

BC/Yukon Community Learning Forum

Kamloops, BC
May 22-24, 2004

Summary Report



Fraser Basin Council



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EXECUTIVE SUMMARY

We are pleased to provide you with this Summary Report of the *BC/Yukon Community Learning Forum*, held in Kamloops, BC on March 23rd and 24th, 2004. This Community Learning Forum brought together over 80 participants from across British Columbia and the Yukon who are involved in learning community projects, to share experiences, lessons learned, and best practices. Conference participants, on the basis of the completed evaluations, were strongly positive about having this opportunity to network with others involved in Community Learning projects.

This was the fourth annual Forum, and like those previous to it, was a collaborative effort. The Forum planning committee consisted of representatives from the BC provincial government (Ministry of Management Services, the federal government (Human Resources and Skills Development Canada's Office of Learning Technologies and Agriculture Canada's Canadian Rural Partnerships), Fraser Basin Council, BC Rural Team, and Community Futures Development Association of B.C. Kamloops was chosen as a central location for the Forum. Community Futures Development Canada and the Fraser Basin Council worked together as lead community organizations.

The learning communities' approach to community development offers tremendous promise. The impetus for community change comes from local grass-roots level ideas and projects. Learning communities are communities that recognize the importance of actively supporting and promoting opportunities for all citizens – youth, First Nations, persons with disabilities and new Canadians alike - to acquire new knowledge and new skills throughout their lives. A learning community believes that learning must be an integral part of community planning and development. The long-term value of building partnerships and broad community involvement from the beginning of our projects was heard throughout the workshops and plenary presentations.

Next Steps:

- Forum final report will be sent to all participants
- Forum final report will be shared with government representatives at the federal and provincial level in BC
- Forum participant list will be sent to all participants
- Forum final report will be made available to non-CLN communities and others via the Fraser Basin Council and Community Futures Development Association of BC websites, along with links to video clips from the event

We would like to close by thanking all the participants who made this a successful event, as well as to all the forum sponsors for making the event possible.

PLENARY DAY ONE

Greetings and Opening Comments:

Christine Dubois (Human Resources and Skills Development Canada)

As a member of the Forum Planning Committee, Christine welcomed all participants to the *BC/Yukon Community Learning Forum*. This is the fourth forum held in British Columbia; previous ones were held in Vernon (Silver Star Mountain), Lumby, and Richmond. This forum, like those before it, has been a collaborative effort, with Community Futures Development Association of BC (CFDA) and the Fraser Basin Council taking the lead. There are currently 124 Community Learning Networks in Canada, with 29 in BC and over 300 applications received in the last round of Requests For Proposals. Christine reminded participants that the Office of Learning Technologies' (OLT) role is to provide support and help to make projects as successful as possible. OLT staff is there to help - "never hesitate to call on them for assistance." OLT has developed a variety of tools to help with planning and carrying out Community Learning projects. Information and resources are available on the OLT website.

John Webb (BC Ministry of Management Services)

John is also a member of the Forum Planning Committee. He described the activity of "chasing the elusive thing called the Digital Divide," and the plans of the BC Government's Broadband Task Force to bring high speed connectivity to 169 BC rural communities that currently have no access to ADSL, high speed, nor cable. The intent is to "drop" an affordable T1 level circuit with voice/IP capacity into rural communities through the local schools, libraries, or health facilities. Communities, themselves, can then undertake to create local delivery. This three-year mandate would establish a provincial aggregated network by January 2007.

Brandon Hughes (Human Resources and Skills Development Canada, Canadian Rural Partnership & BC Rural Team)

Brandon provided some background on the role of the BC Rural Team in bringing rural people together, within provinces and across Canada, to network and dialogue on issues important to rural Canadians. He spoke of what gives our communities their strength: "the power of people coming together" and the sense of place people living in rural communities have. The engine that drives the economy is "skilled people, living where they want to live and doing what they do best." Brandon also noted that Broadband enables the trend to telework, e-commerce, distance learning, and tele-health, all of which have the potential to bring opportunity to rural communities.

Welcoming Address: Chief Nathan Matthews

Chief Nathan Matthews, Chief of the North Thompson Indian Band and Chairman of the Shuswap Nation Tribal Council, outlined in an eloquent manner his vision and strategies for assuring a sustainable future for his people.

Due to the recent setbacks to the forestry industry, i.e. the softwood lumber dispute and last summer's wildfires, Chief Matthew's community has lost a number of mills, the mainstay of their economic health. The community is now challenged with rebuilding its stable economic and social structure and with minimizing the drain of its human resources.

Overcoming this challenge requires a lot of work, much of which has already begun. The people of his valley, the businesses, educators, and local governments are integrating their efforts in the name of 'the Valley Challenge' to inventory the Valley's assets and needs in this time of regrowth. The inventory is being compiled through asking questions like "What is the range of skills among the communities? Who are the leaders? What are the needs of the community? Of the individuals? The people have recognized that complacency needs to be replaced with competence and independence, and that training and upgrading opportunities in realistic and relevant fields (i.e. tourism, agriculture, entrepreneurship) must be made available for the older and younger members of the community.

Chief Matthews noted the challenges associated with implementing those educational opportunities and questioned the current distribution and control of resources available to provide those opportunities. He likened the situation to a 'craps game' with gaming chips representing learning tools or opportunities. "Education is a risky business" he observed. The stakes are high and success requires an adequate number of chips. Some individuals have a large number of chips to ante up with, while others have less capacity to play the game; some people are ready to take risks, while others who have experienced failure are less prepared. Chief Matthews embraced the need to incorporate risk into the 'game of lifelong learning,' but stressed that everyone should get sufficient chips and adequate direction on how to play the game. The identification of educational and training gaps during 'the Valley Challenge' will ideally increase community and individual capacity and thus, will result in a fairer 'distribution of chips.'

Having recognized their dependency on external organizations for their economic well-being, the people of the Valley are developing independent initiatives that will make possible a stable economic and social structure based on their own resources. They are tapping into external resources that can provide support to these initiatives, such as the local MLA, the business community, and post-secondary institutions, and integrating them into the community's vision. Chief Matthews embraced the concept of Community Learning Networks as a tool to share innovation and opportunities, and as a forum for First Nations to educate others about the values that First Nations can bring to the table as a strong partner in the effort to create a stable, sustainable future.

Keynote Speaker: Nancy Neamtan (The Social Economy and Community Learning)

Nancy Neamtan came to Community Economic Development from a Social Advocate's background. Although her setting is urban Quebec, she acknowledges there are many things her community has in common with rural British Columbians who are participating in the Social Economy by developing learning community networks. Nancy used two stories from her own experience to demonstrate the integration of CED and social goals, and the growth of the Social Economy Movement.

Nancy was hired in 1984 by the Pointe St-Charles Economic Program, the first urban CED project in Canada, to deal with the issue of poverty and urban unemployment in that low-income neighbourhood of Southwest Montreal. Nancy observed that while people wanted to work, tools like "work for welfare", job creation projects, and employment programs aimed at youth were short-term and funding-dependent. At the same time, local economic development seemed to only create more marginalization. An "expert" was hired to conduct a SWOT analysis and create a CED strategy for the community. His conclusion – "it could not be done."

The traditional approach to economic development has been to define community as "those like us," meaning those who have a common vocabulary and common goals, each following their own agenda and programs. Nancy came to realize that "Economics is a Social Science", and that there was a need to redefine community in a more inclusive way, making alliances between separate community memberships. In 1989, she helped to found RESO, a coalition for the economic and social revitalization of Southwest Montreal. Recognizing the legitimate role of social partners in labour force development, the RESO Board of Directors was built on the principle of "networking networks," and structured to bring together traditional adversaries such as businesses, government, arts & culture groups, trade unions, educators, and those economically marginalized.

In 1996, Nancy became involved in the creation of Chantier de l'économie sociale, a temporary working group for the Quebec Summit on Economy and Employment. This working group was given six months to prepare an action plan to create jobs in the context of a 12% unemployment rate, and to present that action plan to the Summit. The first challenge was to create a common understanding of the term "social economy" and work within a democratic structure to serve members and community, not just striving for financial profit. The second challenge was to convince a diverse network of the necessity of working together for common goals and to foster a cultural change that would mobilize all social and economic actors. The working group was successful in achieving this goal and presented the Action Plan to the Summit. Chantier de l'économie sociale became a permanent, incorporated organization in 1999.

In the recent Speech from the Throne, the Paul Martin government acknowledged the importance of the Social Economy within Canada. The Social Economy Movement today is also a growing international effort. There have been two summits – Lima in 1997 with 21 participating countries, and Quebec in 2001 with 37 participating countries. A third is planned for Dakar, Senegal in 2005. These gatherings serve as a forum for discussion on how to influence public policy in favour of the Social Economy, and to challenge traditional perceptions of economic activity.

