry Swerver, General Manager
Ontario Federation of Agriculture
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Toronto, Ontario
M5N 3A2

Operation Beaver is an international volunteer self-help community development project. The project is in operation not only in Canada but overseas. Its main focus is in improving housing conditions.

OBJECTIVES

1. For the local community and the world community to advance together.
2. A self-help community project aimed at improving housing conditions. Warm, safe homes lead to better health and education.
3. People who believe that working together for better roads, electrification, pure water, employable trades, as well as productive, appropriate agriculture and technology.
4. To share and learn skills, as well as increase cultural awareness and appreciation thereof.

ACCOMPLISHMENTS OF PROJECT

- What began 20 years ago as one project in Northern Manitoba, has now become a Foundation serving more than thirty different communities.
- In the past year, the number of staff has increased three-fold with the aid of Government employment programs.
- More than 120 international volunteers participate in self-help community development projects.
- Important events have included the completion of our long term Canadian and Overseas projects. Immunization, electrification, a new school, road (25 miles), and "Beaver Road", where 35 new homes and families reside.
- In 1979 the Foundation was recognized by the Canadian government for its work in Canada with the Executive Director receiving the Order of Canada.

IMPORTANT PROJECT BACKGROUND

Operation Beaver began in 1964 as a Canadian ecumenical workcamp program sponsored by the Canadian Council of Churches and private funding. The Beavers were invited to Split Lake Manitoba where they joined forces with the Native Community in the construction of their town church. Over the years, both the Native people and volunteers have worked together to tear down shacks, and worthless buildings, to construct new homes in low income areas of Canada. In 1968, Frontiers Foundation Inc. assumed responsibility for the program, which has since expanded overseas. Sponsors include federal, provincial and territorial support as well as various Foundations and corporations.

Frontiers now serves from east to west as well as the remote communities of the far north. The Foundation's staff size increased during its summer season, and maintains year-round a full time staff of 11 people here in Canada and overseas. Training is given to the International volunteers prior to the summer program in a five day national Orientation session, as well as a two day regional orientation program near the respective communities. It is not a requirement that volunteers be skilled before joining the Beaver program, yet many are and together work to train the non-skilled in construction techniques, safety, and first aid.

Funding for Canadian and overseas projects in 1982 totalled close to one million dollars. The majority of this funding came from various sources. CMHC, Secretary of State, and Alberta Housing and Public Works are all large sponsors of our Canadian Workcamp projects. Overseas funding is obtained primarily from

CIDA and Alberta Aid. A smaller proportion of donations are obtained from private sources - corporations, churches, individuals, as well as Foundations.

KEY FACTORS OF SUCCESS

In working together with veteran volunteers and community members we have been able to realize family dreams of better housing. Don Irving and Ray Yellowknee, our western Co-ordinators, have worked very hard in making the Foundation known in new communities as well as directing the summer and extended workcamp projects. Now, with our new Public Relations Officer and team of the past few years, Frontiers can only advance.

BROAD DEVELOPMENT LEARNINGS

There is an incredible amount of preparation by the Co-ordinators before recruiting volunteers and confirming projects. Alternatives must be available for volunteers, should problems arise during the summer. We try to provide solutions for various situations that may occur, eg. community/volunteer relations, volunteer/volunteer relations, delay of materials or supplies.

IMPORTANCE TO LOCAL AREA

The significance of Beavers in a community are many. Friendships are made between people of many cultures, often from nations who were enemies during the World Wars. Volunteers try to bring others together by organizing event days and joining community sports teams.

UNIQUE DEMONSTRATION OF SUCCESS

Success comes only through self-help projects. The Beavers are invited by the community to work alongside their members on the construction of a new home. Frontiers Foundation knows that in the long term, people who have built their own homes have a greater respect for them.

The many cultures focus on the needs of the community rather than their own. Living together with the people enables the group to keep the project moving, generate new ideas for projects within the community, as well as the cultural exchange. Third World volunteers increase their knowledge of building skills, to return to their native countries for future development projects there.

GLOBAL APPLICABILITY

The many projects are very important to our nation at this time. We have English Canadian, French Canadian and Native Canadian working together with Japanese, German, as well as American people who are all pitching in to create better living conditions. Practical projects which require cooperation, communication, sharing and giving of each individual.

The projects themselves are a visual presentation of their efforts in community advancement. Success comes from the direct community involvement and participation - simply - "self-help".

MATERIALS AVAILABLE

Films:

Chidamo

Beaver Road

Beaver Tracks

Operation Beaver

Guest speakers available

CONTACT

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Daphne Johnston, Public Relations Coordinator
Charles Catto, Executive Director
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The Orillia Senior Talent Bank - Pilot Project began in September 1980 as a result of conducting 2 Seminars to investigate the Senior situation in Orillia. Since that time over 4000 Seniors over 65 have been interviewed and documented in confidence. New Senior volunteers obtained by this process are recommended to various Orillia agencies serving Seniors. Through government grants 4 full time staff have been employed plus many volunteers. 245 entirely new Senior volunteers have been obtained and placed. This number is increasing each month. Canada Community Development Projects funded \$14,000. The City of Orillia and the Golden "K" have provided some limited support.

OBJECTIVES

The primary goal of the Senior Citizen Talent Bank is to enable and encourage all Seniors to serve the community and use their skills, no matter how small for the mutual benefit to all citizens.

The objective was also to interview and document 4000 Seniors over 65 in Orillia as to their volunteer interests, needs and suggestions for the good of their community.

ACCOMPLISHMENTS OF PROJECT

To date over 4000 Seniors over 65 have been interviewed and information updated. Over 250 new volunteers have been received and placed with 35 different organizations and agencies serving not only Seniors but the public in general.

The quality of life for those Seniors has been vastly improved by their involvement in community affairs and their relationship to their fellow citizens.

IMPORTANT PROJECT BACKGROUND

Two public Seminars in 1980 and 1981 sponsored by the Champlain Golden "K" Kiwanis Club and the City of Orillia brought to light the many needs and interests of local Seniors. Orillia has the highest percentage of Seniors over 65 in the Province of Ontario. As a result two new organizations were initiated - Senior Citizen Council and the Senior Citizen Talent Bank Pilot Project for Ontario.

Support was received from Mr. Lawrence Crawford, Senior Secretariat, Ontario and a committee under the chairmanship of C.N. Wilson was set up. Difficulties were many - convincing the public and obtaining the support of agencies who only served a very small part of the Senior population. The results have been many and include a new Information Centre, library, reference service and volunteer placement office.

KEY FACTORS OF SUCCESS

Obtaining the support of the general population and Seniors in particular has contributed most to the ongoing success of the project. The soft-sell approach to many doubting Seniors by our interviewers instilled confidence in their minds and helped bring many into community activities.

As the new volunteers' participation developed there has been an automatic favorable response from the community -- so much so that the City of Orillia now appreciates the vast importance of the Senior population.

BROAD DEVELOPMENT LEARNINGS

The community is now beginning to really appreciate the vast expertise available among the Senior population and is inviting them to participate in policy and planning seminars and committees for the benefit of all the citizens, young and old. It is important to have the Seniors realize how valuable they are to the well-being of the community and therefore volunteer to contribute their experience and training to others.

IMPORTANCE TO LOCAL AREA

The results of this pilot project have been to extend the findings outside of the local area to the rest of the country and to show other communities the value of utilizing their Seniors in all aspects of community living. Up to the present we have received many inquiries from across Canada for our method of approach to the Senior problem of participation.

UNIQUE DEMONSTRATION OF SUCCESS

This type of project can only be successfully developed through hard work, dedication and an aggressive organization appealing to the Seniors personally and to the community in general. This Talent Bank is now supplying Senior volunteers to such agencies as, Orillia and District Ability Assoc., Nursing Homes, Board of Education, Big Brothers, Richmond Resource Centre (Volunteer Training) to mention only a few. The project has resulted in a special recognition by the International Kiwanis world organization for its innovative approach to the involvement of Seniors.

GLOBAL APPLICABILITY

All countries, including Canada are now facing a rapidly growing population of Seniors due to improved health programs, public education and the need for more experienced contribution to the welfare of the country, local and national. Every effort should be made to encourage governments and their citizens to recognize what they are now overlooking in the expertise of their Senior population.

CONTACT

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Orillia Talent Pilot Project
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The Park Heights Community Centre is a cross-sectional gathering of some 130 senior citizens over 55 years of age from the North Park and Richmond Heights areas of Saskatoon who use the existing facility of St. Mark's Anglican Church Hall. The Centre is a response to the expressed needs of the community and its seniors as obtained through a door-to-door survey. The program of the centre is both recreational as a centre for fellowship for the seniors of the community and informational through providing speakers on current issues and publishing and distributing a newsletter.

ISSUES ADDRESSED

This project responds to the need for information, recreation, fellowship and community involvement among senior citizens.

OBJECTIVES

Those who launched this project set out to learn the needs of older people and to seek action to respond to these needs, as well as to keep informed on community issues and influence change.

1. To meet the social and recreational needs of older people.
2. To provide outlets for skills which might otherwise be lost: handicrafts, serving on committees and boards, typing records, planning activities and events, etc.
3. To keep in touch with the community: speakers from city government and services, survey of community needs, publishing community newsletter.
4. To work for the development of housing for seniors in the community.

ACCOMPLISHMENTS OF PROJECT

1. Established in the neighborhood an organization for seniors, and through this they are providing activities that the members themselves select, develop, and in which they participate.
2. Conducted a survey on broad community issues during 1980. Responses were received from 68% of all households (50% would be a high return).
3. Influenced community change. The Lutheran Church purchased a closed school building and will develop it for the benefit of the whole community including housing for senior citizens and new recreational facilities.
4. Launched Neighborhood News - a community newsletter.

IMPORTANT PROJECT BACKGROUND

The centre originated from a small group of people who met periodically to discuss community affairs. A New Horizons grant of \$2900 was obtained for the survey. This 1980 survey indicated that the Park Heights area of Saskatoon has a population of 2,350. Responses indicated that 13% of these residents were over 65 years of age and 22% more would become that age in the next twenty years. Those retired makeup 19% of the population. Only \$900 was used for the survey and the balance is being used to publish and distribute the newsletter.

KEY FACTORS OF SUCCESS

1. Leadership who care about the community and is willing to work.
2. Good working relationships with other community organizations such as schools and churches.
3. In doing a community survey, the skills of the surveyors and the training provided so they are able to secure participation from the residents.

BROAD DEVELOPMENT LEARNINGS

Development begins with dissatisfaction. Dissatisfaction occurs when there is a gap between what is and what should be. This gap is need. The first step is to define the need and establish objectives to meet the need. Then proceed.

IMPORTANCE TO LOCAL AREA

1. The needs of seniors in the North Park and Richmond Heights areas of Saskatoon are being met.
2. Important data on the community has been gathered.
3. Neighborhood News has improved communication in the neighborhood.

UNIQUE DEMONSTRATION OF SUCCESS

The Park Heights Community Centre is an example of what can happen when a group of senior citizens take responsibility for their community. The survey of the opinions of residents has led to corrective recommendations and action.

GLOBAL APPLICABILITY

This project would benefit many communities through involving their seniors in a program of improvement based on the needs of the residents. It requires a committee willing to take responsibility and following through on these steps:

- Decide definite objectives
- Build a plan
- Mobilize resources
- Work to achieve goals
- Evaluate results
- Make corrections and proceed

MATERIALS AVAILABLE

- "Our Community Survey Report" - 1981
- Neighborhood News - Quarterly beginning in 1983

CONTACT

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Park Heights Senior Centre
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Peace Hills Trust Company was federally chartered November 19, 1980, North America's first Indian owned, Indian controlled Trust Company. Capitalized at \$7 million from oil revenues of the Samson Indian Band, the Trust is the focal point of the Band's financial affairs. It ensures prudent management of the current and future assets of the Band. It provided on-reserve retail banking and money services for its membership where no such services had previously existed. It is developing training and employment opportunities in commerce and finance and a spirit of entrepreneurship for Band members. It also provides a significant new source of financing for other Indian Bands, groups or individual entrepreneurs across Alberta and Canada.

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 (i.e. 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 the community.

The developers must be prepared to innovate on ideas which are publicly acceptable in order to make them meet all the legal requirements. At the same time it is necessary to keep communication with all the established leaders and practice high standards of competence for having been entrusted with other people's money.

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.

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.

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.

MATERIALS AVAILABLE

- Annual Reports

CONTACT

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Vice-President, Business Development
Peace Hills Trust Company
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The main objective of the Person T(w)o Person program is to provide a friendship relationship on a one-to-one basis for those in prison or recently released. It is built on the premise that inmates need a "friend," the friendship of a mature adult who will listen, suggest, and encourage him to have a purpose and to work for academic, vocational and spiritual advancement in preparation for "the outside." There are approximately 35 person to person matches presently with inmates by husband and wife couples or men visiting once a month during the year and occasional part time volunteers, comprising a total number of 823 volunteer-inmate visits during 1982.

ISSUES ADDRESSED

Adult prisons are crowded with hundreds of men from 16 to 30 years of age who have nobody "outside" who cares about them. Many have no visitors and seldom receive a letter. Disowned by friends and relatives, disillusioned and lonely, they grow to fear and even hate society. A forgotten man seldom succeeds during parole, with no friends or job; he usually reverts to crime and is then returned to prison. His prison care costs taxpayers up to \$45,000 per year, plus incalculable heartbreak and a wasted life.

The Saskatchewan Penitentiary is a maximum security institution located in the Province of Saskatchewan and in the City of Prince Albert. In the early 1970's the Citizen's Advisory Committee at the Penitentiary recognized this particular issue as contributing to the psychological and emotional stress of inmates.

About the same time the Conference of Mennonites of Saskatchewan's Christian Service Board was identifying how it could actively meet social needs of the province. In 1974 Rev. Orville Andres became aware of the need for a befriending program at the Saskatchewan Penitentiary and initiated, on a part-time basis, the P-2-P program. By 1976, the P-2-P program became a full-time program supported by the Conference of Mennonites of Saskatchewan Christian service board.

OBJECTIVES

The main objective of the P-2-P program is to provide a friendship relationship on a one-to-one basis for those in prison or recently released. It is built on the premise that inmates need a "friend", the friendship of a mature adult who will listen, suggest, and encourage him to have a purpose and to work for academic, vocational and spiritual advancement in preparation for the "outside."

The volunteers motivation to serve is inspired by their faith in God, and it is the desire of the volunteer that each inmate friend come to know and experience this communion with God, however it is not essential that the inmate profess Christianity or intend to so for the cultivation of the inmate-volunteer relationship.

ACCOMPLISHMENTS OF PROJECT

- There are approximately 35 person to person matches with inmates by husband and wife couples or men visiting once a month during the year and occasional part time volunteers, comprising a total number of 823 volunteer-inmate visits during 1982.

- Indications of emotional growth of inmates as a result of seeing someone cares.
- Indications that inmates involved are less lonely and more stabilized emotionally. For some inmates, it may be the first time they have been befriended in a long term genuine manner in their life.
- Inmates involved in the program are less likely to commit further offenses.
- Volunteers in the program have had their own horizons expanded and have a broadened perspective on the Canadian justice system as well as the criminal element of the penal system.
- P-2-P initiated and participated in a stress management course for the penitentiary staff and their spouses. These programs were a success and will be continued by the penitentiary staff itself.
- Christ's commissioning to, "visit those in prison", has been encouraged through P-2-P, we would like to think that we provide a service arm to his body, the church, for more complete obedience to Him.

IMPORTANT PROJECT BACKGROUND

Inmate volunteer to be a part of the P-2-P program. P-2-P recruits the volunteers interested in donating their time to befriending inmates.

The Conference of Mennonites of Saskatchewan Christian service board pays one full-time salary for a Director and one part-time salary for a secretary to the P-2-P program. The Director works with staff and inmates at the Penitentiary in matching volunteers with inmates. Couples or singles are matched with inmates and visit once a month. From time to time groups of college students or other individuals work in the program on a part-time basis. The volunteers attend initial orientation workshops and continue involvement in other workshops from time to time.

