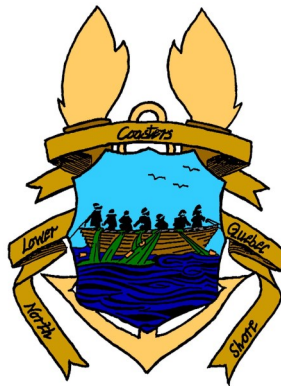


Coasters Association Inc.



A Report on the Quebec Fishing Community Adjustment Measures (QFCAM) Project

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Funded by: 

Canada Economic
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FOREWORD

This fishery assistant project, sponsored by Canada Economy Development, under the Quebec Fishery Community Adjustment Program employed fifteen participants, a coordinator and a communications agent.

The coordinator was employed for a duration of eighteen weeks from July 28th, 2003, to November 28th, 2003, to organize, prepare and assist the participants in carrying out the necessary activities thus developing their skills through information sessions and workshops, and to ensure that the objectives of the project were met.

A communications agent was hired for a duration of twelve weeks from August 18th, 2003, to November 7th, 2003, to upgrade and develop the computer skills of the participants.

The main objective was to develop a restructuring program for the people affected by the closure of the fishing industry; therefore, this project provided the opportunity to fifteen participants to receive the necessary training to enter the workforce outside of the fishery.

Seventeen resource people participated in twenty-three workshops and sessions. Seven evaluations were carried out with the participants throughout the duration of the project and the results were compiled and prepared to be inserted into the report.

The following report is a compilation of information pertaining to the activities under taken by the participants of the Fishery Restructuring Program.

ACKNOWLEDGEMENTS

The moratorium on the cod fishery and the closure of the snow crab in the Municipality of Bonne Esperance stemmed an urgent need for the people in the fishing industry to prepare and develop a restructuring plan.

The Coasters Association was pleased to participate in a project sponsored by Canada Economic Development to assist the fishers and plant workers who were directly affected by the fishery crisis.

Words of thanks must be extended to the resource people who took the time and effort to provide the necessary training, and to conduct workshops and information sessions to ensure that the participants were well informed and updated on various initiatives. The contribution of their expertise, knowledge and resources were significant to the success of this project.

The Coasters Association would like to express its gratitude to the fifteen participants, the coordinator and the communications agent who worked on this project, it is hoped that they have gained knowledgeable information and acquired skills that would be beneficial to them in the future. This is an opportune moment to wish them well in their future endeavours.

Also, thanks to Public Works Canada for the donation of the computers, St. Peters Parish for the location of the office for the participants, to the caterers Vida's Bakery and C & W Restaurant, and to the Board of Directors and the staff for their on-going support.

Last but not least, a special thank you to Canada Economic Development for sponsoring this project. Without their assistance, this initiative would have not been possible.

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OUTCOME OF WORKSHOP/SESSIONS

PART I

Visioning Session

Purpose

A project was developed by the Coaster's Association with the aim of developing a restructuring program for people impacted by the curtailment of the fishing industry. This initiative set out to examine alternate employment opportunities, activities and actions to redirect the skills of those affected and to find ways and means to assist this transition.

Planning

A working session was held with the fifteen participants involved in this project. This exercise was designed to establish a vision and a direction for participants. Attendees were encouraged to familiarize each other with the skills and attributes of each other. Then they began the process of exploring how they might approach the twelve week exercise in which they are engaged.

Participants set out broad goals for their initiative which included:

- Identifying ways to diversity the economy
- Exploring opportunities in aqua culture and tourism
- Identifying local leadership
- Exploring opportunities for jobs and training

The participant also established the parameters of the knowledge and skills they wished to receive over the fourteen week period. These included:

- Computer skills
- Office and financial management practices
- More information about the community of St. Paul's River

A brainstorming session laid out many potential opportunities for employment diversification and jobs. These included:

Aqua culture

- Scallops
- Sea urchins
- Wrinkles
- Mussels
- Cod
- Salmon

Tourism

- Boat tours
- Cannery/Bakery
- Wild meat
- Rental opportunities

- Kayaking
- Summer camps

Winter Tourism

- Snowmobiling
- Fishing
- Camping
- Northern lights
- Cross country skiing
- Seals

This list of opportunities provided participants the awareness that economic diversification and indeed job creation were longer term ventures than fourteen weeks. They realized the need for a vision for their work and the necessity of practical steps which they could follow to make the most of their current project and lay foundations for follow-up on activities.