In closing, Nancy emphasized that creating community networks is both a wise and strategic decision. "We must constantly widen our concept of community, and we must constantly widen our concept of learning."

1. Build Community in broad, inclusive dimensions
2. Redefine learning beyond its traditional definition:
 - Life skills
 - Formal, non formal
 - Not location-based
 - Work based
 - Business, cultural and environmental communities must all expand their commitment to learning
3. Build networks that are pragmatic, inclusive, long term, and voluntary
 - Acknowledge that it is a slow and sometimes painful process
 - Have concrete short term goals
 - Trust and respect will be the basis for success

MORNING WORKSHOP SESSIONS DAY ONE (Repeated Days One & Two)

CLNs and the Community Economic Development Process

Presenter: Michelle Colussi

Michelle introduced herself and spoke about her own background and experience with Community Economic Development (CED). She had focused on the social aspect for many years until she discovered the economic side of community development. Michelle expanded her definition of CED to Comprehensive Community Based Development. "Community-based" emphasizes that there is a lot of potential to effect change at the grass roots level. It builds capacity by engaging and empowering citizens, it is long term and it is comprehensive in that all the pieces of community are interwoven. It is *not* business development strategy; it is for all the community.

Participants introduced themselves and were asked: "What is the primary condition that your CLN focuses on – what is the problem that your CLN deals with? Is it social, economic, or both?" Michelle then presented a model that she has found to be an effective way to look at CED:

Infrastructure

- Training facilities – where can people access the learning they need? Often agencies delivering training are not linking with other economic functions, i.e. employers and municipalities.

Planning Research & Advocacy

- Do your homework; know your stuff! This takes time, education, and documentation.

Equity & Local Ownership

- Understand the community assets like heritage homes, museums, ski hills, lakefront, small business, and homeowners. Local ownership leads to greater economic self-reliance.

Accessible Credit

- Education loans, small business credit, start-up financing

Human Resources Development

- Employment-related, skills gaps, upgrading, entrepreneurship training

Social

- Helping kids while they are young, affordable housing, nutrition, and food security

This model does not have all the answers but provides a useful guide. Recognize that the community cannot address all the issues at once. Prioritize your own community's needs – What areas of the model need the most attention? Even small steps will eventually strengthen every aspect of the community.

A champion can help to determine the needs and priorities of the community. A champion can be individual(s) and/or an organization - Social Planning Councils are a good example. Strategic Alliances are key. Community Learning Networks can be the "glue money" that brings the groups together. Create formal agreements with other social and economic players who can share the responsibility of the problem. This is taking the small steps while involving other members and building the capacity of the community. By involving other parties, there is more access to the tools that will help – again, sharing the responsibility. Many people are already doing a portion without realizing it, because it hasn't been identified on a community level yet.

Strategies for Sustaining Your Learning Network and its Activities

Presenter: Eric McMahon

Eric McMahon, educator and secondary principal for School District #79 (SD79), and Michael Steele, a technology educator, also with SD79, presented "Strategies for Sustaining our Learning Network and its Activities." They argued that sustainability is not about where to go to get dollars, but rather, about the power of individuals and networks. They described a model to illustrate the effectiveness and importance, in the sustainability of any community-driven initiative, of a broad human resource base where one or a few individuals do not become indispensable to the project and, therefore, responsible for its continuance.

Using Eric and Michael's Community Connections Project and the Community Education Project as CLN references, their holistic model defined a number of levels within which various 'types' of people or organizations contribute to a projects' sustainability:

Initiators

- passionate 'ideas people,' visionaries, facilitators, collaborators, and those who keep the project moving forward

Internal Resources

- local knowledge and skill providers

External Resources

- catalysts who take a project beyond an initial idea, traditional and non-traditional network-developed sources of support, knowledge and funding

Influencers

- community and local government leaders, project champions who internally and externally influence buy-in of a project

Eric and Michael stressed that roles of individuals and groups should remain flexible and interchangeable within this holistic configuration. Initiators, rather than retaining ownership and responsibility for a project's continued development, will foster project sustainability through moving 'outside the circle,' supporting from the outside, and encouraging leadership and continued development from within the community.

Sustainability potential may increase if perspectives remain unlimited and when ambiguity is embraced as an opportunity for adaptation. Most importantly, any community development initiative must be central to its values and sensitive to its needs and aspirations.

Measuring Progress of Communities and Learning Networks

Presenter: Catherine Dunlop

Cathie opened the workshop with a discussion of "Why evaluate?" Using a worksheet, participants worked first individually, then with the entire group to answer these questions:

"I am measuring the progress of my learning network because I want to find out (how/ what/ why/ whether/ which...)"

- Are we achieving what we set out to achieve?
- Are we having a positive effect/outcome?
- Is what we have done what we originally set out to do?
- Are participants successful?

"In order to (understand/ explain/describe/ identify...)"

- Are we on track?
- Make improvements –"calibration"
- Are we meeting our mandate/contract compliance?
- What works and what doesn't, and how do we know the difference?
- What do we need to adjust or change?
- Historical development of our Learning Network
- Demonstrate success and reproduce results

Non-Profit agencies and community members that are managing Learning Network projects acknowledge that accountability must be built into the project from the start. Evaluation is an ongoing and "organic" part of project management, and not a separate or parallel activity. Long-term projects require adjusting as they go along, and collaboration between the needs of the community and the funders, which are not always the same. A Project Manager needs to be both a researcher and a practitioner. On one hand, our face is to government. We refine our evaluation to this, because we need them, but a great challenge is to simultaneously face our constituents and be sure we are truly representing their needs and wishes.

Data is everywhere. Sometimes it is so obvious that we are oblivious to it. Cathie spoke of developing a "Research Mindset" that requires disciplined inquiry and a useful order for information, to be able to find and understand a truth we can share: "In order to measure progress, you have to develop a solid research argument." She provided participants with a checklist as a tool for creating understanding of what we are doing, what the explanatory factors are, and what the implications are. She also encouraged the use of examples and information from existing research as authority for our claims.

There are several models of evaluation to consider that can be useful tools. Catherine demonstrated examples and applications for each. There is further information, resources, and suggested readings on the Internet for all of the following models:

Theory of Change

Evaluation first considers the desired early, mid, and long-term end results (outcomes), and builds back to pre-conditions.

Logic Model

A flow chart or matrix is used to organize the elements of evaluation that lead to short, mid and long-term outcomes.

- Resources + Activities + Outputs provided for customers = Outcomes

Levels of Evaluation (Kirkpatrick)

Evaluation can be conducted on different levels:

- Reaction – were participants/clients pleased with the program?
- Learning – what was learned?
- Behaviour change as a result of the learning?
- Result – did changed behaviour positively affect the individual/community?

Balanced Scorecard

Measures organizational progress across four balanced perspectives:

- Financial
- Customers
- Internal Business Processes
- Learning and Growing

Circle of Courage

Based on a First Nations' model of the Four Directions/Circle of Life, the Circle of Courage can be used to evaluate individual or community balance and well-being. All four parts of an individual's "circle" must be intact to have a self-secure, pro-social approach to life. A lack of strength in any of the four areas of development can result in emotional and behavioral difficulties.

- Generosity – I care
- Belonging – I count
- Mastery – I can
- Independence – I have a voice

Evaluation Best Practices

- Framework – create a model that suits the need of the project and the community
- Data Inventory – develop a “research mindset”
- Triangulation – use a variety of sources and methods to collect your data
- Meta-evaluation – piloting
- Integration of evaluation and implementation – calibration, adapt and adjust
- Collaborative approach – access the collective wisdom of the community
- Sub-group analysis – women, youth, ethnic groups, disabled, elders
- Leveraging value of evaluation – use your information as a tool for other projects & purposes

Suggested Reading: Booth, Wayne C., Colomb, G., Williams, J. [The Craft of Research](#)

“Truth is always complicated, usually ambiguous, and always contestable.”

How Learning Networks Can Build Community Capacity

Presenter: Susan Mulkey

Susan's workshop focused on identifying and breaking down barriers to building internal and external partnerships. By having small groups discuss and present their findings on four questions, participants acknowledged the role of all levels – individual, organizational, and community – to develop solutions and strategies to combat these barriers.

Question #1: What behaviours get in the way of building external relationships in your community?

- Prejudice – not wanting to work with others
- Belief that we already have the answer
- Assumptions and filters – not everyone sees things the same way
- Lack of understanding of the value of partnerships
- Varying level of commitment, money, time

- Go into partnership for the wrong reasons (mandated partnerships)
- Multiple agendas
- Lack of trust/poor history - soured relationships and past failures
- No planning = tension, random progress and mistakes
- Lack of vision & clarity - no agreement on how you will work together

Question #2: How can your CLN facilitate the capacity of organizations & individuals to overcome their barriers?