KEY FACTORS OF SUCCESS

- Volunteers willing to give themselves to the program are the heart of the program; their enthusiasm generally is very high as they see the program work.
- Volunteers must create a rapport with the inmates and be interested in them as individuals on an equal basis.
- Many volunteers come in for visits from a long distance; this action speaks loudly to inmates as well.
- The establishment of a good relationship between the Director of the program and the institution it is serving is necessary to success, as well as a good relationship with the inmates.

BROAD DEVELOPMENT LEARNINGS

1. It is important to stay on top of what is happening in the penal system through recent articles; reports from the Citizen Advisory Committee and grievances among the prisoners.
2. The Director must keep in contact, as much as possible, with other groups doing similar work. This can often be done by attending national or regional workshops, where one can get ideas from others involved in justice system work.
3. Volunteers involved with the program need to define their own goals from participation before entering into the program.
4. It is important for the Director of such a program, to establish a good

working relationship with the penal staff, the inmates, and the volunteers. If you hit it off well at the beginning with the Penitentiary staff and follow the guidelines of the institution you will be respected during the highpoints and low points of a program.

IMPORTANCE TO LOCAL AREA

1. This program adds a more human element to the prison environment, resulting in positive changes in the attitudes of the inmates.
2. This program is praised by both the Citizens' Advisory Committee and the Penitentiary as one of only two programs that should not have staff cut made to it.
3. Staff frequently comment that the greatest positive change in an inmate's behaviour and attitude results from the relationship that they have with P-2-P volunteers. The staff are often viewed as paid to do a job, but the volunteer is seen as a real friend by the inmate.

UNIQUE DEMONSTRATION OF SUCCESS

The P-2-P program provides an alternative to what's usually done in the penal system, where simple incarceration doesn't change behavior in a positive manner. This program demonstrates that when people are willing to get involved voluntarily with inmates and befriend them, self-esteem can be restored to inmates. Inmates have generally shown changed behaviour; their negative behaviour has decreased and they have a more positive outlook on life. The program demonstrates that changes are needed and can be successfully made in our penal system. We as a society cannot rely solely on professional people to do the job themselves. If we are really concerned about the creation of a better society, then it is incumbent on us to get involved on a voluntary basis.

GLOBAL APPLICABILITY

Applicability of this program in other locations depends on the following important elements:

1. Assess first the interest within the community of people wanting this service and willing to serve as volunteers.
2. Committed volunteers are key, volunteers who are interested and willing to hold to their commitments.
3. Establish a strong rapport with the institution (you are a guest, they are your host).
4. Establish good open communication with your governing board.

MATERIALS AVAILABLE

The P-2-P program is willing to share its program and learnings with others. Written materials on the program are available.

CONTACT

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Responding to the need for more skilled tradesmen essential for economic survival in the Province, the Government of Ontario, in conjunction with the Government of Canada, introduced an Employer Sponsored Training initiative in June of 1978 for Peterborough. The Peterborough Industrial Training carried out several activities, the major one being the formation of the Peterborough Industrial Training Institute/Committee (PITI), formed in 1980. It has a Board including 25 persons from management, labour, government, and education. The staff consists of one half-time Administrator with the training being done by the staff of Sir Sanford Fleming College and the skilled journeymen of various companies. Funding is provided by the Federal Government and by participating companies. There are currently 9 apprentices who commenced work in March 1981 and will graduate in 1984.

ISSUES ADDRESSED

The specific mandate for the Committee includes the following objectives:

1. To serve as a forum for representatives from industry, labour, the three levels of government and education to discuss areas of mutual concern.
2. To broaden the base for corporate support of relevant educational training programs.
3. To bring together in a coordinated effort, the industrial training resources of the public and private sectors.
4. To identify manpower training needs, to develop training systems to resolve these needs and to continuously evaluate their results.

OBJECTIVES

The objectives of the Institute were to develop and administer training programs. The initial training programs are for toolmakers and machinists. The trainees are employees of the Institute and are rotated from one company to another as they complete each training block in their program and progress toward accreditation in the trade in question.

ACCOMPLISHMENTS OF PROJECT

The PITI program provides a breadth and quality of training experience not available through an individual organization. It provides a standing mechanism whereby shortages on other occupational areas may be met in the future and provides the most cost-efficient system in the community. Although the recession and funding cutbacks have reduced our program below the original objective of 9 per year, we have nearly completed successful training of 9 skilled workers.

KEY FACTORS OF SUCCESS

When we started the time was right from the government's point of view for a new kind of training program to fill a shortage of skilled machinists. The Committee provided a powerful cross-section of the business and government sectors in our community. Having the apprentices rotate to a different company every six months involves many companies in the process.

BROAD DEVELOPMENT LEARNINGS

Personal contacts are important for finding company placements. The wide variety of placement situations teaches flexibility and adaptability. There is a need to co-ordinate learning experiences among all industries. Companies will not meet all the expectations of apprentices for specific learning experiences, so you need to insure good communication between apprentice and employer.

IMPORTANCE TO LOCAL AREA

The PITI has provided a locus of cooperation between companies, labour, education and government to meet the skilled labour needs of the future. We believe that this is a sign of the vitality of Peterborough as a recognized industrial area.

UNIQUE DEMONSTRATION OF SUCCESS

The PITI has provided an effective model for the involvement of companies in the training of apprentices. As the Globe and Mail pointed out on September 6, 1983, companies have not been utilizing available funds to take on apprentice training. We provide the needed mechanism.

GLOBAL APPLICABILITY

We believe that this concept of a co-operative rotating training method can be replicated anywhere in nearly any training situation.

MATERIALS AVAILABLE

Project reports
Project Display

CONTACT

Del Facey, Administrator
Peterborough Industrial Training Institute
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The Pontiac County Regional Municipality is the renewed form of the County Council. Founded only a year ago in 1983, it has come into being as a local means of coordinating and assisting regional development. With greater powers than its predecessor, it is a sign of the new possibilities of cooperation between municipalities and other groups towards overcoming severe economic disadvantages.

ISSUES ADDRESSED

Pontiac County has 20,000 inhabitants and is located north of the Ottawa River some 50 km. from the Ottawa-Hull capital region. From some of the best agriculture land in the province, located along the river, the county stretches 200 km to the north through rich timberlands and wilderness areas. The economic foundations are farming and forestry. However, this has not been enough to provide sufficient work for the people which makes it very difficult for families to continue in the region where a great many of the youth who become well educated move away in order to find employment. In addition, the county is without a major regional centre. Even the three largest towns have populations less than 3,000 each. As a consequence, many purchases are made outside the county, resulting in fewer local service and retail jobs than in the surrounding regions.

ACCOMPLISHMENTS OF PROJECT

There has been a cross-fertilization of ideas and actions between the local communities and the region at large. Many communities have held local planning forums and other gatherings in addition to the CRM's regular meetings. Campbell's Bay found that half the stores on the mainstreet were vacant. A suggestion was made to bring in a pharmacist. The local Council made an unprecedented grant of \$1,000 to attract this professional on the condition that he remain for at least three years.

In Waltham youth activities have been re-established. A park has been created and space for elder's programmes has been provided. On the County level, the Pontiac Business Association has hired an industrial commissioner to work with the Association and the Regional Municipality.

A major sign of successful development activities is the County Tourist Circuit which directly involves four municipalities and potentially will involve and affect the others as more things become realized. The principle of the Tourist Circuit is to develop and promote a package of sights and activities. The Coulonge River Falls are being developed to both show off their natural majesty and eventually provide a demonstration of heritage building skills and to market local handicrafts. The initial building phase is presently employing 18 people. The potential is even greater with the recent restoration of the historic Bryson House and covered bridge at Fort Coulonge, the development of white water rafting at Grand Callumette Island and the renewed promotion of Leslie Provincial Park near Otter Lake to name a few.

Government resources and expertise, local vision and financial participation by the County Regional Municipality have been the mix which has put force and practicality into a dream. Through the publication of a county tourist map, government reports and local news articles, many people throughout the county have become aware of the new directions in development. Both the Shawville

Equity and Le Reveil du Pontiac, which are the local newspapers and CHIP, the local radio station, serve to inform and challenge people about the issues and possibilities.

BROAD DEVELOPMENT LEARNINGS

Doing local development in Pontiac County requires the following keystones:

1. A few very dedicated people who are willing to pursue their project and vision through many difficulties.
2. Take as much time as required. To get tourism project recognized as a priority took over five years of talking and spending one's own time and resources.
3. Attend meeting after meeting after meeting. This provided a local exchange network for approaches and ideas. Individual contacts are also necessary and new directions are not created the day after tomorrow.
4. Live with the irritations. Local people could not work without work permits. Consequently many people were brought in from the city for construction jobs. Keeping going regardless.
5. Make people feel they are a part of it. Whatever the project, explain the benefits in a way that shows the advantage to that person's community.

CONTACT

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Pontiac County Regional Municipality
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LEARN (Literacy Education and Reading Network) is operated by local volunteers and the staff of Lakeland College to create awareness of the literacy issue and catalyze community action around it. Through local volunteer Advisory Committees in seven resource centres in the Lakeland region of northeastern Alberta, LEARN maintains an on-going campaign of community awareness using radio, TV, posters, public speaking and newspaper. Using a method of informal personalized training, LEARN trained over 70 persons as tutors and provided literacy education for over 100 students in its second year of operation, 1982-83. Four libraries have been surveyed for appropriate reading material. New jobs, easier integration for immigrants, new self-worth and ability to deal with everyday life, are among the benefits accrued by participants in the LEARN programme.

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, e.g. Vietnamese. The program does not teach English as a second language but nearly 50% of LEARN

students have come from such programs. At present native people are not requesting training. 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 (home, library, etc.).
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

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Project LEARN
Tri-Community Education Centre
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TOA OVO

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An Indian Reserve for the Chippewa Nation was established at Rama, Ontario in 1838. Located on the eastern shore of Lake Couchiching (near the town of Orillia), the Reserve stretches over 2,500 acres with a population of approximately 500 native inhabitants. From 1974 to 1981 the Band has worked at developing an industrial park on the Reserve. The result has been an industrial mall with 5 companies employing members of the Band and surrounding communities and reserves.

ISSUES ADDRESSED

In the early part of the 1970's, a number of long-standing social problems came to a head. Unemployment among Band members was at an all time high. The welfare roles for the community were burgeoning. The Band's youth population was encountering more problems with the law related to drug and alcohol abused. The root to these problems was seen by the Rama Band Council as being the lack of suitable long-term employment opportunities for Band members. A number of factors were responsible for the current unemployment situation including: a small percentage of those educated beyond the 10th grade; distance to travel to jobs; high unemployment in surrounding areas; and little managerial and general business skill among members to make current enterprises profitable.

OBJECTIVES

To adopt a new approach, from attempting to provide off-reserve employment opportunities to putting efforts into finding manufacturing firms willing to relocate some or all of their operations on the Rama Reserve.

ACCOMPLISHMENTS OF PROJECT

1. Formation of the Rama Development Corporation.
2. 30 acres of land secured, bounded by the main road leading into the Reserve and by a Canadian National Railways spur line.
3. Brochure on the Industrial Mall.
4. Joint venture formed between Calum Construction Ltd. and the Rama Development Corporation.
5. Construction of the Mall from March 1981 to September 1981.
6. By December 1981 four tenants occupied the building a truck lamp and reflector assembly operation; an industrial designer; a boat builder; and a manufacturer of Christmas decorations.
7. As of January 1982 over 30 reserve members had been hired to work for the various tenants in the Mall.
8. Because of the continuing interest expressed by other firms wishing to lease space in the Mall, work has recently begun to plan a second mall.

IMPORTANT PROJECT BACKGROUND

In 1979, the community also participated in a long-term planning process which identified economic goals and helped sustain efforts.

KEY FACTORS OF SUCCESS

Making the maximum use out of resources available to the Reserve. In order to attract tenants to the Reserve, the town of Orillia also needed to be promoted as an attractive place to live. A Board of Directors for the Rama Development Corporation that is composed of well-known business and academic members. A

package of incentives from the government offered to business prospects to make location on the Reserve, 5 miles outside the major town, more attractive.

BROAD DEVELOPMENT LEARNINGS

The approach developed for industrial development is one that involves the Band in taking a leadership role but in such a manner that allows them to utilize outside resources to the maximum extent possible. These include the Department of Indian Affairs and Northern Development; the Province of Ontario, the town of Orillia, Queen's University, and several private industrial enterprises and financial institutions.

IMPORTANCE TO THE LOCAL AREA

1. New employment opportunities; approximately 75 jobs.
2. Promotion of the Orillia area as an alternative to the congested Toronto area.
3. Working relationship established between the town of Orillia and the Rama Reserve.

UNIQUE DEMONSTRATION OF SUCCESS

This project demonstrates how a community can effectively put together their local resources with the resources of the public and private sectors to provide an economic base for the community.

GLOBAL APPLICABILITY

The setting up of the Mall was not a quick success story but a ten year journey of exploring all the avenues in combining available resources to provide economic development. Determination was the key.

MATERIALS AVAILABLE

- Report by Dr. C.K. Bart of McMaster University on the set up of the Rama Industrial Mall.

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The Reading and Writing Tutoring Project is an adult literacy project in the English language. It is located in the Peace River North area of Alberta, in a developing agricultural area. Many in the area speak German, Cree, Ukranian, Dene, Beaver and French as their first language. The aim of the project is to enable all interested adults to become functionally literate. The project provides incentives and resources for continued learning. It crosses cultural barriers to provide a means for more active community participation.

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. They did not 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 continued 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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Based on the assumption that there is need for rural, co-operative and youth education to bring about change, REDA endeavours to accurately assess the needs of the rural population and develop programs to maintain farm family units, build organizations and develop leaders. REDA provides expertise in program design, experience in designing and managing citizen participation programs, board and staff development for farm and commodity organizations, experience in designing and managing programs for youth, cooperative education and development, home study courses, social and economic surveys and analysis. The Association has a small, highly flexible staff with a wide range of expertise and maintains close working liaison with staff of Alberta Agriculture, universities, co-operatives and farm organizations, in order to expand the range and availability of its services. A Board of Directors of 13 people representing the member organizations directs the policies of REDA. A General Advisory Council, appointed by the Board, provides advice on programming and program direction. A Youth Advisory Committee provides advice and ideas in this specific area. Each major program area has an interdisciplinary advisory committee.

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 particularly 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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Regional Resources Project No. 1 is a cooperative development effort being undertaken by a group of 10 small rural communities in Alberta. The project demonstrates how a locally-initiated coordinated cooperative approach can successfully reverse the trend toward rural decline and depopulation. A Project Board consisting of a Council representative from each of the 10 communities administers the Project and hires a resident Project Coordinator. Since the project began in 1972, unified planning and action have overcome the limitations of small size: some \$4 million of government grants have been obtained for major physical improvements and improvement of social, cultural and recreational amenities; between 40 to 60 new businesses employing from 1 to 60 persons, have been attracted; water and sewage facilities have been improved; visual appearance of the communities is greatly improved; and population decline has been arrested or reversed.

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. New businesses, between 40 to 60, employing from 1 to 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 provided 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.
 - Regularity of meetings (monthly) 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.
 - lots of advertising is done within and beyond the region.
 - promotional literature is well-done and informative.
 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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Richmond Resource Centre is a government funded non-profit organization. The programme was initially operated for two years on a volunteer basis. Most of the programming is geared toward helping the adolescents and single parents in Orillia. Programs are in three broad categories: Teen Support Program; Single Parenting and Family Services Program; and Volunteer Training and Placement Program. There are 6 project staff and 150 volunteers. A volunteer training program is conducted throughout the year with 35 to 40 participating. The budget is \$82,000 with 80% from the Ministry of Community and Social Services, and 20% from fund-raising.

ISSUES ADDRESSED

1. Rising number of single parents (male and female) in the community who face loneliness and unemployment.
2. Increasing number of children still in high school living alone because they are unable to cope with family situation or crises.
3. Concerned people who want to help or get involved but don't know where to begin with today's complex issues.

OBJECTIVES

1. To provide crisis intervention services to families or individuals in a non-threatening environment.
2. To provide single parents resources for both physical and mental sustenance.
3. To develop or provide the opportunity to practice socialization, cooperation, and to foster the development of a positive self-image.
4. To train and place volunteers in the social service arenas.