- Provide leadership
- Provide continuity
- Acknowledge CLNs as economic development
- Recognize your work as modest and incremental is key
- Set up a diverse, inclusive group from the very beginning, and develop a process for consensus and definition of roles at the very beginning
- Have 3rd party facilitation
- Allow people to have the opportunity to build their capacity rather than just letting the people who already have those skills in
- Find ways to enhance skills at every step of your project
- Start with short term, attainable goals
- Facilitate positive, interactive community gatherings

Question #3: What actions/practices will you commit to carrying out?

- Seek out best practices
- Continue to build bridges between community groups, institution, governments
- All partners must hold themselves equally responsible for the relationship
- A constant evaluation process
- Building trust takes personal, one-on-one relationship building; "when two people meet, they either make a deposit or they make a withdrawal – be curious, ask questions, listen and remember."
- Recognize and address the dangers of insufficient planning = tension, random progress, & mistakes

Question #4: What will success look like?

- Evaluation needs to measure what is really going on. Perhaps the project didn't meet its original objectives but other key achievements were made. Recognize that there are many different levels and definitions of success.
- Building partnerships takes effort, coordination, & motivation; "the devil is in the details"
- Activities and projects that inspire, motivate, and can be passed on

AFTERNOON WORKSHOPS DAY ONE

First Nations Community Development

Workshop A: Geri Collins

Geri Collins, general manager of the Community Futures Development Corporation (CFDC) of the Central Interior First Nations, brought together several individuals to describe their organizations' contributions to community support networks, and their commitments to the economic and social growth of a number of First Nations communities. Renee Spence, of the First Nation Education Council, succinctly captured the group's passion, and the inordinate amount of time and energy dedicated to the academic and social

education of our communities and populations, with her initial statement that 'Education is a movement, a cause!'

Renee discussed some successes associated with this 'cause' - actions that have enhanced First Nations' learning environments. Schools are now incorporating more relevant programs into their curriculum; social support programs have been developed. The Ministry of Education's *Targeted Aboriginal Education Fund* policy ensures appropriate allocation of educational dollars, ensuring that funds go where they are needed by requiring that aboriginal communities and school boards collaborate during the development and delivery of Aboriginal Education programs and services, as well as provide documentation of their program deliverables and outcomes in their application. These successes have, undoubtedly, contributed to an increase in First Nation graduation rates from 43% in 1997 to 54% in 2003. A large gap still exists between the First Nation provincial average (46%) and the non-aboriginal population average (78%), however, demanding ongoing effort from enthusiastic people like workshop presenters Carmie Minnabarriet, Julie Antoine, Felix Delorme, and a group of First Nations UCC students. These individuals relayed their own contributions to the 'educational movement.'

In one conference workshop, a youth voiced, "Don't get hung up on non-successes, but rather, evaluate success asking the question 'Did we learn something from this exercise?'" Carmie Minnabarriet of CFDC Central Interior First Nation, and Julie Antoine of Aboriginal Employment Services (AES) in Kamloops, validated this statement, illustrating through some noteworthy accomplishments of their clients that success need not be measured only by conventional means. Both organizations offer education and other 'tools for success' to individuals and, through them, to their communities. CFDC provides funding and learning assistance around self-employment initiatives; AES assists First Nations to find and maintain employment by providing clients with one-on-one counselling, internet and computer access, and job and labour market information. The latter organization also delivers a holistic pre-employment program that allows individuals to discover who they are, and how their past is affecting their present. That pre-employment program further provides courses in tourism, office procedures, and other relevant careers. Although a vast difference exists between the tools CFDC and AES contribute, both organizations can be seen to be valuable components of a large support network that helps individuals grow within themselves and become valuable contributors to their communities.

Another part of this support network is housed at the Gathering House, opened in October 2003 on the UCC campus. Non-aboriginals and aboriginals are welcomed to this 'home away from home,' where awareness and understanding of First Nations culture is promoted and racial barriers are broken. The student council here coordinates programs and events such as potlatches, drum practices, the celebrated 'first-ever' UCC powwow, and study-skill workshops which provide both relief from university stresses as well as an opportunity for cultural and academic development. Felix Delorme, a youth counsellor with the Urban Multi-Purpose Aboriginal Youth Council, animatedly described the manner in which this similar youth support venue helps youths develop purpose and identity. Members here can 'find their voice' through drum workshop participation, as well as are offered skill-building and employment opportunities along with base courses such as life skills and anger management programs all of which contribute further to that individual's and his/her community's social well-being.

Workshop B: Collette Manuel, Kris Billy, Dolly Kershaw, Chelsea Stirling

Collette (Upper Nicola Band), Kris (Bonaparte Band), Dolly (Stone Indian Band) and Chelsea (Lower Nicola Band) are students in the Aboriginal Community Development undergraduate degree program at the Simon

Fraser University/Upper Nicola Institute of Technology. Along with their instructor, Dr. Stephen Ameyaw, these First Nations youth presented a powerful example of CED planning.

Linking Higher Level Strategic Thinking and Local Level Context to Ensure Optimum Outcomes: The CED Plan Approach was Collette's student project. She explained how she wanted to put practical experience together with the theoretical learning she gained through the program, and develop a CED plan for her community that would involve all members.

Objectives:

- Produce a Community Profile
- Develop a CED Plan
- Develop techniques and tools to motivate residents to participate in the CED planning
- Build the entrepreneurial capacity of Upper Nicola Band stakeholders to plan and make business decisions

Key conditions for her activity included:

- Utilizing local networks of friends and family
- Educating the community as to what CED is, so that the Plan develops from the grass roots level
- No outside contractors or consultants

Collette utilized a variety of methods to achieve her objectives, including visual objects, images and metaphors, role play, focus groups and learning teams with all age groups (grades 4-7 students, Elders, others), piggybacking information sessions and learning opportunities on the back of existing community events like band council meetings, dinner & entertainments nights, and school events. By utilizing a variety of innovative ways to educate and engage the community, she was able to connect with the widest possible cross-section of community members, who in turn brought their own networks into the process.

Turning community education into theatre, with visualization demonstrations of the Multiplier Effect of dollars in local circulation:

- A children's "Hole in the Bucket" skit (to demonstrate how dollars leave the community)
- An umbrella (barriers around the community deflect the dollars elsewhere)
- A vacuum (dollars get sucked up and don't circulate back into the community)
- A garbage can (dollars are wasted)
- A funnel (available dollars come into the community in a focused way)
- A bathtub (pooling of resources/dollars)
- An irrigation system (resources are distributed in a focused and conscious way to achieve the most results and nurture all)

Past efforts had created a comfort zone of: "Why should we change? Nothing has worked in the past." By engaging community and developing trust at all levels, the Upper Nicola Band CED Plan has facilitated positive attitude changes, stronger connections between youth and elders, greater community motivation, and improved communication and sharing of ideas. By developing a community-based model for CED organizational structure and roles, the community was able to better identify training needs and sources, as well as financial resources, for each sector: businesses, tourism/aboriginal tourism, hospitality, and arts & crafts.

After the presentation and some role-play demonstrations from Collette, Kris, Chelsea and Dolly, participants broke into table groups to compare and contrast the European Model of "forever growth and

individual success” with a First Nations Community-Based approach “without your community, you can’t survive.” Discussions were then shared with the whole group.

Three key themes emerged:

1. Engagement has to come from within the community

- Need buy-in from chief and council
- Acknowledge that learning networks already exist in our communities – identify them!
- Identify community leaders and champions, and nurture them
- Use original language to include elders in discussion
- Use existing structures and community activities - creates comfort

2. Relationship building

- Trust can build bridges and engage dialogue
- “This is who I am, this is what I do”
- Recognize your own cultural perspectives
- Acknowledge the barriers

3. Jobs

- Encourage apprenticeship
- Mentor over generational lines
- Resolve family barriers
- Acknowledge nepotism
- Embrace the strength of your culture – by going to school, running a business, and practicing CED, it doesn’t mean you have to lose your culture.

PLENARY DAY TWO

Industry Canada Update

Presenter: Rose Sirois

Rose spoke to the plenary during the lunch break on Day Two, and gave overview information about the future of the Community Access Program (CAP). The recent federal budget includes new funding levels for CAP and SchoolNet, with \$50 million per year for two years for both programs. Existing CAP networks will be contacted in the near future regarding program delivery. SchoolNet enables a range of programs, including Computers for Schools, Digital Collections, Network of Innovative Schools, and First Nations SchoolNet. Details of how these dollars will be delivered will be determined after the impact of program evaluation and Cabinet input are considered.

Rose pointed out some gaps and challenges to the role of Internet technology in the development of community capacity. One third of Canadian households do not access the Internet. The greatest barrier is cost, and those most frequently left out of the Information Economy are Canadians with low levels of education, low incomes, rural residents, First Nations, Francophones, and seniors. Rose acknowledged the importance of the ongoing relationship between CAP, OLT, and BC rural communities and stated that the goal of federal policy is to continue to address the connection between economic health and social policy.