ACCOMPLISHMENTS

1. Training between 35 to 40 volunteers a year.
2. Survey conducted with 45 agencies to determine volunteer needs and skills required to be a volunteer.
3. Cooperation with 6 other agencies in the building who also service the same clients so that referrals can easily be made.
4. Operation of 8 programs to service the teens and single parents.
5. Work with 21 agencies to identify new arenas of service to the changing social situation. Recent pilot program was "Alternative School" which meets 4 mornings a week and on Friday afternoon. The focus is on basic skills, life skills and job training.

IMPORTANT BACKGROUND DATA

The philosophy of the Resource Centre is to provide a non-threatening environment in which adolescents in need of support can find confidential help and growth experience. The Centre is able to respond immediately to crisis situations. The volunteers who work with the adolescents or single parents are from similar backgrounds, so they can easily relate to them.

KEY FACTORS OF SUCCESS

1. We have managed to create a non-threatening atmosphere.
2. Staff can relate to people they are helping. The staff are not professionals with degrees, but are trained and maintain a professional relationship of confidentiality.

3. A working relationship created with other agencies serving the same people.

BROAD DEVELOPMENT LEARNINGS

1. Start out in spite of what may seem to be large obstacles. The project operated totally with volunteers with a sense of community for two years before funding from COMSOC was received.
2. Help people understand alternatives, not the "this is good for you, do it" approach.
3. Personal identification with the people is needed. One staff member brought her own child to the sessions.
4. Look not only for short-term changes but know that change takes years to happen.

IMPORTANCE TO LOCAL AREA

The Centre is beginning to bring agencies and concerned citizens together to look at current social issues. A community can respond to the short-term issues (e.g. nine wife beatings in one week) and take long-term preventive steps. Immediate needs get looked after immediately but steps are taken to eliminate the situation.

UNIQUE DEMONSTRATION OF SUCCESS

The project demonstrates that a community can respond immediately to crises in its midst and can move beyond immediate responses to long-term measures.

GLOBAL APPLICABILITY

In a time of rapid social change communities must find ways to service those victims who are caught in the anger of that change. We must train volunteers to provide a professional level of service, yet stay locally related.

MATERIALS

- brochure
- proposals submitted for funding
- action step of program

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Roblin Forest Products resulted from the search for a new industry which would expand the community of Roblin in an orderly fashion while affording both local control and local employment. The venture with the new process of using water-borne salt for treating wood provided both these values. The process of securing the government license for this new method of treatment opened new markets for Roblin to sell not only in Manitoba but also in Saskatchewan. Developing a system of no-delay payment for logs on the basis of their scale weight was a great boost to those who do the logging and delivery from the forest. Forest Products has become the largest employer in the local area. Workers trained there have gone to other employment at higher salaries but many have returned to Roblin and the home they knew there. Roblin has demonstrated maximum use of the human and natural resources by a small community taking advantage of its potential.

ISSUES ADDRESSED

The new business dealt with starting up a new company, employing local people as well as caring for the health and welfare of people handling treated wood and of workers and their families in the area.

1. The maintenance of the home and family life of the loggers.
2. The acceptance and marketing of a new process (water borne salt) with which to treat power poles, fence posts, and exposed wooden structures.
3. The establishment of standards for a new process and the development of trust and acceptance in the market.
4. The training of the unskilled local labor force.

OBJECTIVES

The original investors in Roblin wanted to locate a new industry which would expand the community in an orderly fashion, affording local control and employment.

ACCOMPLISHMENTS OF PROJECT

1. Secured approval of the Swedish method of water-borne salt to treat exposed wood timbers, replacing creosote treatment.
2. Obtained government license for this method of salt treatment and participated in establishing the national standards for treatment.
3. Won contract with Manitoba Telephone System to supply telephone poles.
4. Developed system of no-delay payment for logs at delivery based on scale weight.
5. Employment of 50-85 local people plus 50 from San Clara/Boggy Creek area who do the logging.
6. Supplying lumber to Manitoba and Saskatchewan Pool Elevators and fence posts for farms.
7. Expanded to include Duck Mountain Timber Products Company when owner was accidentally killed and also a lath-making company to the benefit of all.
8. Marketing contracts in Winnipeg, Quebec and Chicago.

IMPORTANT PROJECT BACKGROUND

The venture started with local people buying \$500 shares with a five year, no dividend agreement, but they were able to pay dividends at the end of three years. They worked always with the understanding that no outsider could take

the company over. The population of Roblin was 1200 in 1958 and presently is about 2000. The manager for most of the first 20 years was a very likeable person, of great physical capability, as well as being a man who trusted, encouraged and trained his employees - including the economically disadvantaged, the mildly retarded, and the socially unaccepted. In 1979 the plant was sold to North American Lumber Ltd. with the same operating values maintained: local management, retaining the same name and employing the same staff, all of which continue to benefit Roblin.

KEY FACTORS OF SUCCESS

1. Secure quality management.
2. Maintain local values and control; give everybody the opportunity to know what is planned.
3. Weigh up all the possible economic ventures before making your decision.
4. Providing quality product and service.
5. Promoting health and welfare benefits. Giving the economically disadvantaged a chance.

BROAD DEVELOPMENT LEARNINGS

It takes a committed, qualified person to manage a business and hold human values for all who are involved. A local industry, even though it starts small, needs to locate where it should be over the years, anticipating growth.

IMPORTANCE TO THE LOCAL AREA

1. Providing the largest employer in the local area.
2. Stimulating other local business; i.e. Roblin Trucking Company.
3. Reducing family problems: loggers are away from their families for shorter periods during the logging season.
4. Trained workers go to other industries at high salaries, i.e. potash mines in Saskatchewan, and often return to Roblin Forest Products.
5. New applications include wooden posts for highway signs rather than the metal ones which are more dangerous at the time of an accident, as well as floating wooden docks with longer life.

UNIQUE DEMONSTRATION OF SUCCESS

Roblin Forest Products pioneered in the use of water-borne salt to extend the life of wood when it is exposed to the elements. This process is now in use across North America. Roblin has demonstrated the maximum use of the human and natural resources by a small community taking advantage of its potential.

GLOBAL APPLICABILITY

- A model for communities with natural and human resources.
- A demonstration of human values maintained in the midst of economic expansion.

MATERIALS AVAILABLE

- Pamphlets on Pressure Treated Wood
- "Creative Salesmanship" - a descriptive article in Operation Bootstrap

CONTACT

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The Lake St. Peter Native Alliance was incorporated in 1982 and now includes all of the 240 land owners in the township, both native and white. It costs only \$1 to join. It has no budget and no staff, only volunteers. Yvonne LaValley is the president.

ISSUES ADDRESSED

The entire township has no electrical power even though communities on both sides do have power. In fact, power lines pass through the township and there is even a substation located in it but the power company has refused to put power to the community unless it comes up with over \$100,000. We also have no fire protection. Without electrical power we cannot heat a building through the long winter to protect the costly equipment. Also, without power we cannot generate employment opportunities in our community.

ACCOMPLISHMENTS OF PROJECT

We have organized the community and gotten 100% participation of the residents, both native and white. We have received \$8,000 from the Ontario Ministry of Citizenship and Culture to survey the route for the poles. The Federal Department of Employment and Immigration is holding \$30,000 to pay wages for the installation. All we are waiting for is Ontario Hydro to pick up their share.

IMPORTANT PROJECT BACKGROUND

Joseph LaValley started working on getting electricity in 1958. When the transmission lines and substation were built in 1971 people assumed they would get power soon, but it didn't happen. We started moving again in 1982 when Yvonne LaValley was elected president of the Lake St. Peter Native Alliance. The Native Community Branch helped pay for some of the telephone and travel costs with a \$2,900 grant.

KEY FACTORS OF SUCCESS

A key factor in our success so far has been our people's awareness that they are being ignored in their desperate need for electrical power. Recently they have been encouraged by the grants we have received and by the fact that the route has finally been surveyed and marked for the poles. We have been able to re-interpret the word "native" so that all of the community have been able to see that they are natives of this community and have joined the Native Alliance.

BROAD DEVELOPMENT LEARNINGS

We have learned that you need to keep accurate notes on every phone call and meeting as well as copies of all letters so you know exactly what was said when. We found that you need to get one key name as the contact in each government or private agency. Otherwise you get bounced around from person to person and office to office every time you call. But above all, the key is to never give up, always be optimistic that you are going to win. We started getting results when after a year people in the agencies saw that we weren't going to give up.

IMPORTANCE TO LOCAL AREA

The attitudes of people in this community have changed. They are beginning to believe in themselves and that their voice can be heard. For example, there

were 83 people out at a meeting in June, and there are only 100 permanent families residing in the township. People are calling to volunteer their help.

UNIQUE DEMONSTRATION OF SUCCESS

We have been able to get 100% of the residents and nearly all of the absentee landowners involved, except for a few landowners that live in other countries. We have gotten both a provincial and a federal grant.

GLOBAL APPLICABILITY

We believe this is one of the first times that a native woman has led the fight against a giant corporation. When we win, it will be publicized in all of the publications to the Native communities across Canada. It will be an inspiration to all natives and to all small communities. Yvonne is ready to travel to other native communities across Canada to help them get organized and to pass on this hard-won knowledge about how to win with government agencies and corporations.

MATERIALS AVAILABLE

Newspaper clippings
Copies of letters

CONTACT

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In place of campuses housing large buildings with centralized programs either vocational or university oriented, the Saskatchewan Community School is a model..decentralized in terms of operation, flexible in staff and resources, geared to quickly meet the educational demands and needs of the community while avoiding the bureaucratic problems often related to programming in large institutions. The community college concept starts with the given situation and strengths of the people in the situation. It utilizes overlooked and familiar resources close at hand. A network of classes is offered where people live integrating educational opportunities to fit individual life styles. Through its outreach efforts, it works with the community and provides a unique opportunity for people to gather in their own neighbourhoods and help each other to learn.

ISSUES ADDRESSED

The present education system had a distinct age and budgetary bias.

Provincial grants in 1970-71 to the kindergarten to grade twelve system totalled \$80 million dollars, and grants to post-school was over \$55 million (\$42 million to universities - \$11 million to technical-vocational programs). The remaining amounts were for any other adult programming.

Resources had been concentrated on education for the young and little was available for the 500,000 adults (over 24) in the province.

There was a strong geographic bias as well. Current post-school opportunities were primarily confined to the major urban centres. On the basis of the desire of the Saskatchewan people for relevant learning in their communities and the present maldistribution of existing adult learning opportunities the following statement of purpose and objectives was announced.

OBJECTIVES

The community colleges shall be to maximize opportunities for continuing education through a decentralization of formal adult learning opportunities and the organization of programs at a community and regional level to meet informal learning needs and that colleges be developed on a regional basis with priority in development given to rural areas.

ACCOMPLISHMENTS OF PROJECT

The response was more than expected both in local volunteers who identified the needs and the delivery of the programs. The accomplishments are capsulized in the following Department of Continuing Education's 1973-74 Annual Report to the Minister.

"Community college developers were employed in four regions (Carlton Trail, Cypress Hills, La Ronge, Parkland) in December 1972. Boards to these four colleges were appointed in May of 1973. The Act respecting Community Colleges passed into Legislation May 1, 1973 and the colleges began preparing for fall programming. The four regions comprised populations of approximately 175,000 people. One thousand and ninety (1,091) programs in these regions, serving 15,582 people were undertaken the first year."

Board-hired staff in each college has been minimal -- essentially a principal, secretary-treasurer, information officer and regional co-ordinators with support clerical staff. Volunteer Committees have been organized at the community level with responsibility for needs identification, advice and some administrative support in local programming. Facilities have been contracted as well as local resource-instructional personnel where available, and workshops to offer further assistance to instructors were organized in all regions.

Provincial contracts in the community college program are maintained through regular principals' meetings.

IMPORTANT PROJECT BACKGROUND

In place of campuses, housing large buildings with centralized programs either vocational or university oriented, the Saskatchewan model of community colleges began with communities themselves. It is a model .. decentralized in terms of operation, flexible in staffing and resources, geared to quickly meet the educational demands and needs of the community while avoiding the bureaucratic problems often related to programming in large institutions. The decentralization concept was emphasized with program offerings arranged wherever needs could be determine and space, of any kind, is available.

In December 1972, four community college developers were appointed to work with the establishment of four project college development areas: Swift Current region (Cypress Hills), Humboldt region (Carlton Trail), Melville-Yorkton region (Parkland) and La Ronge region. The term regional is stressed because these colleges were in no way locked into serving only the communities mentioned. The developer's role was to analyze the district, assist communities to determine their adult educational needs, recommend citizens for community college boards, and assist the board in launching the community college. From December to May, the developers were charged with giving visibility and publicity to the new concept of community colleges. "Store-front" type offices were established and the developer began listening and talking to any individual, agency or group interested in the provision of continuing education at the community level.

The response to the idea was very positive. People became aware that they, rather than government officials, determined programming direction.

The Minister of Continuing Education established an Advisory Committee on community colleges February 15, 1972.

The Committee terms of reference were:

1. Advise the Minister on the role of community colleges in Saskatchewan's education system and the educational process throughout the province which would foster understanding of the philosophy and potential of community college development. Advise the Minister on other matters related to the development of community colleges, including:
 - the identification of criteria concerning a community's readiness for a college;
 - the implementation and operation of community colleges in Saskatchewan.

In discharging it responsibilities, the committee shall conduct a series of public meetings and hearings.

2. Seven community college principles were devised and used as a discussion format in the series of public meetings throughout the province. The seven principles are listed.
 - A community college's major responsibility is to promote formal and informal adult learnings in its regional community.
 - Programs are to be developed in response to the expressed concerns of a community which has identified and assessed its needs.
 - A community college shall provide individual and group counselling
 - A community college shall assist in community development by offering programs of community education and service. In rural areas it will serve as a mechanism for the maintenance and development of a viable way of life.
 - A community college shall not duplicate existing educational services to a community.
 - A community college shall be governed by a council representative of the region.
 - The operation of the community colleges shall be under the purview of the Minister of Continuing Education.

The Committee held 54 meetings with a total attendance of 1,897 persons participating in the discussions. In addition to these, another 1,000 persons joined in the debates with the Chairman or other members as to what the new structure should look like and actually be able to do. 41 briefs were also received from organizations and individuals.

The Advisory Committee submitted the report to the Minister on August 15, 1972, and the government went ahead with the development plans by hiring the community college developers the last part of November 1972. The developers went to their areas, found office space, held informational community meetings, recommended who should serve on the regional board, helped the first local volunteer committees identifying their learnings needs then supported the community college regional board as they got ready to hire staff and to deliver programs in the fall of 1973.

In May 1973, the provincial cabinet appointed community college boards in each region. Following their incorporation, their immediate responsibilities were to hire a principal for the college and whatever administrative and clerical staff considered necessary.

KEY FACTORS OF SUCCESS

1. The developers had no plans but sought advice from local people who were hungry for educational opportunities.
2. They used the community development approach in solving adult education needs.
3. Education was given back to the learners who took on the responsibilities for the learning.
4. Themes developed naturally e.g. The community is the College and the College is the community or what the people want where they want it and when.
5. Local people had a voice in what happened and a variety of roles to take. They could instruct if they had a skill and the respect of their neighbours. They could volunteer to help identify community needs, recommend friends or neighbours for instructors or just take classes they were interested in at that time. Some who taught (e.g. upholstery courses) made a livelihood for themselves while others supplemented their

- income by being paid to instruct. The small town merchants increased sales for materials that were needed for the programs, and many teenagers complained when grandmother took driving lessons.
6. The process tied in naturally with the way people did things in Saskatchewan. It was common sense, practical and above all very thrifty. The Advisory Report states: "The sense of community in rural Saskatchewan, built on traditions of community participation and co-operation blended with self-help, is among the province's most valuable attributes". The community college concept was not external to this philosophy but an integral part of it.
 7. Most programs were simple in content and delivery as the adults shyly shared skills with one another or creatively tackled a new handicraft skill. At the same time however, University credit programs were being brokered by the Colleges and delivered in rural communities. The technical schools were much slower to take the mountain to Mohammed.

BROAD DEVELOPMENT LEARNINGS

1. The college got side tracked when community development staff were hired as program co-ordinators. They spent their time in community development rather than education using a community development approach.
2. The government appointed a 7 person Board for each region. These Boards hired a minimum staff to work with the volunteer committees and deliver the requested program. The government department maintained a regional presence at the college with their own staff. This field representative became the link between the department (who funded the college) and the Board and staff. This on sight non-stake holder could help generate policies for the department and be an advocate if such were needed, for Board policies. They helped identify and solve problems before they had major consequences both for the Boards and the department. In most cases the government field representative was an original community college developer. Some were successful others were not.
3. Strong and viable local volunteers are essential for success as well as Board members who represent both the majority and minority values of the community.
4. Maximum board service should be established early so there is a constant influx of new ideas and opinions. Board continuity (in the sense of maintaining similar directions, procedures etc.) is not a high priority.
5. Keep staff numbers at a minimum so that they are responding to community needs (not creating community needs).

IMPORTANCE TO LOCAL AREA

It bring new skills to the area:

- they learn how to identify individual and community needs;
- they know how to locate appropriate resources for the needs;
- unused facilities are leased or rented for programs;
- new facilities are built through programs e.g. carpentry course builds granaries, recreation buildings etc.;
- the citizens gain ideas by cross-fertilization with neighbouring communities;
- some communities united to joint-sponsor a curling rink (when one community couldn't afford to build it by itself);
- the communities culture became more apparent through the artistic skills of the residents.

It increases job opportunities (local welding shop expanded and added a balcony classroom for teaching welding courses on site).

UNIQUE DEMONSTRATION OF SUCCESS

1. The four pilot projects were deemed a success, therefore the rest of the province was included rather than just remote areas.
2. The community college system gained credibility as a broker of credit programs thus increasingly delivering more University and modules of institute programs to adults in their home rural communities.
3. The government changed but the system remained because of its effectiveness and grassroots meaning.
4. Adults now are requesting a higher degree of sophisticated learning programs in high technology and communications to cope in realistic terms with the changing economic and social conditions.
5. Programs reflect the economic and social climate e.g. Programs for the "Suddenly Unemployed", "Word Processing", "The Computer and You" and teleconferencing.

GLOBAL APPLICABILITY

The community college concept starts with the given situation and the strengths of the people in the situation. The community college concept trusts in the innate ability of unsophisticated people to do sophisticated things. The community college concept utilizes overlooked resources close at hand and utilizes familiar resources in usual ways.

The community college concept used education as the most vital way to cope with life in a total sense.

The community college system starts with no facilities, no programs, no teachers and thus earns its credibility through what is learned not how many degrees or certificates are granted. They offer no degrees or certificates.

In classroom situations the learner is often the teacher as he/she brings the life experience to the learning situation. It is a sharing and testing of ideas not listening to information of a theorist.

MATERIALS AVAILABLE

- Advisory Report to the Minister of Continuing Education
- Evaluation of the Pilot Project by 3 man committee (Harper Report)
- Community College Act and Regulations
- Ministerial speeches
- Scrap Book
- College Program Directories
- Display of class projects
- Two films: "Learning is Lifelong ... in Saskatchewan Community Colleges" and "Educational Brokerage .. Matching Needs with Resources"
- Regional College Newsletters

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The Co-operative Women's Guild was a support group of the cooperative movement in Saskatchewan in the form of local women's guilds during the period from 1941 through 1975. The Guild sought to build the cooperative movement through educating youth and women of all races and creeds in the cooperative philosophy and in leadership skills.

ISSUES ADDRESSED

Whereas Saskatchewan had been in the forefront in the growth of the cooperative movement it became increasingly apparent through the '30s and '40s that the spirit of cooperation and pooling the financial strength of those living on the farms was not as strong as it had been with the first generation which created the structures.

1. Women did more than 50% of the purchasing for the home and family but they were looking for more variety than the Coop Stores were carrying.
2. Women were not represented on the decision making bodies of the Coops.
3. The second and third generations on the prairies were not so strongly committed to the cooperative spirit.

OBJECTIVES

The Women's Guilds sought to support and build the cooperative movement in Saskatchewan and in the world. They organized to develop confidence in women to take decision making position on coop boards and other leadership roles. They set out to inform youth of the cooperative way and to motivate them to be loyal to cooperation by selling and buying through the coops as well as seeking employment within the cooperative movement. To make use of the training resources of the Co-operative College in Saskatoon. To further their creed:

For Ourselves: Freedom and growth of character.

For Our Children: A higher social order, economic opportunities and security.

For the World: Peace among nations and a common goal - the welfare of mankind.

ACCOMPLISHMENTS OF PROJECT

1. Presented courses on leadership and the co-operative movement through the 83 local guilds in Saskatchewan. Several hundred women took courses.
2. Built the interest and understanding of youth in the cooperative movement through their participation in co-op schools and seminars.
3. Promoted the cooperative movement nationally by supporting the formation and use of the training resources of the Co-operative College of Canada.
4. Hosted international visitors to learn about the spirit and accomplishments of the cooperative movement in Saskatchewan. Visitors still come.
5. Created the rainbow flag which is still the co-operative symbol today.

IMPORTANT PROJECT BACKGROUND

The Province of Saskatchewan was a stronghold in building farmer cooperatives for production (the Pools and the United Grain Growers), in protecting fiscal assets and making them available (the Credit Union), and in retailing (the Coop Stores and service stations.) Opening the Co-op Oil Refinery in Regina indicated to women that something needed to be done to help women be more active in seeing that cooperatives served the needs of the home and family. In the '40s, '50s and '60s women worked mainly in the home. As the economy of the rural area changed, more farm women sought employment off the farm. By 1975 the

number of guilds had declined to 18 with only 228 members as women were turning their social and educational concerns in other directions.

KEY FACTORS OF SUCCESS

1. Leadership dedicated to the ideals of cooperation.
2. Being part of the larger cooperative movement.
3. Coordinating efforts with the Co-operative College to provide training.
4. All working as volunteers. Paying one "expert" discourages volunteers.
5. Providing a helpful social outlet for women.

BROAD DEVELOPMENT LEARNINGS

The greatest resource in any country is it's people. The key to making local development work is the involvement of the people. Lift up the need for self help programs. Initiate training programs on the local level. Programs must grow from the grassroots up.

IMPORTANCE TO LOCAL AREA

1. Training received by women helped them to take leadership roles in their local communities.
2. Youth trained in the cooperative spirit have had a different basis for deciding their relationship to co-operatives and some have found employment within Co-op structures.

UNIQUE DEMONSTRATION OF SUCCESS

In its time the Co-operative Women's Guilds were the only organization educating women and youth on the philosophy of the co-operative movement.

GLOBAL APPLICABILITY

- This model for local guilds with a provincial organization which is concerned with the education of women on general or specific issues could benefit any country, and especially where women are not well educated.
- Training in the co-operative movement is beneficial in countries which are establishing co-ops, especially where there is a large underprivileged population.
- In order to succeed people must see a need for themselves and then a person with experience can provide education in the philosophy of cooperation before starting a co-op business.

MATERIALS AVAILABLE

- A booklet: "History of the Saskatchewan Co-operative Women's Guild, 1955- 1975"
- "Paper Wheat" - a film by the National Film Board
- Slides on the development of the Co-operative Movement in Saskatchewan
- Pictures, reports on activities of the Womens's Guild

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The Saskatchewan Indian Agriculture Program (SIAP) was conceived as a program to promote Indian economic development designed by and for Indians, the initial strategy chosen by the planning committee was to develop viable farm units on the Reserves. The planners of the program also made provision for on-going participation by Indians at the Board of Directors and management levels of the program. Since that time the program has experienced an amazing success in expanding agricultural development on the Reserves. Accomplishments include: four to five times more reserve acreage being farmed than ten years ago; ten to twelve times more viable farm units; average gross income per farm unit is eight to ten times what it was at the beginning of the program; bank operating loans in excess of \$800,000 arranged under the guarantee program; steadily expanded extension services; a 4-H program second to none in the province; the promotion of the development of wild rice growing; and a commitment to developing and enhancing the agricultural technical knowledge and managerial skills of Indian farmers.

ISSUES ADDRESSED

In 1971 the Federation of Saskatchewan Indians formed the Saskatchewan Indian Agriculture Committee to study the needs of Indian farmers and to recommend means to accelerate Indian agricultural development. At the time, reserve farms were generally small and contributed little to the individual or Band. A family operating a non-viable farming unit insures them a chronic dependence on welfare and the loss of ambition and pride of accomplishment. With no collateral to obtain loans, the Indian farmer found himself with little possibility of expanding his farm to a size sufficient to earn a living income.

OBJECTIVES

The primary objective of SIAP is to develop viable farm units. In addition, SIAP assists bands in formulating land use policy for reserve land, provides intensive farm extension services to meet individual farmer requirements, provides training to develop Indian expertise which can lead to employment opportunities in the agricultural sector, strengthens relations with commercial lending institutions and promotes their use in the funding of Indian farmers, assists in the expansion of specialized agricultural projects in the northern regions of the province and provides guidelines to assist other intensive commercial agricultural operations by Indians in the province.

ACCOMPLISHMENTS OF PROJECT

1. In 1975 only 108,000 acres of a potential 1,060,000 acres was being farmed on the Reserves. This has now risen to 465,000 acres.
2. Only 40 viable farm units existed in 1975, with another 300 farmers and ranchers operating with no hope of economic success. In 1983 there are 484 viable farm units with an average acreage of 990 per unit.
3. In 1972, the average gross income per farm unit was \$3,500. Today the average gross income per unit is over \$30,000.
4. Bank operating loans in excess of \$800,000 have been arranged under the SIAP guarantee program. Very few defaults or claims under the guarantee program have been experienced over the years.
5. The extension service has expanded steadily. In 1982, 3,339 farm calls were made to assist farmers, and an additional 2,100 office visits by

Indian farmers took place.

6. SIAP has developed a 4-H program in the province second to none. In 1982, membership was about 800 across the province, with 96 adults serving as volunteer leaders.
7. SIAP has effectively promoted the development of wild rice growing potential in the north. Before 1980, treaty Indian growers controlled rice harvest on only three lakes, but today over 150 growers hold wild rice permits on over 200 lakes.
8. SIAP has a commitment to developing and enhancing the agricultural technical knowledge and managerial skills of Indian farmers, knowing that long-term success depends on a foundation of appropriate training. In addition to formal programs with the School of Agriculture, University of Saskatchewan and with Wascana Institute in Regina, SIAP has used field tours, field demonstrations, one-to-one training between staff and farmer and a very effective home economics program to help Indian women play larger role in operating the farm.

IMPORTANT PROJECT BACKGROUND

Based on recommendations of the Saskatchewan Indian Agriculture Committee, funding was approved by the Treasury Board of Indian Affairs and Northern Development in 1975 to form SIAP. Conceived as a program to promote Indian economic development designed by and for Indians, the initial strategy chosen by the planning committee was to develop viable farm units on the Reserves. The planners of the program also made provision for on-going participation by Indians at the Board of Directors and Management levels of the program. Since that time the program has experienced an amazing success in expanding agricultural development on the Reserves.

KEY FACTORS OF SUCCESS

- The determination of the farmers involved in the program at the outset to succeed.
- Professional staff with a commitment to development.
- Strong Board capable of making decisions when necessary.
- On site training programs that provide practical demonstrations to farmers (i.e. pruning, combining, etc.).
- Others seeing successes among Indian farmers enabled a greater acceptance of the program.
- Training courses for both new and old farmers.
- Team approach to agriculture involving the homemaker, farmer and family in the farm operation and the needs of the home.
- Facilitate access to credit by equity contributions and loan guarantees.

BROAD DEVELOPMENT LEARNINGS

- Good management and staff are necessary ingredients to success.
- A firm Board you can respect, builds confidence in the program.
- Staff commitment and involvement to work with people in the field is important in establishing the trust of the farmers in the program.
- When some people become examples of success, they help others see that they can make it, too, if they're willing to put out the effort.

IMPORTANCE TO LOCAL AREA

Significant increase in farm production by Indians in the province over the past 8 years.

- Indians have taken over production of Reserve land from others.

UNIQUE DEMONSTRATION OF SUCCESS

SIAP has demonstrated that if you provide Indian people on Reserves with proper financing, advice and assistance they can succeed as farmers.

GLOBAL APPLICABILITY

SIAP represents a model program that could apply in many developing situations for establishing viable farm units, especially among new farmers who require a strong supporting structure.

MATERIALS AVAILABLE

- Annual Reports of the Program

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Sinco is a group of Saskatchewan based corporations, wholly owned by 47 Indian bands, which was established to: make a profit, train people in every phase of business, establish a good public image which destroy the old stereotypes of Indians as an inferior work force, create new jobs/employment for Indians/natives, and get new legislation which enables and supports the presence and growth of Indian owned business. 47 of the 69 bands in Saskatchewan are now shareholders. Corporate presence with three buildings, 14 truck-tractors and 26 trailers bearing the Sinco logo are in place. There has been a positive track record in Sinco's industries as well as its vocational and training programs since the project was begun.

ISSUES ADDRESSED

The Federation of Saskatchewan Indians is dedicated to the alleviation of the economic dependence of the Indian population in Saskatchewan. To this end they, in conjunction with the Bands they represent, established the Saskatchewan Indian Nations Corporation (SINCO) to assist in the development of business and employment opportunities for the Indian communities.

1. The Indian/Native population has been trained to a dependency mindset that life flows from the government/welfare. The understanding to be created is that a company must make money.
2. To remove the stigma attached to Indian/Native companies which makes it difficult to receive a contract and hard for individual Indians/Natives to be employed.
3. To move the Indian/Native population from being only consumers to also handling the retail step, combining the purchases at the retail level so that Indian/Natives are the wholesalers, and finally becoming the producer of a growing number of products.
4. The development of clear and specific policy to advance Indian Ownership and control of Indian Economics in the absence of established procedures or a confusing or conflicting body of information.

OBJECTIVES

The aims of SINCO are five:

- To make profit
- To train people in every phase of business
- To establish a good public image which destroys the old stereotypes of Indians as an inferior work force
- To create new jobs/employment for Indians/Natives
- To get new legislation which enables and supports the presence and growth of Indian owned business.

ACCOMPLISHMENTS OF PROJECT

1. 47 of the 69 Indian Bands in Saskatchewan are now stockholders.
2. Have created a corporate presence with three buildings in Saskatoon and 14 truck-tractors with 26 trailers bearing the SINCO logo.
3. Have provided employment for 229 people, 173 of whom were unemployed before coming to SINCO, and of the 114 who are no longer with SINCO, 74 used their training and experience while with SINCO as a recommendation in obtaining their next employment.
4. The employees are proud to work for SINCO. They wear the company jackets/uniforms with pride and display the SINCO logo, keeping equipment

- (such as the trucks) clean and in good appearance/repair.
5. The positive track record as a responsible Corporation has resulted in SINCO being considered as an adult company.

IMPORTANT PROJECT BACKGROUND

The opening of the new uranium mines in 1978 at Key Lake and Cluff Lake was conditioned up on 60% and 50% Indian/Native employment. As the Federation of Saskatchewan Indians discussed their participation and how they would lead their people in responding to this opportunity it was seen that this was an opportunity to move beyond jobs to the creation of businesses which could establish long range contracts and be on-going businesses which would still be in operation after these opportunities at Key Lake and Cluff Lake were completed. This was the germ of the inspiration which has become SINCO with 13 Bands indicating their support at the first and the group of Bands holding a share standing at 20 in June 1979. The experience of a number of leaders with government employment backgrounds as well as years of contact with government and Indian Affairs agencies provided a key resource in considering ways to move in establishing a corporation for Saskatchewan Indian Nation investment and development.

KEY FACTORS OF SUCCESS

1. A complete break with the past -- business must make profit.
2. As an Indian Company, could seek contracts reserved for Indian employment.
3. We deliver quality and service: A "Flagship Company" to lead the way for other Indian businesses.
4. The positive attitude of the staff which goes the second mile and does so happily.
5. An ongoing training programming which has made SINCO Security the best equipped in their field and which has prepared the accountants in the SINCO group of companies to do an excellent job, not only in their present positions but also in future employment.
6. Steady contact with stockholders (the 47 bands) through bi-monthly meetings of the Board but steady availability to answer questions, make Band presentations, and to clarify points of confusion.
7. Creating a track record of stability and dependability in fulfilling the spirit and the intent of contracts.