Rural Youth in BC & Community Learning Networks: "Best Practices in Youth Engagement"

Presenters: Jaie Fell, Chad Anderson, Peter Macdonald, & Jessica Laberge

Representing our communities' youth, Chad Anderson (recent recipient of Young Entrepreneur of the Year Award from Dawson Creek & District Chamber of Commerce), Jessica Laberge (Chair, Kelan Island Youth Council), Peter MacDonald (Project Manager, CFDA), Joe McDonald (Columbia Basin Trust Youth Advisory Committee [CBTYAC]) and Shauna Shkuratoff (CBTYAC) shared their projects and insights on effectively engaging youth in our CLNs.

A key theme surfaced and was echoed repeatedly by presenters ... 'believe in youth and involve them meaningfully in our community development projects' ... Peter commented, 'they are the architects of its future strength.' Through the speakers' messages, our communities' future leaders made known their need for better access to education, government policy processes, labour market opportunities, and information. Recognizing their own capacity to expand and diversify economies in rural BC through youth-driven community projects and entrepreneurial initiatives, youth, we were told, also seek more leadership roles in preparation for those initiatives. Chad Anderson cited one such example of youth initiative as the successful community-based youth-hosted/programmed CHET radio station. Another success, the Columbia Basin Trust's (CBT) youth-administered SCRATCH magazine (www.scratchonline.ca) which enlightens readers of youth issues and perspectives and 'celebrates Basin culture,' not only contributes economically, but equally important, fosters a 'sense of community,' understanding, and respect among its creators and subscribers.

Some organizations alternatively provide the tools that increase youth's capacity to develop and implement such community and economic development projects. The CBT, a regional organization that works with Basin residents to promote social, economic and environmental well-being, along with their magazine initiative, has developed a youth-friendly application procedure to make it easier for youths to apply for grants, funding and/or work. Another support system is the well-structured B.C. Youth Network (BCYN), a CLN project supported by the Office of Learning Technologies. The BCYN aims to empower its members

and partners to develop an accountable, proactive and informed network that believes in creating positive change for and by youth in their communities. Project sustainability, effectiveness evaluation and technology are incorporated into its strategic plan. Youth are involved throughout and availed of numerous opportunities to engage themselves, develop leadership qualities and learn new skills. The seven youth councils (the Youth Advisory Committee, the Core Inn, Kalen Island, and North Island Youth Councils, Generation Nexters, the North Cariboo Comprehensive Youth Centre (NCCYC), and the North Okanagan Youth Source (NOYS) determine their own structure, the issues on which they focus, and the activities they pursue.

"Are youth positioned to step into professions and trades, or to start new businesses?," Peter MacDonald asks. He notes that 75% of British Columbia's jobs require post-secondary training; however, only 58% of our youth are receiving such training, the numbers limited by grade requirements and fear of debt load. This leaves 42% untrained youth to compete for the remaining 25% of the market. Peter asks, "How are we integrating these youth into the workforce? Are we preparing them for entrepreneurship?" He emphatically states, "We've got to grow our own vegetables!" Youth must be cultivated so they develop strong roots in their communities and become productive and valuable citizens. Jessica Laberge further challenges us to 'step out of the box' and embrace youth from all walks of life into our CLN projects. Jessica represents the 'high risk' youth who are being pushed aside and whose rights are often not heard. She has lived with the issues these youth deal with (i.e. racism, bullying), and makes us aware of the strengths she and others within this 'high-risk' group have developed as a result of living with these challenges. Jessica believes in herself and her fellow 'high risk' youths and in their capacity to use their energy and perseverance in positive ways to contribute successfully to our community development initiatives.

Interspersed throughout this appeal for youth engagement Chad Anderson and Peter MacDonald provided words of advice for continued and successful youth commitment. They stated youth must 'buy in' to an idea. A project's goals should be defined, and through being taught evaluation practices, youth should be encouraged to measure and respond to progress and record the processes that contribute to recognized successes so that they and other youth can model new projects on those positive results. If youth have 'bought into' a project, have helped developed its strategies, and are continually evaluating the successes of their decisions, they will feel ownership and, thus, accountability for its results.

**"Create a sustainable environment that promotes [independence],
proactivity, learning and growth."**

AFTERNOON WORKSHOPS DAY TWO

Rural Youth in BC and Community Learning Networks

Workshop A: Peter MacDonald

Workshop B: Jaie Fall

Workshop C: Vixn Prybysz

Workshop D: Treena Decker

Peter, Jaie, Vixn and Treena facilitated these four concurrent workshops on the topic of "Best Practices in Youth Engagement". Attendees were asked to answer a four-question survey that then became the basis for lively discussions about barriers to youth involvement, learning, and networking, and suggested solutions for increasing and sustaining youth participation. Comments and recommendations for all four workshops are summarized here.

Question #1

How do you want your community to be different with respect to youth involvement, learning, and networking?

- A common statement made by youth is that they are not heard
- Have youth facilitating workshops focusing on building basic life skills, employment skills, and leadership - youth driven/directed/facilitated
- Youth on boards with decision-making power, not tokenism
- Factors can predispose some organizations to have youth input, i.e. relationships with schools
- Want to see youth being empowered by the community to empower other youth
- There is value in structure and boundaries - lack of these creates frustration
- Secondary school changes, i.e. entrepreneur awareness
- Youth need someone who believes in them and respects them
- Youth know when you are sincere and believe in them
- Bring the first Nations youth and elders together and connect them
- "I want to start the ripple"
- Recognize and respect the value of youth opinions and perspectives
- Avoid stereotyping and bias (preconceptions)
- Ensure adequate youth representation – lack of representation [sic] results in youth intimidation
- Be open and respect alternate lifestyles, i.e. replace 'Jim who does drugs' with 'Jim who lives an alternate lifestyle'
- Work harder to involve youth who are currently 'unengaged'
- Provide skill building and networking opportunities
- Mentors can serve a useful role in supporting youth
- Give youth real decision making power
- Encourage community support, and adult mentorship & involvement
- Give youth real decision-making power and legitimacy
- Youth make plans and then take action

Question #2

What can your CLN initiative do to achieve your community vision of youth involvement, learning, and networking?

- Use youth involvement as one of your indicators in your evaluation process
- Youth-friendly environment, i.e. food, music, informal

- Need committed youth leaders
- Have a system for success
- Advertising to attract youth is different than outreach for adults
- Tie a youth presentation into existing community events - has to be an ongoing activity
- Recognize how demographic gaps create conditions for ignoring youth
- Youth encourage youth; our role as adults is to be supportive
- Promote processes where strengths of adults and youth alike can be respected and utilized
- Enhance communication between adults and youth
- Foster a sense of community by developing partnerships with community centres and libraries, and promote community-inclusive activities such as potlucks & movie nights
- Have lots of pizza!
- Develop joint initiatives in which decision-making opportunities are available to youth
- Avoid marginalizing youth; rather than always 'ghettoizing' them into youth councils, integrate youth with adults
- Ask for youth input; find out how they want to be involved and what do they need or want; allocate funds to what youth need
- Make employment opportunities equally available to adults and youth
- Create youth-driven initiatives and youth employment opportunities
- Use appropriate or 'youth-friendly' terminology
- Post-secondary educators to provide credit vouchers for volunteer hours
- Target younger youth to decrease 'exit' rate
- Engage youth at onset; don't look at youth involvement as an 'add-on' but rather make it a critical component

Question #3

What Actions/practices are you committed to?

- Link Community Learning Networks to local cap sites, youth interns and coordinators
- Let youth know their input is valued
- Input has to come from youth at all levels: planning, activity, and evaluation
- Approach local chamber to create a Youth Entrepreneur Award
- Make youth involvement a board issue
- Create youth positions and structure them into organization or policy – put it in writing!
- Mentoring
- Talk to youth
- Encourage and support -- raise expectations
- Examine the entire spectrum of organization and ask "why do we lack youth involvement"

Question #4

What will success look like?

- Succession of youth throughout the organization over time
- Youth-shaping decisions
- Committed youth, active in the community would strengthen the communities' hopes and results
- Confidence of youth in their skills
- Seeing the effect of youth in an organization or project
- Expanding awareness of opportunities for youth engagement among youth and among non-youth
- Having the community working together collaboratively and inclusively
- Having youth involved in the community increases their visibility

- Having youth involved creates a healthy community
- Youth say, "We are not been heard." Turn it around to "be heard with action"
- More graduated youth
- Youth become visible and involved
- Board turnover "new blood"
- Success never stops, don't lose faith, commit to the long haul
- Creating and supporting enthusiasm will make a real difference

Other comments and suggestions:

- These questions are useful to help identify potential barriers to youth involvement
- The questions can be used as an ongoing indicator for effectiveness
- Put the survey online
- How do we attract youth to jobs/careers that are not currently seen as fun or particularly interesting?
- Demographic shifts are putting youth into such positions
- Short-term goals and results can stimulate excitement and passion - long-term goals are more difficult because youth are in transition, i.e. school to work
- Fun and energy can be used to keep youth involved
- Promote peer leadership and peer counselling
- Facilitate growth rather than lecture, patronize and/or use scare tactics
- Community prejudice against youth based on fear
- Don't get hung up on 'failing' or 'non-successes' but rather evaluate success using the question 'did we learn something from this exercise?'
- Engaging youth in the full range of 15 to 29 can be a challenge
- School credit and scholarships can provide great motivation i.e. Young Canadian Challenge - high school credits
- Better communication of scholarship/bursary opportunities, Young Canadian Challenge Katimavik
- Time investment will be required to better engage youth

KEEP IT FUN!

Promote *interaction*; provide *food & music*,
 use interesting locations for meetings,
 offer incentives (travel, challenging learning opportunities,
 and give-always like posters, CDs)

"SUCCESS = *Youth everywhere, actively engaged and indistinguishable in their roles from others*"

CLOSING PLENARY

NEXT STEPS

What actions would benefit multiple CLNs?:

- Forum final report will be sent to all participants
- Forum final report will be shared with government representatives at the federal and provincial level in BC
- Forum participant list will be sent to all participants
- Forum final report will be made available to non-CLN communities and others via the Fraser Basin Council/ CFDC website
- More formal network of networks
- See that CLN projects are evaluated halfway through and are productive
- OLT should provide some links to other funding and some guidance and assistance to keep it going and growing
- Some kind of on-going support as to what we can do in preparation for the end of funding

Suggestions to improve future forums:

- Technology service – Internet café
- Local entertainment as a way to acknowledge the host community
- Showcase local and existing CLNs
- Provide more clarity around government roles – who are the people and ministries - a hierarchy chart?
- Future forums – include CLN and non-CLN communities and agencies

Finally...a few quotes to give a flavour of the feedback received:

"Everything from the workshops was useful. Going away from the conference with motivation and material is step in the right direction."

"I gained a better understanding of what CLN's are about. It helped focus directions for my project and be clearer about expectations and next steps."

"I really appreciated the youth component and am so very impressed with the skill and ability of the young people who participated. It was inspiring to hear from these youth leaders."

"The forum has provided the opportunity to construct a future imitative for community development by connecting communities to share resources and support struggling communities".

Appendix 1: BC/YUKON COMMUNITY LEARNING FORUM AGENDA

Time	March 22, 2004	Where?
7:00pm -11:00pm	"Welcome, Social & Registration"	Columbia Room
March 23, 2004		
7:30am - 8:30am	Registration / Breakfast	Ballroom A
8:30 - 9:10	Welcome	Ballroom A
9:10 - 9:40	Welcoming Address - Plenary Chief Nathan Matthew, Chairman of the Shuswap Nation Tribal Council	Ballroom A
9:40 – 10:00	Break & Networking	
10:00 - 11:00	Keynote Speaker - Nancy Neamtan <i>"The Social Economy and Community Learning"</i>	Ballroom A
11:00 - 12:30	Workshop Session A	
	1) CLN's and the Community Economic Development Process – Presenter: Michelle Colussi	Salon A
	2) Strategies for Sustaining Your Learning Network and Its Activities – Presenter: Eric McMahon	Salon B
	3) Measuring Progress of Communities and Learning Networks – Presenter: Catherine Dunlop	Columbia Room
	4) How Learning Networks Can Build Community Capacity – Presenter: Susan Mulkey	Ballroom A
12:30 – 1:30	Lunch	Ballroom A
1:30 – 2:00	Plenary Session	Ballroom A
2:00 – 3:45	First Nations Community Development	
	1) Workshop A: Geri Collins	Salon A
	2) Workshop B - Collette Manuel	Salon B
3:45 - 4:30	Plenary Session	Ballroom A
	Dinner on your own	

March 24, 2004

7:30 am -8:30am	Breakfast	Ballroom A
8:30 - 8:50	Welcome	Ballroom A
8:50-11:00	Workshop Session B (repeat from Session A):	
	1) CLN's and the Community Economic Development Process Presenter: Michelle Colussi	Salon A
	2) Strategies for Sustaining Your Learning Network and Its Activities Presenter: Eric McMahon	Salon B
	3) Measuring Progress of Communities and Learning Networks Presenter: Catherine Dunlop	Columbia Room
	4) How Learning Networks Can Build Community Capacity Presenter: Susan Mulkey	Ballroom A
11:00 - 11:20	Break & Networking	
11:20 - 11:45	Plenary Session	Ballroom A
11:45 - 12:45	Lunch	Ballroom A
12:45 - 1:10	Rose Sirois - Industry Canada Update	Ballroom A
1:10 - 2:00	Rural Youth in BC & Community Learning Networks "Best practices in youth engagement" – Jaie Fell, Chad Anderson, Peter MacDonald & Jessica Laberge	Ballroom A
2:00 -3:00	Workshops - Youth in your community and your learning network	
	1) Chad Anderson	Salon A
	2) Jaie Fell	Salon B
	3) Shauna Shkuratoff	Columbia Room
	4) Jessica Laberge	Ballroom A
3:00 – 3:15	Break & Networking	
3:15 – 3:35	Plenary Session	Ballroom A
3:35-4:30	Closing Remarks	Ballroom A

Appendix 2: SPEAKER BIOGRAPHIES

Keynote Speaker:

Nancy Neamtan

Ms. Neamtan is President/Executive Director of the Chantier de l'économie sociale, a non-profit organization administered by representatives of various social enterprise networks, local development organizations and social movements. She is also Vice-president for Strategic Development of RESO (a community economic development corporation devoted to the economic and social renewal of southwest Montreal). Ms. Neamtan is the founder and President of the Board of Directors of RISQ (Réseau d'investissement social du Québec), a \$10 million investment fund dedicated to the non-profit and cooperative sector. Since 1999, she has been Co-Director of ARUC-ÉS (Community University Research Alliance on the Social Economy). Prior to this, she held the positions of Director at IFDEC, President of the Point St.Charles Economic Program, and Director for Community-Development at the Point St.Charles YMCA.

Workshop Leaders:

Susan Mulkey

Ms. Mulkey has worked with a wide range of government and community-based groups in the design and delivery of public consultation, strategic planning and capacity-building processes. She is a member of the Rural Economic Development Team of the Columbia Basin Trust, has served as a long-time Director on the Kaslo Community Forest Board, and is a Director on the BC Community Forest Association board. Susan also provides mediation services and skills training in negotiation and conflict resolution.

Michelle Colussi

Michelle is the Manager of the Technical Assistance Division with the Centre for Community Enterprise (CCE). She has a varied background in education, the mental health field, theatre, Community Economic Development, and entrepreneur development training. Michelle has an extensive background in rural development projects and is a skilled facilitator and trainer.

Eric McMahon

Eric is an educator and secondary principal working for School District #79 (Cowichan Valley) in British Columbia where he has been responsible for Aboriginal Education, Adult Education, and Careers and Technology. He continues to work closely with Aboriginal communities in the Cowichan Valley on Vancouver Island through two OLT-funded initiatives. He was the Project Manager for the Community Education Project which involved providing educational opportunities to the remote West Coast rural community of Nitinaht. He is presently responsible for the Community Connections project which provides support to six Aboriginal Communities in the Cowichan Valley. Eric's work in the field of Aboriginal Education has involved him in working with the Aboriginal Enhancement Branch of the Ministry to support other school districts in the province.

Michael Steele

Michael has worked for School District 79 Cowichan since 1978. He was a regular classroom teacher for many years with experience in most elementary grades including primary. He has also taught at the middle school level and in the field of adult education. He has been responsible for all areas of technology at the school and District levels.

Michael has experience delivering technology-based distance education programs in the field of adult education and to First Nations learners at remote locations. He has been responsible for the development, maintenance, and support of computer facilities, including educational networks.

Michael has been involved in two community development projects supported through the Office of Learning Technologies. Currently, Michael works in the role of facilitator for the Community Connections Project. A major purpose of the project is to establish inter-connected community learning/access centers linking First Nations in the Cowichan Valley. Michael Steele's responsibilities include planning, educational programs, web development, and IT support.

Catherine Dunlop

Ms. Dunlop is currently Director of the Research and Evaluation Unit at Simon Fraser University. She has designed and conducted a variety of collaborative evaluation projects with clients in the post-secondary system, corporate settings, federal, provincial and municipal governments, non-profit organizations, the international development arena, and in community building and economic development. Cathie has expertise in quantitative, qualitative and mixed method research approaches, and has taught graduate courses in research methodology.