BROAD DEVELOPMENT LEARNINGS

Every situation is unique. There is no cookbook which can provide the exact recipe to be used in your situation. True development does not happen quickly. It takes years to build a new structure; to enable people to operate in a new way. When a people have experienced repeated failure it takes a radical new approach and frequent recontexting to create the new image. When you are establishing a new structure or a new service the support forces in government and the private industry need to recognize the need for this new reality. Don't depend on charity -- expect competition and be better than they could ever be.

IMPORTANCE TO LOCAL AREA

1. Opened a new window to consider business as a vocational option -- a new direction for the young to imagine.
2. Families off of welfare with new self-worth and pride.
3. Vocational guidance for Indians/Natives in the University can consider and plan for fields still being developed.

4. District development corporations are being set up modeled on the SINCO experience.
5. Band owned companies are in operation such as the La Loche Band Construction Company.
6. More than \$8 million economic impact in Saskatchewan from \$2.1 million of personal income and equity, \$4.3 million of goods and services purchased from businesses in Saskatchewan, while saving the public \$1.6 million from support programs which might have been used to support those on welfare before SINCO opened new doors.

UNIQUE DEMONSTRATION OF SUCCESS

Nowhere else exists a Company which has such a broad base of Indian Band ownership. Nowhere else is there a Company which has such a firm commitment to Indian ownership and control of Indian resource, commercial and industrial development. And nowhere exists more completely a clear example of an Indian Company which is not only owned but directed and operated by Indian management and staff. Establishing and conducting business in these times is not easy for anyone. It is especially difficult to break the ground required to intervene successfully at the several levels SINCO is targeting for business development.

GLOBAL APPLICABILITY

- A victimized segment of any society can be organized to create a successful major business.
- The experience of success achieved with local control can be a helpful influence to demonstrate democracy.
- A model of tribal groups anywhere -- demonstrating the importance of a political body: the chief and council.

MATERIALS AVAILABLE

- Local CBC video coverage
- Annual Reports for 1981 and 1982
- Pictures of the companies in action

CONTACT

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The South Central Development Council is a rural development council centered at Fredericton Junction, New Brunswick, which had its origins in a citizens' protest organized in 1970 against the planned closure of the community hospital. During the past thirteen years, the SCDC has become a broadbased and officially recognized rural development council serving the rural area between Welsford, New Brunswick and MacAdam, New Brunswick (a distance of some 100 miles) which embraces approximately twenty-five communities.

ISSUES ADDRESSED

1. The imminent loss of a community hospital to regionalization.
2. The need for an organized, collectivized, cottage craft industry.
3. The need for educational upgrading and skill training classes.
4. The need for an information and resource centre.

OBJECTIVES

The SCDC's broad objective is to help advance the educational, cultural, social and economic interests of the rural population of South Central New Brunswick.

ACCOMPLISHMENTS OF PROJECT

1. Instead of the former community hospital, the SCDC helped obtain a 30-bed nursing home and medical centre at Fredericton Junction.
2. A viable handicrafts industry was established.
3. Upgrading and skill courses have been successfully sponsored.
4. Different library, museum, and historical society initiatives have been taken with SCDC support.
5. Cooperative programmes relating to tourism and community based support services for senior citizens have been undertaken.
6. The SCDC has served as an information resource and discussion centre for the rural area concerned.

IMPORTANT BACKGROUND DATA

Although the origins of the SCDC were spontaneous, voluntary, and rooted in community dissatisfaction with the centralization policies of Government, the council became, at an early date, a partner of Government because of the willingness of the latter to provide basic funding and support. It represents an attempt on both sides to find an effective balance between the advantages of centralization/urbanization on the one hand, and the need for rural continuity and integrity on the other.

KEY FACTORS OF SUCCESS

1. The strong historical sense of community in the area.
2. The energy and resourcefulness of the population in general and the leadership of the council in particular.
3. The cooperation of the government

BROAD DEVELOPMENT LEARNINGS

An organized, caring and cooperative community will get the ear and support of Government - at least in New Brunswick, or in Canada.

IMPORTANCE TO THE LOCAL AREA

1. The tangible results cited above.
2. A new or renewed sense of pride, cohesiveness and possibility among the people of the area.

GLOBAL APPLICABILITY

The organizational structure of the SCDC, its methodology of community development and its cooperative approach would be applicable to many communities or regions throughout the world.

MATERIALS

- Annual Reports 1977-83
- Pamphlet Route 101 (Tourist Brochure)
- Information Sheets
- Rural Edition Newspaper
- Monthly craft newsletter
- Text of speech regarding craft.

CONTACT

Gail Legresley
South Central Development Council
Fredericton Junction
New Brunswick, Canada
EOG 1T0

Tel. (506) 368-2664

Sudbury 2001 is an unique multipartite endeavour consisting of leaders from labour, business, media, government, academia and other key interest groups. The organization is dedicated to initiating economic development through appropriate technology. It has a staff of 6 and a budget of about \$100,000. Most of the general funding comes from the Ontario Ministry of Northern Affairs with specific project funding from a variety of sources.

ISSUES ADDRESSED

In Sudbury, the non-ferrous metals industry, considered by a few as the sole foundation of the local economy, has witnessed a steady overall decline in the level of employment in the past decade. In 1971, the industry employed 25,173 people as compared to 17,900 people in 1979.

OBJECTIVES

The "Triple S" Strategy is a way to respond to this crisis:

1. Selective Import Substitution means reducing our imports by building up our own capability in a few key areas.
2. Selective Technological Sovereignty means focusing on a few industries where we have demonstrated technological virtuosity.
3. Substantive Eco Development means initiating a variety of economic development projects of appropriate scale and technology suitable for the community.

ACCOMPLISHMENTS OF PROJECT

Sudbury 2001 has accomplished a wide variety of economic and community development projects. They include a study of mining instrumentation industry, a mohair sweater industry, ethanol production, solarponics, small business development corporation, the Borgia Mall, Business Community Exchange, industrial trade directory, Buy Local/ Buy Northern/ Buy Canadian Campaign, advice to small business, task forces for image improvement and marketing as well as for culture and the arts, grass roots community forums, nature trail, recycling newsprint, ethnic need study, the People's Yellow Pages, promotional materials, bus tours, an economic atlas of the region and others. In addition, Sudbury 2001 has led the way in strategic planning for the region by studying an Alternate Development Paradigm which would utilize small-scale industries and provide optimal opportunities for creativity.

IMPORTANT PROJECT BACKGROUND

In September 1977, prominent leaders in the community banded together to develop a creative response to the challenge of a lack of adequately diversified economy and the inherent structural unemployment in the metropolitan area. The efforts of this group led to the creation of the formal organization in April 1978 through a seed funding from the Province of Ontario.

KEY FACTORS OF SUCCESS

A key factor in the success of Sudbury 2001 has been the multipartite nature of the Board of Directors. Its 25 members represent all the key sectors of the region, including large and small business, labour, government, and other key interest groups. Thus it has the perspective to develop sound plans and the ability to carry them out.

BROAD DEVELOPMENT LEARNINGS

It is important to get a broad consensus of the community about the directions in which to move. It is also important to show progress, that things are happening in Sudbury. We have learned that with some government help to get started, we can create economically viable industries.

IMPORTANCE TO LOCAL AREA

We have created an atmosphere that Sudbury is on the move. The combination of both economic development efforts and community improvement projects listed above has shown the citizens that things are improving.

UNIQUE DEMONSTRATION OF SUCCESS

Our uniqueness is our open door policy. Our door is open to any idea that will improve the quality of life in Sudbury.

GLOBAL APPLICABILITY

We believe that the open door policy is key to the success of local development. Any community needs to take a comprehensive and long range view of its development and design the strategies to accomplish this in cooperation with all the sectors of the region.

MATERIALS AVAILABLE

Sudbury 2001: Conceptual Framework, Retrospect, Prospect
Brochures

Many other materials are also available, including a mohair sweater display

CONTACT

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Tamarac is dedicated to the development of social services to families and individuals in a rural area of Ontario. This non-profit corporation was founded in 1973 and the first program, a Children's Mental Health Centre began in September 1973. This project has changed and developed to meet changing community needs, and is an ongoing project.

In 1975, a sister organization, Catulpa, was incorporated with the object of developing further services for individuals and handicapped people. Between 1975-1983 a number of new programs were developed which included:

- pre-school program for handicapped children
- integrated family and school program for autistic children
- a residential program for developmentally handicapped adults
- a short term respite care program for developmentally handicapped adults and children
- a private, home day-care program
- advocacy and counselling services for families and for developmentally handicapped adults.

ISSUES ADDRESSED

There is much good legislation in Ontario which has led to the development of effective social services. However the development has not been consistent and particularly in rural areas many needed services have not developed even when funding has been available. This has been because there have not been organizations willing to assume responsibility for the development and operation of quality services.

OBJECTIVES

Tamarac-Catulpa came into existence in order to develop services for the community, particularly services to support families and handicapped persons.

ACCOMPLISHMENTS OF PROJECT

In the ten year period (1973-1983) service growth has been steady. In 1983 between 500-600 families and individuals will receive service.

Important aspects are:

- services are oriented toward considering the integrity of families and in assisting them to meet the needs of their members, a difficult accomplishment in our changing social structure.
- where possible services are integrated into existing community programs and services i.e. handicapped children, pre-school age, attend regular nursery schools with staff support - direct services to emotionally disturbed children are available in the regular public schools so that children do not feel picked out and discriminated against.
- a number of follow-up and evaluation studies have been completed in various programs and reveal a high degree of satisfaction from clients.
- staff turnover is very low and indicates considerable staff satisfaction and sense of achievement in their work.
- families enquire from out of our area about admission to programs.

- there have been organizational difficulties particularly in growth periods but government reports reveal that service quality is high.

IMPORTANT PROJECT BACKGROUND

Staff and Training

At present, there are approximately fifty full time staff working in various programs and a number of part-time staff and people working on short term projects. Staff selection and their development and training has been an important part of the success of the organization.

Funding

Most funding is provided under various social legislation enacted by the Province of Ontario. In some programs parents and individuals contribute towards the cost of service and some voluntary contributions are needed for projects that are not fully subsidized.

Organization

Both Tamarac and Catulpa are non-profit corporations registered under Ontario law. They are operated by voluntary Boards of Directors. Since the two organizations are "sisters", they share common members and the paid administrative staff are shared between the two. Great emphasis has been placed on co-operation and co-ordination with other organizations and networks in the community.

KEY FACTORS OF SUCCESS

- the organization exists only to enable good services to be delivered to clients. Thus the organization is the servant to the client and must maintain flexibility whilst at the same time maintaining a balance with stability.
- we must always be alert to changing needs and pay close attention to needs as expressed by families and clients.
- a service is only as good as the people that deliver it, and the philosophy that is behind it.
- an organization must have a clear statement of beliefs and philosophy.
- an organization needs a good base of support in the community and must not run ahead of that base.
- one must be alert to political and government priorities and developments. Funds are often available but not always when one finds one needs them.

BROAD DEVELOPMENT LEARNINGS

Rural social services can be developed in a cohesive way. Agencies and organizations can work together to create a comprehensive network of services that will support families and strengthen family life.

Institutional answers are not required to meet human needs, and it is possible to provide high quality services within small communities so that all individuals can stay in their own communities with their families and friends. This is true for senior citizens, the chronically ill, severely handicapped

children, retarded adults, etc.

High priced, large, institutional answers to social needs are not necessary i.e. large psychiatric institutions, old peoples' homes, children's homes. High quality personal services are much more effective and responsive to individual needs.

A high quality service can be delivered without creating a prejudice against its clients, and in the long run can assist a community to change the prejudices that so often exist against the elderly, the deviant and the handicapped. For example, to operate programs for handicapped children in a regular school setting allows many normal children to experience positive relationships and to grow up with understanding and compassion.

CONTACT

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A fishing community in Prince Edward Island, Tignish adopted the co-operative philosophy over 57 years ago to keep the control of primary industry in the local area. Eleven co-operatives are in the village covering most aspects of community life.

ISSUES ADDRESSED

The primary concern was and is giving the producer, ie. fishermen, control of their industry. Taking the power to dictate out of the hands of a few multinational companies. The fishermen in Tignish had no control of fish prices, supply costs, etc.. Most fishing boats were owned by multinational fish companies and local fishermen fished for them all summer to pay bills which were "run up" during the winter months.

OBJECTIVES

The fishermen as members of the Co-operative decide how the co-operative is run. A board of directors is elected each year at the annual meeting from the membership itself. This board sets up policies for management to work within and decide on long range planning. Each member has an equal voice and vote regardless of shared capital invested and/or length of time connected with the cooperative.

ACCOMPLISHMENTS

For the Tignish Fisheries Co-operative the results have been tremendous and continuous growth. From 22 members at inception to 160 members at present. The co-operative is self sufficient financially with a large share capital base and process and market most fish species in the area. For Tignish and surrounding areas the results have been that the Co-operative method of doing things is now a way of life. At present there are eleven Co-operatives in operation in Tignish.

1. Fisheries Co-op
2. Health Co-op
3. Co-op Centre (food, clothing, building supplies)
4. Blueberry Co-op
5. Normalization Co-op (handicapped, slow learners)
6. Co-op Sawmill
7. Co-op Feed Mill
8. Co-op Moss Plant
9. Club Ti Pa (French participation)
10. Co-op Service Station
11. Jardin Beausoleil Co-op

Most of these Co-operatives operate with little or no public (gov't) support.

KEY FACTORS OF SUCCESS

The Co-operative was incorporated in 1926. It processes the raw fish and sells the finished or processed product giving fishermen the highest possible price. Supplies are bought in quantity making "cheaper" prices possible. The Co-op is run on a day to day basis by the manager with his supervisory staff overseeing the labour processing. However the Board of directors as representatives of the member fishermen have the final decision making power. The Co-operative is a member of United Maritime Fisheries an association of fishing co-operatives formed to coordinate efforts of the different fishing Co-operatives. In addition it works side by side with other local and provincial Co-operatives.

Fishermen leave a percentage of their return each year in share capital to help finance the operations and expansion.

GLOBAL APPLICABILITY

Co-operatives and Credit Unions are operating in most of the free world and have been for many years so it is an approach that works. In Tignish this was used by local people to keep the control of the primary industries in the local area and any small or large group can do likewise.

MATERIALS AVAILABLE

Materials consist of newspaper stories, board reports (annually), National Film Board documentation by Gary Webster, and printouts.

CONTACT

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TRACY/GREENTHUMB SEXUAL ABUSE PREVENTION PROJECT ("FEELING YES,FEELING NO") #76
Vancouver, British Columbia

The "Feeling Yes, Feeling No": Tracy/Green Thumb Sexual Abuse Prevention Project is a four-part program that includes workshops with social service professionals, teachers and parents as well as children. The purpose is to create a high level of public awareness and to provide support for the children during and after the time the program is in their school. The main goal of the program is to provide children and the adults in their community with the skills needed to prevent sexual abuse. It has also been an important goal to gain the involvement of all these adults (parents, teachers and social service professionals) in the development of the program. The methods which were chosen (theatre-in-education techniques) to meet the challenge provided the key to both the project success and to the ability to provide children with skills to understand how to protect themselves in potentially dangerous situations.

ISSUES ADDRESSED

Sexual abuse is the sexual exploitation of a child who is not developmentally capable of understanding or resisting the contact, or a child or adolescent who may be psychologically and socially dependent upon the perpetrator. Sexual abuse is ruthlessly democratic. All classes, educational levels, occupations, cultures and colours are generously represented among incest offenders. One in three girls and one in six boys will be sexually abused before the age of eighteen. This abuse will range along a continuum of severity from inappropriate touching or fondling and exposure to rape and incest. No studies exist which validate any suggestion that complaints of incest are fabricated. As Roland Summit of the UCLA Medical Centre once pointed out, children may lie to get out of trouble. They will not lie to get into trouble.

OBJECTIVES

"Feeling Yes, Feeling No" is a four-part program that includes workshops with social service professionals, teachers and parents as well as children. The purpose is to create a high level of public awareness and to provide support for the children during and after the time the program is in their school. The main goal of the program is to provide children and the adults in their community with the skills needed to prevent sexual abuse. It has also been an important goal to gain the involvement of all these adults (parents, teachers and social service professionals) in the development of the program.

ACCOMPLISHMENTS OF PROJECT

Empirical evidence of the project's success has been recorded in two evaluation studies. One was conducted by the Vancouver School Board and the second by the Winnipeg School Board during the pilot phases in each city. Behavioral evidence of the success of the project is abundant. First, other cities will be doing the project during the coming year: Winnipeg, Manitoba; Edmonton, Alberta; and Nelson, British Columbia. Second, many letters of praise and thanks have been received. Third, numerous parents have approached us individually to express their praise and to thank us for providing a way for the family to begin to discuss this "touchy" subject. Fourth, many requests are received to perform the program or conduct information workshops on the project by organizations such as the Justice Institute of B.C, Post-Partum Society, Foster Parents Association, Psychiatric Nurses, and the Canadian

Association of Principals. Demonstrations of the project were requested by a theatre company in Sweden and by the Newham International Festival of Theatre-In-Education in London last spring. Media coverage has been extensive.

In general, this project has touched the life of every person who has come in contact with it. It has provided committees with a shared experience that allows community members to work together to protect their children and support each other.

IMPORTANT PROJECT BACKGROUND

In October of 1979, TRACY (Taking Responsible Action for Children and Youth) sponsored a conference on Child Sexual Abuse. It was led by some of the leading specialists in North America and attended by health care professionals from across the province. One result of the conference was that TRACY struck a Preventative Task Force with the mandate to explore educational methods taking place in the United States.

In the fall of 1980, Green Thumb (children's theatre group) was contacted by the task force and began exploring the possibility of creating an educational theatre program dealing with Child Sexual Abuse. Research and consultation took place with virtually hundreds of specialists in the health care and social services. The contribution of these people was crucial to the development of the project, the first of its kind in Canada.

In March of 1982, the pilot program was implemented at Henry Hudson School with the cooperation of Marion Reid, Principal, the school staff, and the community. This pilot was wholly funded by the Vancouver Foundation.

The program received tremendous acclaim from parents, children, teachers and health care professionals. An extensive psychological and educational evaluation was conducted by Dr. Ron LaTorre of the Vancouver School Board and was very positive, leading to a commendation of the program by the School Board Trustees and an invitation to expand the program into 20 more schools. In 1983, the program began its tour, spending up to one week in each of the 20 Vancouver and North Vancouver public and private schools.

Funding for the project since January, 1983 has been provided by the government of Canada through a Canada Community Development Project Grant, the City of Vancouver, Chesterfield House Society, the Junior League of Vancouver, the Solicitor General of Canada and the United Church of Canada.

KEY FACTORS OF SUCCESS

The major factor behind the overwhelming success of this project is the universal fear of child sexual abuse which has been heightened in recent years by extensive media coverage of offenders such as Clifford Olson. However, it is undeniable that another important factor is the thoughtful and tasteful approach, using techniques of theatre-in-education, which is evidenced throughout the program. It is a logical, thorough program that consciously seeks to develop skills, not just raise awareness. In addition, it works at a number of levels.

For the naive child, it appears to be an effective prevention program. For the child with experience of abuse, it supports the fact that telling someone and trying to get help are appropriate and desirable behaviors, even if the offender or someone else, has told the child not to tell. The open leadership

style adopted by the creators of the project has resulted in continual evaluation and change in cooperation with governmental and non-governmental agencies, school board staff, teachers and parents. Finally, the inherent assumption that everyone has something to learn about this issue and the slow careful planning of training sessions for all participants has paid off in countless ways.

BROAD DEVELOPMENT LEARNINGS

One of the most important things we have learned is not to rush the educative process. Each person or constituency (eg. teachers, social workers, foster parents) comes to this program with widely varying assumptions, experiences and fears and deserves care and attention in presenting the material and answering questions. We have learned how these concerns differ from sector to sector, interest group to interest group and how to respond to each type of concern. It has been invaluable to be able to utilize all the expertise in each community or neighbourhood. Specific questions are answered by the appropriate professional or workshop participant. There are no experts. We are all learning together. With a project on this topic it has also been important to be frank, but not confrontative.

IMPORTANCE TO LOCAL AREA

We seem to have struck a nerve with everyone who has been touched by this project. The content is sensitive only because it has affected everyone's life in some way. People become able to open the doors to communicate with each other experiences which they may never have told anyone before. We seem to create neighbourhood support groups brought together by their common concern for their children's personal safety.

During the present phase, Phase III, we are beginning to effect some of the transfer of skills which will eventually allow the community to run the program itself. Local school board staff and district social workers for the Ministry of Human Resources now take on roles which "experts" had during the first two phases. Volunteers are now involved in special presentations for kindergarten children and also assist in contacting the "network" of human service professionals for an initial outing.

UNIQUE DEMONSTRATION OF SUCCESS

The immense challenge presented by the problem of child sexual abuse is itself unique. The methods which were chosen to meet the challenge provided the key to both the project's success and to our ability to provide children with skills to understand how to protect themselves in potentially dangerous situations. Theatre-in-education techniques are the best possible way of modelling behavior and attitudes, and of developing skills through the use of simulation and discussion. They also allow the workshop participants to see the scenes again and to observe that using appropriate behaviors can change outcomes. By both empirical and qualitative measures, the project has demonstrated successful achievement of specific informational, behavioral and attitudinal objectives.

GLOBAL APPLICABILITY

It is far too easy to suggest that a project which has been successful in one country can be done in another, simply by following the same methods. Methods, which are based on social organization, may transfer less easily cross-culturally than the specific T.I.E. techniques which are based instead on human learning. The problem of child sexual abuse is not new. It is thousands of

years old. In view of current empirical data, class, culture, ethnicity, race and socio-economic status appear to be irrelevant in predicting its occurrence. Therefore, one may assume that the "problem exists everywhere". However, success can only occur using this project in an area, community or neighbourhood which has requested it.

MATERIALS AVAILABLE

1. Ten minute videotape produced by CBC "What's New" by Sara Wolch. The VTR provides an overview of the whole project -- all four phases.
2. 20 minute slide-tape presentation of the children's workshops (Part IV)
3. Print materials describing the total program.
4. Brochures for distribution at the parent meetings.
5. Evaluation reports produced by the Vancouver and Winnipeg School Boards. (all materials are available at cost of reproduction only)

CONTACT

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The Virден Opera House was one of the early landmarks of Virден but had not been maintained adequately for some years while it was leased to a businessman. At the time a committee of four became active to preserve and restore the Opera House which had stood empty for three years. The committee was effective in creating a community consensus on the value of restoring the Opera House. Fifty-six people helped the committee to canvas door-to-door for contributions. Volunteer work by the community made it possible to re-open the Opera House as an auditorium which seats 500 people and is now used by local school and community groups as well as for visiting entertainers.

ISSUES ADDRESSED

Interested persons were out to preserve a community asset which was an outstanding historical landmark.

1. Meeting the town's need for a centre for public performances.
2. Repairing the deterioration and bringing the structure up to modern safety standards for fire alarms and an adequate heating and cooling capability at an affordable price.

ACCOMPLISHMENTS OF PROJECT

1. Raised \$80,000 in the community for the restoration.
2. Completed the restoration within one year, using volunteer artist, local electrician and construction engineer at 'contribution' rates.
3. Full houses for opening events and those of the first six months: school plays, barbershop quartets, and the Winnipeg Senior Talent Show.
4. Created a community consensus on the value of restoring the "Opera House" - 56 people helped the committee members to canvas door-to-door for contributions.

IMPORTANT PROJECT BACKGROUND

Virден is an early community in western Manitoba with about 3000 population. The Opera House is one of their early landmarks but for some years it was leased to a movie operator who was not very concerned about upkeep. It had stood unused for most of three years. A committee of four were the prime movers. They now have an Auditorium Board of seven people. During the year of remodeling the Opera House, the attached firehouse was torn down.

KEY FACTORS OF SUCCESS

1. Support of the community.
2. A dedicated core who kept the project before everyone's attention.
3. The potential value of the building when it was restored to use.

BROAD DEVELOPMENT LEARNINGS

Obtain broad community consensus before starting a project which needs major funding. Determine the community's wishes. Have a referendum to give the town council a basis for their action.

IMPORTANCE TO LOCAL AREA

1. Built community pride and encouraged the display of local talent.
2. Provides quality facility for performances.
3. Gives the schools an auditorium rather than using gymnasiums.

UNIQUE DEMONSTRATION OF SUCCESS

A small core took the initiative to save a major landmark and won the support of sufficient citizens to underwrite the cost of bringing an old showplace back into service for present and future generations.

GLOBAL APPLICABILITY

- Many communities have old buildings and facilities which have lost their original use and therefore have deteriorated.
- No community has enough money to build new structures for every need of the local area.

MATERIALS AVAILABLE

- A history of the Opera House written by Gladys Carefoot.
- Articles written by Mrs. Steve Hegion.

CONTACT

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Viriden Auditorium
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This networking, coalition model located in Halifax, Nova Scotia serves the information and government liaison needs for many rural communities in the province.

ISSUES ADDRESSED

The need for a provincial coordinating group to represent voluntary associations engaged in community development had been perceived for several years. Through the Voluntary Planning organization a sector was formed following exploratory meetings in June 1981.

OBJECTIVES

1. Permit Voluntary Associations to participate in planned changes that affect their communities.
2. Have input into provincial and regional policies and plans.
3. Improve communication linkages between voluntary associations within the province and its regions.
4. A vehicle to deal with appropriate government levels.
5. Provide leadership to associations to help improve their effectiveness in approaching government and decision makers.
6. To arrange for and provide training opportunities for volunteers and professionals in development work.
7. To be a vehicle for public participation in development plans and strategies.
8. To be a single source of contact for all levels of government.
9. To gain recognition of the long-term worth of local initiative groups.
10. To be a library of information.
11. To provide for stable funding for community development work.

ACCOMPLISHMENTS OF PROJECT

- Regular meetings (average every 6 weeks)
- Sharing sessions (ideas that work)
- Newsletters between groups.
- Provincial Funding Criteria
- Response to off-shore development projects
- Inventory of training needs
- Resource library on Mega Projects
- Coordination of Industrial commissions.
- Input into development strategy (white paper) for Nova Scotia
- Network of 25 groups at present, regional and provincial

UNIQUE DEMONSTRATION OF SUCCESS

- Coordination of development (rural) associations (voluntary), and Development Corporations in Nova Scotia
- Training for development leaders
- Coalition of development organizations
- Resources for development and local initiatives
- Input into public and government policy
- Communication and networking system for community development organizations.

MATERIALS

- Policy proposal in support of community development process
- Map showing associations in Nova Scotia
- Public participation project Dalhousie University.
- Voluntary Planning, PR project
- Story line, graphics, etc.
- Three to five minute slide tape show in preparation

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The Weirdale Children's Creative Playground Project is an all log, fort type playground, consisting of 2 park shelters, 3 forts, a playhouse on stilts, swings, benches, a swinging bridge, and a totem pole. The playground was built by a summer youth team in 1980 for the benefit of the children of Weirdale. Weirdale is a community of 100 people and serves a rural population of about 1000. The playground extends for one block along public camping grounds. The availability of the playground makes it much more pleasant for young children to come to town with their parents for curling trips, etc.

ISSUES ADDRESSED

The community of Weirdale had little that young people, both children and youth would enjoy doing.

1. Very little employment for youth.
2. No play facilities for younger children.
3. Image of "dying community" had little that would tie youth to the community.

OBJECTIVES

The project aimed to provide summer employment by having youth work with money provided by a Canadian Summer Youth Employment grant. The project was to benefit the community by providing something for younger children and by drawing business from campers. The goal of the youth was to build the biggest and best playground around.

ACCOMPLISHMENTS OF PROJECT

1. A creative, durable park enjoyed by children during all seasons of the year.
2. Pride by the people of the community; relatives and visitors are encouraged to come.
3. Youth developed skills in building and log work.
4. Experience of cooperation as design, plan and work was done.
5. Provided five months of employment for 7 youth and 5 weeks of work for an additional 8 youth.

IMPORTANT PROJECT BACKGROUND

Weirdale is located in a fertile farming area of Saskatchewan with farms relatively close to each other; the population of the village is only 100 with up to 1000 in the rural area served, a 5-6 mile radius. The High School was closed in the 1960's and as of 1983 the Grade School has been closed. Highway 55 runs along the village with Prince Albert being about 30 minutes away. The image was that the community was dying--in early days 8 stores had served the area, but now only one remains.

KEY FACTORS OF SUCCESS

1. The creativity of the youth--willingness to do anything to make it work and be trained on the job; careful selection of the youth for the project.
2. Enthusiasm occasioned by everybody "creating something ourselves;" having a goal, a worthwhile project of work.
3. Community support - shared needed tools and made trips to the city for materials.
4. Project never lagged--always new suggestions before each unit completed;

materials were anticipated by manager in advance to need; manager was able to recontext and remotivate when any worker relaxed efforts.

5. An adult advisor who obtained the grant and gave necessary advice and support.
6. Local un-used or low cost materials available--i.e. logs.

BROAD DEVELOPMENT LEARNINGS

To succeed in any project, the workers themselves need to be involved, sharing the goals, helping to create the plans, and committed to complete the project with a sense of pride in the results.

IMPORTANCE TO THE LOCAL AREA

1. The visible impact and improvement of the community--a new and beautiful children's park.
2. The creative play space provided needed service to the community.
3. Adults better able to engage in curling, camping activities, and shopping as children play.
4. Youth saw themselves of new worth and parents saw the children's value anew.

UNIQUE DEMONSTRATION OF SUCCESS

This project demonstrates that a very small village can improve itself in a short time by dealing with youth employment, care of children, and community beautification at the same time.

GLOBAL APPLICABILITY

Any small community could decide together what is needed for its youth and children, make use of natural resources available, and contribute existing tools to get the job done. It is helpful to have initiating adults to encourage the youth, give guidance, and help obtain materials and funding as well as to ensure that all aspects to project completion are feasible.

MATERIALS AVAILABLE

- Collection of pictures
- Listing in tourist guidebook "Woodlands Park"
- Report done by Cable 9 TV
- CKBI interview

CONTACT

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The WCRDA has provided citizens of Colchester County with a forum for planning development activities in response to plans handed down from other municipal sources. The association has been highly successful in catalyzing community resolve and action in such diverse arenas as bazaars, housing, health and recreation.

ISSUES ADDRESSED

A document prepared by the study project, "Cobequid Opportunities Report" became the basis for future efforts. Several problem areas were identified that needed attention, eg. housing, transportation, pollution of rivers and beaches, banking, tourism, etc. Consensus was reached at a weekend study conference of the report that to accomplish any of the identified goals, a resource officer was needed part of full time to work on behalf of the Association through citizen committees to accomplish some concrete progress.

OBJECTIVES

WCRDA began in 1963 and has continued as a citizens organization devoted to improvement of the social, economic, cultural life of the communities of Debert, Masstown, Glenholme, Great Village, Londonderry, Bass River, Economy, Five Islands, West Colchester encompasses three Municipal districts of Colchester County.

ACCOMPLISHMENTS OF PROJECT

1. Funds were obtained from Provincial Government to employ a part-time Resource Officer. A Country Bazaar was the first project undertaken. It established a retail outlet for handicrafts, and goods produced in the area, and operated as a coop, with participants sharing in the costs, the workload and the profits. The Glooscap County Bazaar in the west end of the area has successfully continued each tourist season, and now provides a significant retail outlet for craft people, home gardeners, etc. Two additional bazaars have been organized in the eastern area of the associations territory and are successfully operating.
2. Housing for the rural residents was also undertaken, and in cooperation with Central Mortgage and Housing, a rural housing delivery group was organized which was responsible for administering grants for home improvement and building new homes for people in low income brackets. Over 60 houses were repaired the first year. This project has successfully continued and has now expanded to provide the service to the whole county. WCRDA actively participates on the delivery group.
3. A recreation project designed to provide an artificial ice rink for the area was aided by WCRDA Resource Officer. A fund raising project of over \$350,000 was successfully completed and the "West Colchester United Arena" established which continued to serve the area in a very active and successful manner.
4. Tidal Power development in the Bay of Fundy is scheduled to take place in the very centre of WCRDA's geographic community. Preparing people for that Mega project has occupied considerable time and effort of WCRDA. A citizens workshop was organized in 1978 to assess the expected impact of the project on the communities of West Colchester County.
5. A credit union has been organized in response to the banking and credit needs identified in the 1976 survey.
6. Health Clinics have been held and WCRDA has asserted in locating a medical

doctor for the area. Development of Historical sites for tourists and local citizens has been the most recent project which provided five full time full time jobs in the area.