First Nations Plenary Speakers:

Chief Nathan Matthew

Chief Nathan Matthew lives in Barriere, BC. He is now serving his third term as Chairman of the Shuswap Nation Tribal Council and is currently Chief of the North Thompson Indian Band. He has been instrumental in the development of several important Secwepemc organizations including the Secwepemc Fisheries Commission and the Shuswap Cultural Education Society. As a professional educator, Chief Matthew's contributions extend from his community to regional and provincial initiatives. For the past eight years, Chief Matthew has chaired the First Nations Education Council in School District No. 73. Chief Matthew also works as a professional consultant with First Nation communities and organizations, and currently serves on the BC First Nations Forestry Advisory Council. He is also the BC First Nations Representative on the Education Advisory Council to the Minister of Education. Chief Nathan Matthew was honored as a finalist for the 2003 Buffett Award for Indigenous Leadership for his work advancing the social, economic, educational and environmental conditions of the Secwepemc people.

Geri Collins

Ms. Collins is the General Manager of the Community Futures Development Corporation of Central Interior First Nations.

Collette Manuel, Kris Billy, Dolly Kershaw, Chelsea Stirling

Collette Manuel is a member of the Upper Nicola Band, of the Okanagan Nation. She has worked in the field of economic development for 6 years. Collette works part time, and volunteers time toward community economic development projects in her community.

Kris Billy of the Bonaparte Band, Shuswap Nation has enjoyed his educational experience in Aboriginal community economic development. Kris has coached minor hockey, participated in community organizations, worked in the forest sector, as well as First Nation public works.

Dolly Kershaw is a proud member of the Stone Indian Band, of the Chilcotin Nation and has spent the last 18 years in the Kamloops area. She is currently employed half time with Community Futures Development Corporation of the Central Interior First Nations as a Self Employment Benefit Program Coordinator.

Chelsea Stirling of the Lower Nicola Band, N'lakapamux Nation is an employee of Nicola Valley Institute of Technology, and is active in her community as an organizer of sports teams and other activities.

Collette, Kris, Dolly, and Chelsea are students of the Aboriginal Community Economic Development undergraduate degree program at Simon Fraser University/Nicola Valley Institute of Technology. All four will graduate in May 2004.

Youth Plenary Speakers:

Peter MacDonald

Peter is a Project Manager with the Community Futures Development Association of BC, and coordinates the BC Youth Network CLN Project. He is also Chairperson of the Youth Entrepreneurship Development Partnership, and is actively involved as a member of the BC Rural Team.

Shauna Shkuratoff

Shauna is from South Slokan, BC. She has been an active member of the Columbia Basin Trust Youth Committee for the past two years.

Joe McDonald

Joe McDonald lives in Nakusp, BC. He is a high school student and a member of the Columbia Basin Trust Youth Advisory Committee. Joe is also involved with the youth centre in Nakusp, and is actively involved with his community.

Chad Anderson

Chad Anderson is from Dawson Creek, BC. He is CEO of New Harvest Media Inc. and Web Developer at the Kiwanis Enterprise Centre. Chad also acts as a provincial Council representative on the National Rural Youth Network, and is involved with the BC Youth Network. He is currently working to establish an association of creative and technology professionals in his region. Last year, Chad received the Dawson Creek & District Chamber of Commerce Young Entrepreneur of the Year Award.

Jessica Laberge

Jessica is from Prince Rupert, BC and is Chair of the Kalen Island Youth Council. She is currently completing grade twelve at Northwest Community College through the Career and College Preparation program. She has previously held the Public and Media Relations position with Kalen Island Youth Council.

Appendix 3: COMMUNITY LEARNING PROJECTS THROUGHOUT BC

Project Title	Organization / Representatives	Project Description
<p>North Coast Communities Learning Network RAIN project</p>	<p>Community Futures Development Corporation of Pacific Northwest #200 – 515 Third Avenue W Prince Rupert, BC V8J 1L9</p> <p>Mr. Maynard Angus Tel. (250) 622-2332 Email: Maynard@cfdc-pnw.com</p> <p>Mr. Les Deacon-Rogers Tel. (250) 622-2332 Email: rain@cfdc-pnw.com</p>	<p>Seventeen community partners have mobilized and rallied around the creation of a North Coast Community Learning Network: RAIN project. The goal of the project is to develop a learners-based learning framework that incorporates the specific requirements of First Nations communities, remote communities, youth, seniors, people with special needs and displaced workers.</p> <p>The Corporation, with the help of numerous partners will expand, coordinate and promote computer access points to reduce the number of “have-nots” in the region. By building capacity in computer and Internet knowledge through some training and support, residents of the 9 North Coast communities will enhance their skills and will have an opportunity to access employment, business and personal information as well as overcoming feelings of isolation in a region facing major economic challenges.</p> <p>The vision is to use this project as a forum to strengthen local communities, foster improved interpersonal and partnership relationships maximize local resources and empower citizens and partners to shape their own technological future.</p>
<p>Community Partners in Learning (Developmental phase)</p>	<p>Williams Lake & District Volunteer Centre 202 – 850 Oliver Street Williams Lake, BC V2G 2V6</p> <p>Mr. Jacques Drisdale Tel. (250) 398-9833 Email: wl.dvc@shawcable.com</p> <p>Ms. Claudette Papineau Tel. (250) 398-9833 Email: cp.vc@shawcable.com</p>	<p>The Williams Lake and District Volunteer Centre will map educational/skills resources and needs within the community of Williams Lake and area. They will develop a business plan and an evaluation framework to further the principles of lifelong learning assisted by technology. These activities will engage the community in enhancing their knowledge and skills to find and maintain employment, therefore promoting social and economic inclusion.</p> <p>The beneficiaries of the project include the learners of Williams Lake and area (800-1000) persons with focus on the needs of the disadvantaged including the unemployed, youth and the elderly.</p>

Project Title	Organization / Representatives	Project Description
<p>Lighthouse Learning Network of the Sunshine Coast</p> <p>(Developmental phase)</p>	<p>Chatelech/ Sechelt Community School P.O Box 1430 Sechelt, BC V0N 3A0</p> <p>Ms. Heather Gordon Tel. (604) 250-2720 Email: heathergordon@dccnet.com</p> <p>Ms. Jan Smalley Tel. (604) 883-9837 Email: jsmalley@uniserve.com</p>	<p>The LIGHTHOUSE LEARNING NETWORK OF THE SUNSHINE COAST developmental phase project will produce community maps identifying learning assets and community connections to prepare a database for the development of a proposal to create a Community Learning Network in the Sunshine Coast region. This project will increase the inclusion of individuals into the knowledge based economy by providing access to various points in the community supporting lifelong learning and the reduction of barriers to the use of learning technologies. The project beneficiaries include older youth and adults geographically isolated from existing learning opportunities, aboriginals with low literacy levels, the disabled and underemployed individuals in fishing and forestry sectors.</p>
<p>Regional Learning Network</p>	<p>Gold Country Communities Society Box 1239 Ashcroft, BC V0K 1A0</p> <p>Mr. Ron Hood Tel. (250) 453-9467 Email: rhood@wkpwerlik.com</p>	<p>A partnership of 8 public and private sector agencies provides universal access to information to people from the targeted communities. The project offers educational, social and economic opportunities to the residents while service providers are given an economic motive to expand their market without compromising their rural life-style. Agencies such as the School District and UCC will be able to use the network to disseminate information, teach courses, or otherwise connect with other users. The network will be used to facilitate high-tech learning, help revolutionize the way education is delivered and cultivate the economic and social potential of the region.</p>
<p>The Education-Innovation Project</p>	<p>UFCW Local 247 Training and Education Centre 227 – 6th Street New Westminster, BC V3L 3A5</p> <p>Ms. Lynn Locher Tel. (250) 262-6087</p> <p>Mr. Kelly Sinclair Tel. (604) 520-7321 Email: kellysinclair@telus.net</p>	<p>The project will provide a Trades/Technology Pathway, with access to academic, career planning and a variety of learner support, through a Regional Community Learning Centre that will enable learners to progress through a seamless transition from secondary to post-secondary to employment.</p>