IMPORTANT PROJECT BACKGROUND

Rural citizen participation in the decision making policies which affect the communities of West Colchester County. In early history the Association attempted to develop economic projects based on resources of the area eg. Strawberry Growers Coop, Vegetable production and marketing, purchase of property for Industrial Park. etc. Most of these projects did not materialize or succeed and WRCDA as an organization was dormant and inactive for a number of years, 1970-74. In 1974 the Municipal Development Plan was prepared and viewed by most West Colchester County citizens as a threat to their accepted way of life, control and transfer of property and effective delivery system throughout the county.

KEY FACTORS OF SUCCESS

Citizens realized the need for some organization in which they could actively participate and make their points of view known with respect to Municipal, provincial and federal policies which affected their way of life. West Colchester Rural Development Association was re-activated with a greater emphasis upon citizen participation in community planning. Funds were received from the Secretary of State in 1976 to survey the community area and gather the views of the citizens as to how they wanted their communities developed, and to identify the issues and services that needed combined community leadership.

GLOBAL APPLICABILITY

The organizational model used by WCRDA is one which could be applied in any community or geographical area. Citizens elect their own representatives to a Board of Directors which attempts to carry out the work which public citizens meetings assign or suggest. Representatives of municipal government in the area are given ex-officio membership on the Board of Directors, only a few have taken this opportunity to work with and for the citizens through this organization. Those who have done so were given a natural and active reference source for consultation with and feed back from the citizens they represent.

MATERIALS

1. Cobequed Opportunity Project
2. Tidal Power Seminar Report
3. The Daily News , Oct. 8, 1977
4. DPA Study, Department of Development, Province of Nova Scotia
5. Files of newspaper clippings and press releases

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Westman Media Cooperative Ltd. is a community-based cooperative that provides cable television, training and facilities for individual participation in community productions and a forum for awareness about all aspects of media. It also provides opportunities for multi-community interchange. In 1983 Westman Media involves 20 communities with populations of over one thousand people in western Manitoba (West-man) and covers an area of 130,000 square kilometers. The Media Cooperative has the potential of serving 63,000 families.

ISSUES ADDRESSED

There was grassroots concern over the growing power and influence of electronic mass media on individual, family and community life. Existing mass media commercially exploited the communities while maintaining privileged power in programming because of their monopoly control. Therefore, there was minimal access to media, and almost no opportunity to influence or participate in determining policies, profits or programmes.

1. No participatory media model was obvious or available. Vertical media models all excluded local citizen control.
2. A sense of intimidation existed because of audio-visual illiteracy and the apparent need for professional mastery of the technology and artistry of communication.
3. No vehicle available for expressing and asserting higher community values and interest.
4. No opportunity existed to express global consciousness and concern.

OBJECTIVES

The people of Westman Media want to be able to say, "We own and control our own studios and signal, provide cable to rural communities, and help to create a sense of identity which is emerging in western Manitoba." They want a common voice in the region, interlinking the communities of western Manitoba by providing a participatory media democracy and by sharing local programming from each community which becomes a part of the network. They seek to use mass-media for community benefit, thereby offering an alternative to consumer-oriented mass media.

ACCOMPLISHMENTS OF PROJECT

1. During the first seven years, Westman Media has expanded to provide local cable service to the twenty largest communities of western Manitoba.
2. Local media committees have drawn hundreds of residents into training and into participating as equipment operators.
3. Thousands of hours of local programming are being telecast each year.
4. Broad impact is experienced in the communities as new persons become active in media, and unrealized skills are developed.
5. Westman Media is often contacted for advice about technical information and the fundamental concepts of citizen and community participation, which underlie this experiment in media democracy.

IMPORTANT PROJECT BACKGROUND

Westman Media Cooperative began with an idea - an idea that grassroots control of the mass-media was possible. In late 1976, Westman Media Cooperative officially became a reality, with a public meeting in Brandon, Manitoba, the largest city in Western Manitoba. This meeting was followed by a period of

local culture, the recognition of volunteers' achievement by their peers, the use of all available technology, the sharing between communities of experience and achievements, and the participation of all segments of the community to make their individual contribution in their own particular sphere of interest and expertise. Anticipate opposition from local and regional "power groups" who feel threatened as the project becomes effective.

IMPORTANCE TO LOCAL AREA

1. Community programming has had a positive impact at the local level. Creativity is stimulated once fear of unknown technology has been resolved. This began happening with the change from thinking that media is only for professionals to local people realizing that anyone can 'do it.'
2. Interlinking communities with cable television has made it possible to share services amongst communities and to build up regional unity with appreciation and respect for the other communities. There are new opportunities for local and regional leadership.

UNIQUE DEMONSTRATION OF SUCCESS

Westman Media Cooperative Ltd. is a tool for extending the concept of "community" by interlinking communities within a defined geographic area with their own medium for effective communication. The area is small enough to have identifiable common interests, and extensive enough to provide a prototype which could be applied to any rural region of the world. Local resources, in the form of volunteer efforts expended by members who participated in programme productions and those who serve on Community Media Committees, the Regional ACCESS Council, or the Board of Directors may be referred to as "human equity." These local investments of capital resources, human equity and pride of achievement result in benefits to the communities and to the region as a whole.

GLOBAL APPLICABILITY

1. A prototype or model for universal replication was implicit in the design and development of the organization.
2. Media democratization is both a locally and a globally perceived need.
3. A small-scale experiment demonstrated the feasibility of media self-government in a few communities of one natural region, then the early lessons learned in organization would assist the evolution of new models within the region and far beyond.
4. Individual acceptance of responsibility for the increasing influence of mass media on personal, family and community life is coupled with the determination to utilize these new technologies for creative human development locally and elsewhere.
5. This experiment is in place and available in western Manitoba for anyone who can take advantage of "hands-on" experience.

MATERIALS AVAILABLE

- Initial Application to CRTC - 1977
- Westman Media Focus, tabloids in 1977 and August 1983
- ACCESS Brochures: "Menu," "Answers on ACCESS," "ACCESS"
- First programs produced by most communities
- Random selection of productions
- Program Department Summary
- Eleven practical video tapes on production techniques, produced by volunteers
- Chairman's Annual Reports to Membership
- "Cablevision: The People's Choice," June 1977

dealing with organizational issues - obtaining national government licensing, competition with and winning over private profit-seeking media ventures, local meetings in additional communities, the selling of shares and the democratic election of a Board of Directors.

In those first few years, until 1980, there was little community involvement. The Board of Directors took most of the responsibility, as the first five communities were linked by a terrestrial system for delivery of cable television. During 1980-81 there was growing interest and concern of all shareholders as it became necessary to defy government regulations in order to use the latest satellite technology to provide cable television service to 13 more communities.

With service came the necessity for local control and Community Media Committees of elected volunteers started to become active and take responsibility for the newly established local ACCESS programming facilities to capture community events.

The year 1983 was an active time of implementation, growth and expansion, with 10 additional communities (with populations of between 500 and 1,000) becoming involved with Westman Media. Cooperation between communities increased as there was exchange of programmes and facilities. During this year, many of the initial hopes and aspirations as to how publicly-controlled mass-media could serve the people in human development began to be addressed.

The new communities were able to move much faster with their own programming, drawing upon earlier experiences of other local ACCESS channels. The Media Cooperative gained legitimacy, through compliance with regulatory body guidelines, and with strong member participation in active Community Media Committees. The Media Cooperative has gained international recognition by its acceptance for a place at the IERD in India.

KEY FACTORS OF SUCCESS

1. Sharing unique knowledge and experience has become the seed for wider initiative and learning.
2. 150 volunteers have been trained to use technical equipment and produce community programming.
3. The quality of programmes, which reflect the ethical standards of the communities, is in the hands of the local citizens through their Community Media Committees.
4. The shift to more audio-visual learning and opportunity for self-expression more adequately serves and helps the 10% of all people who have some learning disability.
5. Community memory is becoming as reality as ideas, information and events are being captured by media volunteers. Local history is being preserved, as senior citizens are being video-taped telling their own stories, before these memories are lost forever.
6. Rapid increase in communications skills within western Manitoba resulting in the courage and confidence to defy government regulations (when appropriate), and to challenge the private domination of media.

BROAD DEVELOPMENT LEARNINGS

Build a core of informed, dedicated persons who understand and agree jointly upon the philosophy, before getting broad exposure or expansion. Obtain grassroots involvement in the earliest planning by harnessing one committed person to spark others. Start with the support of people in each community, provide sufficient training, equipment and resources to allow the technology to serve the needs of the people, and encourage local initiative within a prescribed and proven format: this will lead to local autonomy. Encourage the retention of

- "The Review of the Organization," report by Currie, Coopers & Lybrand -83
- Study paper from the World Media Institute Inc.

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The Westlock and District Further Education Council is made up of representatives from 8 local agencies or groups who co-ordinate the organization of non-credit adult education courses in response to the needs, interests and wishes of the population of Westlock and surrounding district. The Council has been active since 1974 and currently offers about 100 courses a year, ranging from homemaking, business and farming skills to fitness, recreation, social and cultural curriculum. About 1400 people participate per year and the number is increasing as awareness of the availability of courses goes up through extensive publicity and word-of-mouth. Courses and instructors are made available through universities, community colleges and agencies. Instructors are paid on an hourly basis plus car mileage. Participant fees recover most of the course costs. The Westlock Council notes that leisure activities and recreation courses, etc. are providing valuable socializing for isolated rural people, besides broadening their horizons and enriching local communication and interchange. The structure of the Further Education Council system across the province ensures a coordinated comprehensive response by agencies to grassroots training needs and desires.

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.

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In this province the women of the community felt the need to be part of the decision making within the farm community and have created an organization to assist them. The self-confidence of the women involved has increased steadily through the program of the organization.

ISSUES ADDRESSED

It was felt by a group of eight farm women that there was a great need for a farm women's organization on Prince Edward Island. They could become the "voice" of Island farm women and also be part of the growing network of farm women from all across Canada. They also felt they could help to educate the public so they would have a better understanding of farming; encourage farm women to attend meetings and take advantage of training sessions; help farm women gain the status, dignity and respect they deserve; help instill in them the pride and prestige of being farm women; and work with existing farm organizations to improve Island agriculture. Also, it was felt the existence of the family farm is being threatened and this organization could do things to help preserve the family farm structure as we know it today.

ACCOMPLISHMENTS

1. From a beginning of eight members, Women in Support of Agriculture has increased its membership to 70 members.
2. A provincial executive has been organized.
3. There are four branch groups organized now across the province.
4. A film presentation on Island farm women has been completed.

IMPORTANT PROJECT BACKGROUND

The organization was founded in March, 1980. Before 1980 Island farm women had numerous opportunities to attend farm meetings. But they would usually go along with their husbands and very rarely take part in the discussions or voice their concerns. It was practically unheard of for a farm woman to be invited or even considered for an executive position on a traditional farm organization. Farm women were very rarely asked to sit on boards or committees to do with agriculture.

KEY FACTORS OF SUCCESS

As there had never been a farm organization on the Island before that was founded for women alone, there were no specific criteria to follow except for the aims and objectives the original eight members had set up. These ideas were accepted very well by farm women, and as there is a very great need for communication among farm women, the success of the organization was assured.

BROAD DEVELOPMENT LEARNINGS

The women who have become involved in this organization have experienced things that they would never have thought possible. Through workshops and conferences dealing with such diverse topics as Leadership and Effective Speaking to "How to enhance your looks and personality", the women have gained a great deal of self-confidence in themselves so they can go out and tell the farmers' story and do it properly and not feel they have to take a back-seat to anyone because they are farm women. They have also learned that in order to have a good, successful organization strong leadership is needed. There has to be a person in charge who is capable of leading people in the right direction. The major-

ity of work done in the organization is volunteer and that is also a very vital aspect of the success of the organization. The leader has to be able to recognize the different contributions that each and every member can make; whether it be in compiling a newsletter or the ability to meet and talk to the public while manning a display booth.

IMPORTANCE TO LOCAL AREA

The most successful thing that has come about as a result of the formation of WSA on Prince Edward Island is the feeling it has given farm women in regards to their own self-worth. Farm women always worked side-by-side with their husbands in all aspects of a farming operation, but now they are beginning to get the recognition that is long overdue. Other successful things that have happened were as follows:

1. the re-hiring of Department of Agriculture staff who were vital to the farming community. The WSA lobbied for this.
2. the WSA President being invited to speak at out-of-province conferences and annual meetings.
3. a WSA member being appointed to serve on a Federal Advisory Committee. This appointment came about as a result of her involvement with WSA. These things would never have happened if WSA had not been formed in Prince Edward Island.

UNIQUE DEMONSTRATION OF SUCCESS

The Women in Support of Agriculture on Prince Edward Island has become in three and a half short years the voice of farm women. The majority of farm households know the organization and its activities. Whenever WSA sponsors a workshop or conference, all farm women are invited to attend and, in some cases, urban families are invited to take tours of farms to learn what goes on there. These tours include visits to all different farms: e.g., dairy, potatoes, hogs, poultry, etc. These farm women are quite capable of answering any questions that may arise about any aspects of their farming operation.

GLOBAL APPLICABILITY

Farm women are a unique group of people. There is no other group of women who work so closely with husband and family as they do. Most women send their husbands off to a day at the office and don't see him again until the evening. Not so with a farm wife. She is a partner in a family business. She has to know all that goes on inside the house and out. All farm women the world over have this in common and with the help and encouragement of organizations such as WSA their jobs can be made much easier. They realize they are not alone. There are millions more like them.

MATERIALS AVAILABLE

- brochures explaining objectives of WSA and names of people to contact
- newsletters which are done by branch groups and compiled to make a provincial newsletter.
- scrapbooks and pictures are also available.

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Youth of Otonabee (Y.O.U.) is a demonstration of an alternative to the 'system' which relies heavily on the justice and correctional system to 'cure' problems. It is based on the development of positive human relationships which will help prevent trouble and change anti-social behaviour. Our 'clients' are victims of a society which in itself produces many of their problems. Often the best we can do is help these young people find the strength to survive and cope with their environment.

ISSUES ADDRESSED

Youth in the eighties live in the context of an environment which seems to offer great possibility and at the same time puts them under great pressure to perform and even to excel in a time when the values of the larger society are in continual flux.

1. To provide a means of diverting youth from juvenile court.
2. Youth ten to sixteen years of age who are experiencing difficulty at home and/or in school and/or in the community.

OBJECTIVES

To promote positive change in self-concept and behaviour, acceptance of responsibility for one's own behaviour and improving ways of coping with family/school/community through showing young people positive ways to deal with problems, exploring constructive alternative behaviours, facilitating positive change, providing opportunity to test new behaviour in a positive environment.

ACCOMPLISHMENTS OF PROJECT

1. About eighty children experience intensive group programmes each year; about 180 use community recreation programmes.
2. Outreach programmes have been run in schools and the summer of 1983 in a village.
3. A research paper in 1981 showing that males who participated in intensive groups recidivated significantly less than non-participants [N.B. self selection of participants.]

IMPORTANT PROJECT BACKGROUND

In 1975 lawyers, teachers, and others in the community were concerned about the number of young people in trouble with the law. The project was set up in 1976 with funding from the Solicitor General's Ministry to try to provide young people with alternatives to and diversion from traditional means available to the courts and governmental agencies. The focus of Y.O.U. changed in 1979 from being primarily delinquency related to youth in trouble, having problems coping with and relating to the society.

KEY FACTORS OF SUCCESS

1. The core of the programme has been the intensive group, running for eight weeks, with young people matched in age and sex. This intensity of programming is unusual in a non-residential setting.
2. Young people stay connected with the programme, after they have been in the group, in the recreational programmes which are a means to helping young people find appropriate ways to behave, provide enrichment in impoverished lives, etc., rather than as an end in themselves.