Project Title	Organization / Representatives	Project Description
West Coast Learning Network	<p>Bamfield Community School Association 240 Nuthatch Road Bamfield, B V0R 1B0</p> <p>Ms. Linda Myres Tel. (250) 728-1220 Email: lmyres@bamfield.ca</p> <p>Ms. Megan Myres Tel. (250) 728-1220 Email: maemyres@bamfield.ca</p>	<p>To create a Catalyst Advisory Council that will help community members with their entrepreneurial ideas as well as research initiatives in other communities.</p> <ul style="list-style-type: none"> - Promote a CD-Rom (language, history and culture of the Huu Ay Agt First Nation) - Presentation of results for the community capacity assessment - Develop a community Web-site/listserv (respecting the international standards for accessibility) - Digitize the launch of the Kiixen historical site - Create one or two community play to demonstrate the importance of life-long learning - Create a TV-Film Club to expand the skills on how to produce video and documentaries to other community members. - Leadership development seminar - Research and development of other promising community projects - Organize a Community Progress Presentation / Celebration - Prepare a Documentary: Changes in Bamfield
Vancouver Community Learning Network	<p>Vancouver Community Net 411 Dunsmuir Street Vancouver, BC V6B 1X4</p> <p>Mr. Peter Royce Tel. (604) 606-2603 Email: proyce@vcn.bc.ca</p>	<p>The pilot initiative explored the effectiveness of using online interactive tools and public Internet access to support an “assets-based community development” process. The project is helping residents to map community based assets, improve local economy, and develop plans for resolving critical issues. The network creates a portal offering interactive services directories such as job-finding clubs and employment resource centres and adult basic education. A public repository of community members’ skills and capabilities was created to link members of the community. The project also provides an open meeting place for activities related to research, problem-solving and policy development.</p> <p>Training is provided to the current 6,000 individual users and the 500 community groups in the urban neighbourhoods of Downtown Eastside, Grandview-Woodlands and Hastings-Sunrise located in Vancouver in using Internet technology for community development purposes.</p>
Lillooet Learning	Lillooet Learning	The project promotes the development of the Lillooet area

Project Title	Organization / Representatives	Project Description
Community Partnership	<p>Services Society Box 588 Lillooet, BC V0K 1V0</p> <p>Ms. Betty Weaver Tel. (250) 256-0682 Email: betty@lillooetlearns.ca</p>	<p>as a learning community. Partners organized a community resource centre and a summer mobile learning centre to provide support to activities focussing on early childhood, capacity of local people and foster lifelong learning through the use of learning technologies in the community and resource centre.</p> <p>The first year of the project concentrated on programs in Early Learning and the establishment of the Centre. The focus in the second year shifted to create more active partnerships with St'at'imc communities to address their educational needs. The promotion of the importance of using learning technologies for lifelong purpose was made in the second year to influence people to participate in various programs. The actual offering of the e-programs such as: traditional and non-traditional apprenticeship programs, adults volunteering as role models and mentors, programs in tourism and entrepreneurial training were delivered in the third year of the project.</p>
British Columbia Youth Network	<p>Community Futures Development Association of British Columbia 355 Burrard Street, Suite 880 Vancouver, BC V6C 2G8</p> <p>Mr. Peter MacDonald Communications Coordinator Tel. (604) 685-2332 Fax (604) 681-6575 Email: pmacdonald@communityfutures.ca</p> <p>Mr. Simon Cumming Title Tel. (604) Fax (604) 681-6575</p>	<p>The CLN "BC Youth Network" is a collaborative initiative involving the direct participation of seven communities across BC working to help build the capacity of youth communities by helping them to access innovative learning opportunities and share this knowledge on-line and in-person through the development of a BC Youth Network. This initiative will involve key Regional and Provincial organisations and be lead by the Community Futures Development Association of BC with guidance from Rural Team BC. The BC Youth Network requires the development of a Youth Portal Website for these seven youth councils to use as an information and communication tool.</p> <p>The seven lead regional organisations involved in the implementation of the BC Youth Network initiative are:</p> <ul style="list-style-type: none"> ▪ Saltspring Women Opposed to Violence and Abuse (SWOVA); Columbia Basin Trust (CBT); CFDC of Mount Waddington; CFDC of Nadina; CFDC of North Cariboo; CFDC of North Okanagan; and CFDC of the Pacific Northwest <p>Some of the goals of this project are: 1) to respond to the needs of youth in the 7 rural communities; 2) to build the skills and capacity of youth in those communities, to be more involved in their communities, to better access</p>

Project Title	Organization / Representatives	Project Description
Youth Network cont'd...		educational opportunities and to access more employment; 3) to implement and enhance the activities of youth councils in those communities by creating a shared learning environment across the province.
PovNet Learning Network	Legal Services Society (PovNET) 1400 – 1140 West Pender Vancouver, BC V6E 4G1	This project will allow PovNet to work with other provincial and national anti-poverty organizations to develop a national network of advocates, identify new modes of developing online @community space@ and facilitating online communication and training for advocates, and facilitate new local, regional and national linkages to the network. New subject areas and more in-depth material, including advocacy manuals and resources kits, will be added to the website. Materials in other languages will be added. A national planning and training session will be organized for the Fall of 2001 with the objective of expanding partnerships of anti-poverty groups nationally and developing recommendations for the future development of the network.
Electronic Classroom	Surrey Public Library 13742 72 nd Avenue Surrey, BC V3W 2P4	The project will create an Electronic Classroom within the Strawberry Hill Public Library to provide access to learning technology based training and government services online. The classroom will be part of a larger community learning network, including the BC Provincial Lifelong Learning Network that is developing throughout the Lower Mainland. The emphasis will be on providing access for those individuals and groups within Surrey, including recent immigrants, who are least likely to have personal resources to own, or access computers and online training. A longer-term objective is to have electronic classrooms in other locations in the area in order to increase the points of access.
Learning and Community Led Development in the Arrow and Slokan Lakes Region (Developmental phase) Learning and Community Led	Arrow and Slokan Lakes Community Services 205-6 th Avenue NW Box 100 Nakusp, BC V0G 1R0	<i>Learning and Community Led Development</i> is a community project for the Arrow and Slokan Lakes region of British Columbia. The goal of the project is to develop a skills and learning inventory and strategy as part of a broader community led development plan. The project is the first stage in the development of a Community Learning Network for the area. They will produce a series of community maps intended to provide insight into the much untapped wealth of this region, and boost the skills and self confidence of its citizens to move forward in the knowledge-based economy.

Project Title	Organization / Representatives	Project Description
GroundWorks Learning Centre	Lifecycles Garden Project Society 527 Michigan Street Victoria, BC V8V 1S1	<p>The proposed project will create a learning space that will offer technical resources, community programs and outreach services to facilitate the community in their work specializing in healthy and secure urban-rural food systems, youth empowerment and entrepreneurship as well as participatory community-mapping.</p> <p>The project has three main objectives:</p> <ul style="list-style-type: none"> a) Community Learning and Program Development b) Learning Technologies and Centre Development c) Network and Capacity Development <p>Some of the activities to be undertaken for the first objective include: agri-food and community mapping roundtables, youth and agri-food policy development, agri-food and youth business and strategic planning, agri-food pilot learning partnerships, community and neighbourhood animation programs, public resource centre programs and services.</p> <p>The second objective will be accomplished by creating documents and publishing online and print learning modules, creating an interactive website and listserves, providing public access to print, space and online resources.</p> <p>The last objective reinforces the importance of facilitating partnership amongst the 11 partners as well as creating new ones. A large portion of the activities will concentrate on piloting participatory evaluation methodologies and capacity development using targets and indicators to measure the community impact.</p>
Community Connections Community Connections cont'd...	School of district 79 – Cowichan Valley Chemainus Secondary School Box 330 Chemainus, BC V0R 1K0	<p><i>Community Connections</i> is an initiative for the development of a network of Aboriginal community learning centers that will use technologies to link First Nations in the Cowichan Valley. The goals are to develop a sense of community; strengthen cultural identity; provide access to technology to all Aboriginal communities in the Cowichan Valley; and to help members of these communities develop sustaining technological and learning skills.</p> <p>The project will set up community access centers in five Aboriginal communities and develop a website that will offer on-line literacy, numeracy, academic and career programs</p>

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		<p>for Aboriginal learners. Community “trainers” will be taught Internet, e-mail, word processing, file management, and graphics and sound skills in order to support users in their respective communities.</p> <p><i>Community Connections</i> will build on four “pillars” developed in a previous OLT funded project (99188) that was conducted in partnership with the Ditidaht First Nation. The pillars are:</p> <ul style="list-style-type: none"> • Technology: Development of access/education centers in five Aboriginal communities, provision of training for community “trainers” and support for Aboriginal users. • Community Culture: Development of a web site for people of the Hul’qumi’num language group in the Cowichan Valley. • Access to Learning: Provision of Internet access to literacy, numeracy, academic, life-skills and applied technology programs. • Career Development: provision of Internet access to career programs. <p>Many individuals in the Cowichan Valley are economically disadvantaged because of inadequate education, unemployment or single parenthood. This project will help them access opportunities to upgrade their skills, acquire new knowledge and skills and explore career programs and job opportunities.</p>
Sustaining Yukon Learning Networks	Yukon College Distributed Learning Unit Box 2799 Whitehorse, Yukon Y1A 5K4	<p>Yukon College is the only post secondary institution in the Yukon. It has thirteen community campuses and one learning center. It will be using the existing Yukon College network but will be enhanced by the Yukon Connect Project. The network will be developed by listening to the requirements, and addressing the specific needs identified by the various communities or groups of interest. Overall, the network should increase educational and economic development of Yukon residents.</p> <p>The existing network utilises a variety of techniques such as teleconference, video, audio, seminars, internet, and local delivery of programs. The addition of new partners such as Northwest Tel, The Yukon Territorial Government, YKNet, and Internet North will provide the base for the network. Through this new structure, First Nations will be able to develop and deliver a leadership seminar; NEDAA and CHON</p>