BROAD DEVELOPMENT LEARNINGS

A programme must stay responsive to the needs of the community and must work co-operatively with other related groups.

IMPORTANCE TO LOCAL AREA

1. Y.O.U. provides an important resource for parents and young people who often refer themselves to the programme.
2. It is an alternative programme for educators, Children's Aid staff, etc, to try for difficult children.

UNIQUE DEMONSTRATION OF SUCCESS

Community needs identified by activists. Acquiring funding for a social programme for young people. The programme slowly became mature and stable, but continues to develop in response to community needs.

MATERIALS AVAILABLE

- A slide/tape show on the work of Y.O.U.
- Copies of research and other papers

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COMMENTS ON SHARING APPROACHES THAT WORK

The projects that appear in this book are strikingly diverse in nature. Individually, each project represents an important set of accomplishments and learnings, and readers may find that these successes can encourage and inform initiatives in their own circumstances.

However, situations have a strange way of always being unique. Circumstances leading to the formulation of a particular project are rarely even closely repeated in another setting. This makes it very difficult to reduplicate a successful project in one location simply by applying the same steps. Almost always this approach leads to frustration or failure, for development is a more complex process than such a cookbook approach can master. The variety of factors always present (place, time, people, resources, etc.) makes the usefulness of any single project's learnings questionable when considering new initiatives.

What, then, is the value of a sharing of project learnings such as represented by this compilation? Perhaps it comes more from what we learn when we look in depth at a larger number and variety of successful projects all together, and begin to discern the common approaches that have contributed to success. What, for example, are the important principles that were applied in many places, and therefore ought to be considered when formulating and implementing new projects?

The statements that follow are offered as an example of what might emerge from an examination of many projects. To arrive at these rather broad statements, the learnings listed by the projects in this book were all reviewed and grouped according to similarity of emphasis. Nine groups of learnings emerged, which then were titled, and a short paragraph was written to further clarify the approach revealed by this method of analysis. This summary is offered here to encourage broader examination and interpretation, and is not intended as a definitive statement of what these projects have to contribute to a better understanding of the process of development.

From the quick analysis described above, however, the following approaches appear to be present in the operation of these projects:

1. CAREFUL PLANNING AND A LONG-RANGE ATTITUDE TO SUCCESS

Experience shows that projects often take many years to reach a mature level of operation. This calls for patience and persistence on the part of the staff and community. A period of getting established should be anticipated, knowing that any meaningful change is usually a slow process. Working in the context of a regularly updated long range plan is usually helpful, and can give those associated with a project a means of objectively assessing whether objectives are being reached.

2. STRONG COMMUNITY SUPPORT AND PARTICIPATION

Community involvement is an important element in all stages of many successful projects. Beginning with the establishment of a broad network of community support, the projects invite participation in

both planning and implementation. Good communications, both formal and informal, reinforce community understanding and support for project activities.

3. PROJECT ACTIVITIES RELATED TO LOCALLY EXPRESSED NEEDS

Project objectives and programmes are directed towards meeting local needs in all cases. These needs are determined most effectively through surveys, discussions and consultations with the people in the project area. People must experience a positive impact on their real needs if they are to identify with the project and become supportive and involved.

4. A SENSE OF PRIDE AND SELF-RELIANCE AMONG LOCAL RESIDENTS

When project activities foster a sense of pride and self-reliance within a community, greater determination to succeed is often observed. This sometimes is promoted by emphasizing early project successes to create confidence and establish momentum. When residents of a community begin to experience the dignity of succeeding through their own efforts, they will often undertake sacrifices that can carry projects through periods of difficulty.

5. FUN AND FULFILLMENT FOR PEOPLE ASSOCIATED WITH THE PROJECT

Providing opportunities for recreational and celebrative events that engage the whole community can strengthen involvement in and commitment to a project. Getting to know and understand people in a community may happen best in these more informal and relaxed settings. A project is often more successful when such events allow people to feel it's activities are a significant part of the life of the community.

6. EFFECTIVE USE OF ALL AVAILABLE RESOURCES

Many of these successful projects have emphasized the importance of identifying and using all of their available resources. This particularly applies to the use of volunteers, who provide an invaluable contribution when employed in project implementation. Diversified funding sources are considered best, and projects not totally dependent on government grants are often more stable in the long run. Capital sources should be secured or committed in adequate levels before attempting to start major economic ventures.

7. PROFITABILITY AND QUALITY IN ECONOMIC VENTURES

Projects involving economic ventures place an emphasis on profitability as a primary value. While such programmes may use "seed money" grants or loans to get started, they must soon show an ability to move beyond a subsidized position. This depends primarily on producing needed quality products or services that can command a growing market.

8. STRONG LEADERSHIP AND A COMMITTED TEAM

Many projects indicate that strong leadership has been an important element in their success. Teamwork among staff, volunteers, advisors and board members creates positive working relationships, and also contributes to good results. Training and recognition of staff and volunteers builds strength and commitment within the project organization.

9. FLEXIBILITY OF APPROACH COMBINED WITH HARD WORK

Circumstances in which projects operate often experience change that threatens their continuing success. Readiness to adapt objectives, programmes or personnel to meet the new demands is an important quality which allows projects to continue to be relevant. Projects that work hard to find new approaches appear to be more effective than those who become anxious or discouraged in these situations.

Similar efforts to examine the implications of broad development experience will take place during all phases of SHARING APPROACHES THAT WORK. The 247 conferences and symposia held during 1983 in thirty-seven nations have each identified development trends and determined "keystones of success" using similar methods. The IERD plenary, with representation from nearly 500 projects and data from over 2000 more, will attempt to state the approaches that are contributing to successful development around the world. Following the return of delegates, the dialogue will be continued in conferences and by committees concerned with accelerating development initiatives in their own communities and regions.

Development initiatives, however, finally come about only when a person or group dares to take the first step towards meeting specific needs that are crying out for a response. All of the learnings and principles are of no value until this happens within a particular place by particular people. Beyond all the attempts to identify common principles and practices, if SHARING APPROACHES THAT WORK can give some of those key people encouragement to take that first step, knowing that many others were able to find the road to success, then this program will have achieved its real intent and purpose.

THE CANADIAN INSTITUTE OF CULTURAL AFFAIRS
January 1984

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35	James Bay Community Project	Victoria
38	Kermode Friendship Society	Terrace
76	Tracy Greenthumb Sexual Abuse Prevention Program	Vancouver
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6	Blueberry Community School	Stony Plain
16	COCO (Community of Coordinating Organizations)	Wanham
17	Cold Lake Grand Centre Project Involvement Committee	Cold Lake/Grand Centre
18	Collection System for Recyclable Waste Oil	Rimbey
21	Country Food Store	Grassy Lake
22	Dean's Vibra-Digger	Lloydminster
36	Job Rotation Scheme	Ft. Chipewyan
39	Kipohakaw Education Centre	Alexander Reserve
42	Life Styles Exposure	Winfield
43	Lyalta Community Recreation Centre	Lyalta
49	NAPI Lodge Alcohol and Drug Rehabilitation Centre	Lethbridge
56	Peace Hills Trust Co.	Hobbema
60	Project LEARN	Cold Lake
62	Reading And Writing Tutoring Project	Ft. Vermilion
63	REDA (Rural Education and Development Association)	Edmonton
64	Regional Resources Project No. 1	Carbon
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26	Family Farm Foundation	Regina
40	Lac La Ronge Indian Band	La Ronge
50	Native Metals Holdings Ltd.	Regina
55	Park Heights Community Centre	Saskatoon
57	Person T(W)O Person	Prince Albert
68	Saskatchewan Community Colleges	Regina
69	Saskatchewan Co-op Womens Guild	Foam Lake
70	SIAP (Saskatchewan Indian Agriculture Program)	Regina
71	SINCO	Saskatoon
79	Weirdale Creative Playground	Weirdale
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9	BUNTEP	Brandon
11	Camperville Development Corporation	Camperville
27	Farmers Co-op Seed Plant Ltd.	Rivers
29	Folklorama	Winnipeg
44	Manitoba Holiday Festival of the Arts	Neepawa
48	Mosaic Massey	Brandon
66	Roblin Forest Products	Roblin
77	Virden Opera House Auditorium	Virden
81	Westman Media Co-operative Ltd.	Brandon

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1	Abel Enterprises	Simcoe
3	Atikokan Economic Development Committee	Atikokan
4	Bear Island Trading Post	Bear Island
5	Be-Wab-Bon	Port McNicoll
7	Bonnechere Algonquin Crafts	Golden Lake
8	Brock Good Neighbours	Durham Region
10	Cambellford & Area Senior Citizens Bureau	Cambellford
12	Centennial Farm	Orillia
19	Community Economic Dev. & Small Business Mgmt. Course	Peterborough
20	Concerned Farm women	Dobbington
23	Diamond Triangle Economic Development Community	Cobourg
24	Drayton Health Centre	Drayton
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30	Friends of Sainte-Marie	Midland
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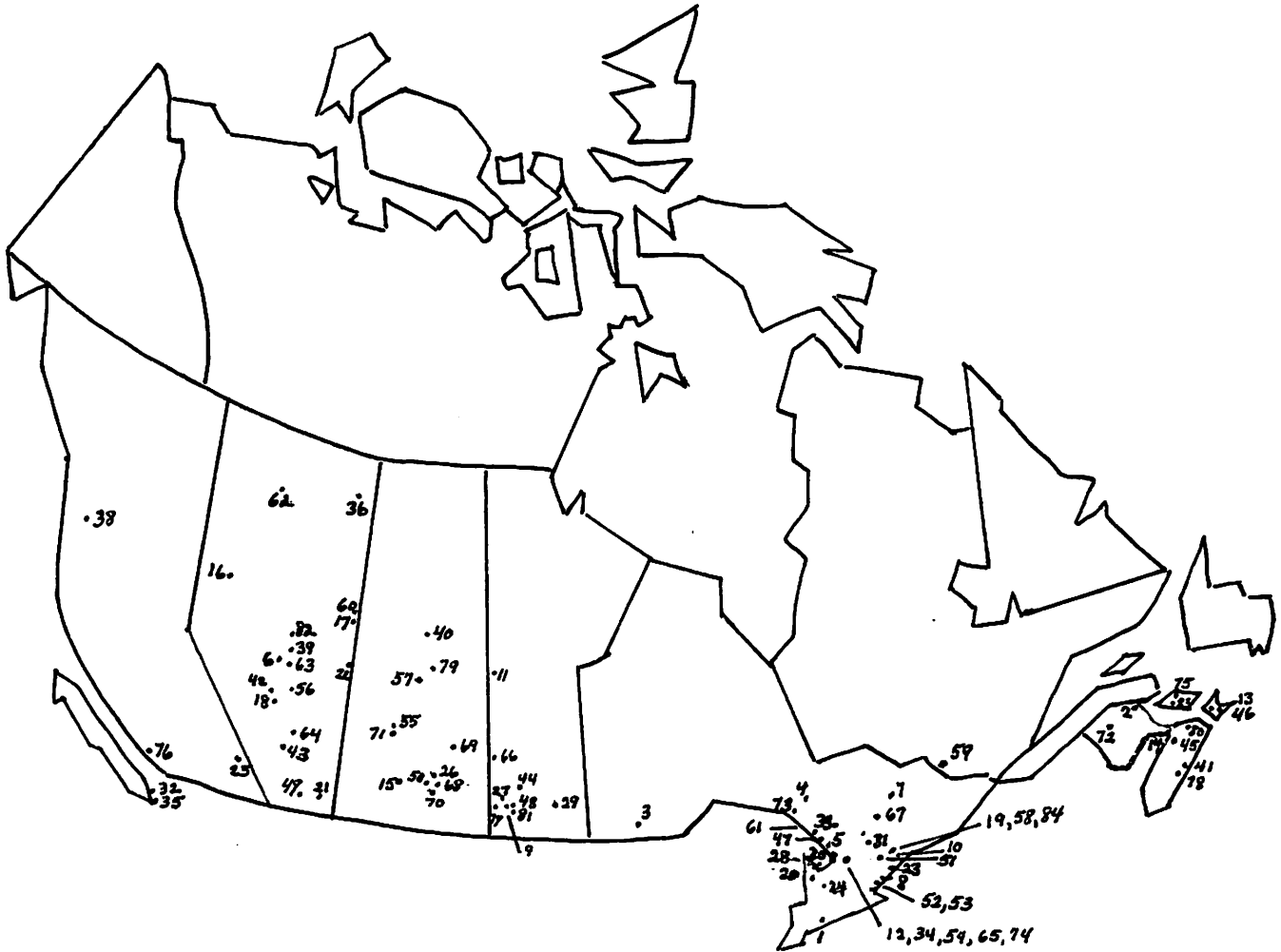
NOVA SCOTIA

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LOCATION OF PROJECTS



Project # Location

- 1. Simcoe, Ontario
- 2. Caraquet, New Brunswick
- 3. Atikokan, Ontario
- 4. Bear Island, Ontario
- 5. Port McNicoll, Ontario
- 6. Stony Plain, Alberta
- 7. Golden Lake, Ontario
- 8. Durham Region, Ontario
- 9. Brandon, Manitoba
- 10. Campbellford, Ontario
- 11. Camperville, Manitoba
- 12. Orillia, Ontario
- 13. Cape Breton Island, Nova Scotia
- 14. Debert, Nova Scotia
- 15. Moose Jaw, Saskatchewan
- 16. Wanham, Alberta
- 17. Cold Lake/Grand Centre, Alberta
- 18. Rimbey, Alberta
- 19. Peterborough, Ontario
- 20. Dobbington, Ontario
- 21. Grassy Lake, Alberta
- 22. Lloydminster, Alberta
- 23. Cobourg, Ontario
- 24. Drayton, Ontario
- 25. Elkford, British Columbia
- 26. Regina, Saskatchewan
- 27. Rivers, Manitoba
- 28. Owen Sound, Ontario

Project # Location

- 29. Winnipeg, Manitoba
- 30. Midland, Ontario
- 31. Haliburton, Ontario
- 32. Victoria, British Columbia
- 33. Parry Sound, Ontario
- 34. Orillia, Ontario
- 35. Victoria, British Columbia
- 36. Fort Chipewyan, Alberta
- 37. Lindsay, Ontario
- 38. Terrace, British Columbia
- 39. Alexander Reserve, Alberta
- 40. La Ronge, Saskatchewan
- 41. Preston, Nova Scotia
- 42. Winfield, Alberta
- 43. Lyalta, Alberta
- 44. Neepawa, Manitoba
- 45. Truro, Nova Scotia
- 46. Chapel Island, Nova Scotia
- 47. Bala, Ontario
- 48. Brandon, Manitoba
- 49. Lethbridge, Alberta
- 50. Regina, Saskatchewan
- 51. Curve Lake, Ontario
- 52. Toronto, Ontario
- 53. Toronto, Ontario
- 54. Orillia, Ontario
- 55. Saskatoon, Saskatchewan
- 56. Hobbema, Alberta

Project # Location

- 57. Prince Albert, Saskatchewan
- 58. Peterborough, Ontario
- 59. Pontiac County, Quebec
- 60. Cold Lake, Alberta
- 61. Rama Reserve, Ontario
- 62. Fort Vermilion, Alberta
- 63. Edmonton, Alberta
- 64. Carbon, Alberta
- 65. Orillia, Ontario
- 66. Roblin, Manitoba
- 67. Lake St. Peter, Ontario
- 68. Regina, Saskatchewan
- 69. Foam Lake, Saskatchewan
- 70. Regina, Saskatchewan
- 71. Saskatoon, Saskatchewan
- 72. Fredericton Junction, New Brunswick
- 73. Sudbury, Ontario
- 74. Orillia, Ontario
- 75. Tignish, Prince Edward Island
- 76. Vancouver, British Columbia
- 77. Virden, Manitoba
- 78. Halifax, Nova Scotia
- 79. Weirdale, Saskatchewan
- 80. West Colchester, Nova Scotia
- 81. Brandon, Manitoba
- 82. Westlock, Alberta
- 83. O'Leary, Prince Edward Island
- 84. Peterborough, Ontario

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.