Project Title	Organization / Representatives	Project Description
cont'd...		Radio will develop programs and forum for discussion. The network will permit various communities of interest such as Recreation Directors, Teachers and School Committees, students, and Entrepreneurship centre, to exchange information, tools and expertise.
Bridging the Divides	Simon Fraser University (DEMO) 22780 (Burnaby)	<p>This demonstration project involves a concrete three-year program of action in one rural BC region and one coastal BC region to build local capacity to transform their own conditions by investing in lifelong learning, information technologies and innovative Community Economic Development.</p> <p>The project proposes:</p> <ul style="list-style-type: none"> - To enhance human and social capital through innovative learning and skill development that creates new opportunities; - To support social and economic development through innovative uses of learning technologies and distance learning that address educational barriers; - To promote economic diversification through the accelerated development of high speed Internet access and related Information Communication and Technologies; - To diversify economies by developing Community Economic Development strategies that support innovation and entrepreneurship that contributes to sustainable development, and; - To model evidence-based planning activities by setting benchmarks, targets and outcomes for change.
Footprints to Technology (Developmental phase)	Penticton Indian Band RR#2 Site 80, Comp.19 Penticton, BC V2A 7E6	The Penticton Indian Band « <i>Footprints to Technology</i> » project will provide assistive technology information, demonstrations, and evaluations for aboriginal persons with learning disabilities, physical disabilities, blindness, low vision, and multiple disabilities. The beneficiaries of this project will be approximately 40 aboriginal persons with disabilities who will have the opportunity to improve their economic and social participation in the workplace and in the community.
Crossing the technology Divide	Old Massett Village Council	The CROSSING THE TECHNOLOGY DIVIDE project will complete a community mapping exercise to provide a

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(Developmental phase)	P.O. Box 189 Old Masset, BC V0T 1M0	database on available learning resources and how to promote new learning technologies into current resources in the Greater Massett Area. These activities will facilitate the integration of the population into the labour market by promoting skill development and employability. It is expected that the entire community of 750 individuals in Old Massett will be touched by this developmental phase project which will have a particular emphasis on the most vulnerable members of the community.
Gingolx Cultural Society (Developmental phase)	Gingolx Cultural Society General Delivery Kincolith, BC V0V 1B0	The COMMUNITY MAPPING FOR THE FUTURE project will develop a mapping exercise presenting current skills and earning assets within the community, assess technological resources and human capital including attitudes, values and knowledge. A pilot project will be developed based upon a model for a Community Learning Centre. These activities will increase the employability of individuals, reduce the disparity between those with and those without technical skills and strengthen community and cultural identity. The project will target the entire Aboriginal community of 339 individuals in Kincolith.
Ktunaxa Kinbasket Learning Network (Developmental phase)	Ktunaxa Kinbasket Tribal Council 7468 Mission Road Cranbrook, BC V1C 7E5	The Ktunaxa Kinbasket Tribal Council will determine if a "Learning Network Centre" is a viable option to provide successful learning opportunities in one location and discover the potential to expand the learning centre to four other Ktunaxa/Kinbasket bands in the future. The Ktunaxa Kinbasket Tribal Council will complete community mapping in each of the communities and complete a business plan to enhance technical and capacity building within each community. The beneficiaries will be First Nation band members who will have access to continuing education in order to enhance skills development to promote participation in the knowledge based economy.
Building Bridges in a Learning Canyon	Siska Indian Band P.O. Box 519 Lytton, BC V0K 1Z0	The Building Bridges in a Learning Canyon will enable First Nation and non First Nation persons to work and learn together throughout the Learning Canyon for the common good as they engage in a process of community cultural renewal, and prepare for the emerging knowledge-based

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		<p>society. The beneficiaries of the project are approximately 4000 community members living in the Fraser/Thompson Canyon located in southern British Columbia who require knowledge, skills, attitudes and values of individuals and communities to promote participation in the knowledge based economy and society.</p>
<p>Upper Skeena Learning Community Partnerships</p>	<p>Upper Skeena Development Centre 4245 Field Street P.O. Box 336 Hazelton, BC V0J 1Y0</p>	<p>The project provided a learning network for the Upper Skeena region of northwestern British Columbia. In partnership with local community and economic development groups, the Upper Skeena Learning Community Partnership provided learning opportunities to create pathways between formal, non-formal and informal learning initiatives, provided information links with economic development programs build local decision-making, communication and information sharing skills and finally, promoted the use of learning technologies to achieve the overall goal of community sustainability.</p> <p>The project provides new skill sets and collaborative partnerships to help the citizens to move from a resource-based economy to a more knowledge-based economy and provide better opportunities for future employment.</p>
<p>Centre d'expertise bilingue</p>	<p>Association Francophone de Campbell River 1394 Marwalk Crescent Campbell River, BC V9W 5X1</p>	<p>L'Association est dirigée par un conseil d'administration et offre des services en français à plus de 100 membres dans la région de Campbell River. Elle s'est associée à la Fédération des Francophones de la Colombie-Britannique qui regroupe plus de 33 organismes ainsi que plusieurs autres partenaires pour mettre en place un Centre d'expertise bilingue.</p> <p>Ce Centre a pour objectif d'offrir des ressources dans les domaines de la technologie informatique, de l'enseignement et de l'apprentissage au niveau du développement personnel et communautaire.</p>

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Burnaby Learning Network	Burnaby School District #41 5323 Kincaid Street Burnaby, BC V5G 1W2	The project developed technological infrastructure with the four library sites as well as the 35 schools identified as CAP sites in Burnaby. Technical expertise for the network was provided by Vancouver Community Net through its connections to Vancouver FreeNet. The project focused on activities related to skill development and non-credit skills courses on a free and user-pay basis. Important partners such as the Burnaby Public Library, City of Burnaby, Vancouver Community Net, Surrey Training Centre, Simon Fraser University Library and schools provided the content of an inter-active web site to assist in supporting the development of knowledgeable individuals.
Coast Cariboo Chilcotin Learning Network	Tatla Lake & Region Economic Development Council 99246B (Tatlayoko Lake)	The project provided informal education services and career planning/counseling services via the Internet to communities of the Cariboo Regional District and the Bella Coola Valley portion of the Central coast Regional District. Partnership are in place with secondary and post-secondary institutions, private and public agencies, businesses and industry as well as selected community centers and CAP sites to provide the infrastructure facilities and technical advice and training to benefit the users. The project created eight positions to work on the network's activities that benefited approximately 60,000 people (including 15 aboriginal communities). This network provides the tools needed for an area with high unemployment which also has a high illiteracy rate.
Whistler – Mt Currie Community Partnership	The Resort Municipality of Whistler	The Resort Municipality of Whistler has formed a Partnership Steering Committee of 12 members that represent the Mt Currie First Nation community and the Whistler village. The goal of the committee is to develop a strong training and employment network to increase employability skills of Mt. Currie members so that they can contribute to a solution to Whistler's labour shortage. Joint objectives were identified for this project as well as distinct objectives for each of the communities. Learning technologies will enable a degree of networking within and among the communities otherwise unattainable. They will provide, through open learning, access to a range of lifelong learning opportunities.

Project Title	Organization / Representatives	Project Description
Whistler – Mt Currie Community Partnership cont'd...		<p>Some of the expected results of this project are:</p> <ul style="list-style-type: none"> - an increase of learners completing training in back office skills - increase of Aboriginal Child and Youth Care Program learners in open learning - increase skills in traditional arts - creation of a Cyber-café where youth & elders are involved in peer learning. <p>To reach the objectives, strong partnerships were developed between the Resort Municipality of Whistler, Mt. Currie Indian Band, Whistler Chamber of Commerce, Capilano College, Whistler Public Library and School District 48. The above organizations will participate in the project at different stages and will contribute approx. \$530,000 either in cash or in-kind.</p>
Rural Capacity Building through Organic Culture	Certified Organic Association of BC Rare Enterprises Site RR 3 C7 Summerland, BC V0H 1Z0	The project seeks to encourage further production, processing and marketing of organic food in rural British Columbia by providing technical information, training courses seminars and enhanced access to electronic information to beginning farmers. The aim of the three year project is to enhance the skills of organic farmers by providing instruction and access to new technological innovations in organic agriculture. More organic farmers will bring new life to disadvantaged rural communities. Evidence has shown that determined individuals developing rural enterprises encourage further rural business development.