They felt that realistically over the twelve week period they might accomplish the following:

- Set out a vision for the opportunities that might have potential for St. Paul's River
- Establish what is practical to build a chain of activities to attain the vision
- Identify people with talent and interest and the training which would best assist them
- Identify people in the community who might help
- Explore potential for traditional skills training which might assist other projects being planned
- Build some basis to identify LNS residents who are away and who might assist
- Involve young people in this process as they are the future

This led to the establishment of some practical goals and activities on which participants could begin working. These include:

- Become familiar with plans developed and other planning projects
- Identify training possibilities and how they might be delivered
- Research aqua culture and tourism opportunities (also an opportunity to gain computer skills)
- Find ways to engage the broader community of Bon Esperance
- With activities for youth in Old Fort
- Identifying people with interest in traditional skills
- Involving youth
- Identify the needs of local business in order to develop means to support them

They wished to achieve the following learning for themselves in this time frame as well

- How to develop and write up a project
- How to write a business plan
- Computer skills including how to make repairs
- Information on trades certification

This outline plan lays a foundation for activities in which participants wish to engage to achieve the aims of the project. All realized that a twelve week period is a short space of time to even explore the magnitude of the issues that have to be addressed in St. Paul's River and the whole Lower North Shore. They felt that it was a beginning and a chain of activities and projects could be developed that would provide the basis for the recreation of an economy on the Lower North Shore and provide new opportunities for employment. There was a genuine commitment expressed to build this economy and provide opportunity for themselves and the youth that are growing up in their community.

Action Plan

Overall Goal

Redefine a new direction for the community by developing a sense of solidarity and cooperation towards a common goal, within the operational parameters of the municipality.

Principal Objectives

- Develop a vision for the municipality
- Develop an action plan to achieve that vision
- Build a bank of information to develop short/medium and long term projects

Main Actions & Steps to achieve the Objectives

Tourism Evolution

- Review the tourism action plan
- Collect statistics on the tourist visitors to the area
- Identify the needs of the tourism businesses in the Municipality (ie: Hotels, Bed & Breakfast, Restaurants, Boat tours & rentals, Bus tours, etc.)
- Investigate the tourism potential in the Municipality for the start-up of new businesses
- Research camping grounds and parking space

Traditional skills and Re-training

- Identify people with local talents/skills and interest in providing the necessary training
- Identify training opportunities (ie: Adult education, Distant Education, Vocational Education)

Youth Summer Camp

- Research the necessary information to build a business plan

Wild berry Harvesting and Processing

- Research information on wild berries, gathering all the necessary documents to develop a project. This project (2nd phase) would provide the opportunity to identify the people interested in this initiative and their talents/skills, in order to further develop this enterprise.

Transport

- Research the possibility & feasibility of Old Fort wharf in operation

Emphasis on Building Projects for the Future

Participants community chart:

St. Paul's River

Community Needs	Community Assets	Resources Available	Strengths	Opportunities	Challenges	Economy
<ul style="list-style-type: none"> • Arena • Jobs •Opportunity • Day care • Sport events •Swimming pool •Clothing store • Hardware store • Sports store •Fire department • Bakery •Youth centre •Ski-doo trails • Bank teller • Public gym • Boat marina • Seniors complex • Restaurant •Police station (MBE) • Wildlife officer • Tourism development •Completion of route 138 • Pavement roads in village • Lodging facilities •Partnerships 	<ul style="list-style-type: none"> •Whitely Museum •Coasters Association •School •Fish plant •Clinic •Bank •Saw mill (logging) •Restaurants •Hotel •Bed & Breakfast •Ball park •Clean beaches •Salmon rivers •Landscape •Greenpoint Outfitters •Hunting •Berry picking •Local Development Centre •Fishing boats •Fish plant (uderutilized species) •Aquaculture (scallop) 	<ul style="list-style-type: none"> •Access to the ocean •Bakeapples & wildberries •Salmon rivers •Trout ponds •Hunting & trapping camps •Boat tours •Sources of seafood •Walking & hiking trails •Aquaculture (scallop farming) •Local crafts •Lumber, wood cutting •Fishing (commercial sport fishing) •Fresh water 	<ul style="list-style-type: none"> •Agriculture Tourism •Forestry •Local talent shows •Local traditional skills •Community development •Celebrations & festivals •Crafts •Friendly & hospitable •Build on our leadership •Fishing (commercial recreational) •Education 	<ul style="list-style-type: none"> •Development of Tourism •Boney Island development •Mining •Berry harvesting &processing •Wildberries (jams distilling) •Tree harvesting (Christmas Trees) •Route 138 •Restaurant (open all year) •Hardware store •Development of Agri-culture •Daycare center •Senior citizens home •Development of Aqua-culture (different species) •Teaching of traditional skills (boatbuilding & cooking) 	<ul style="list-style-type: none"> •Lack of jobs •Closure of crab Closure of cod fishery •Decrease in population •No events for the Youth, more activities •Language barriers •Communication issues •Survival of the community •Diversification of the economy •Maintenance of fish stocks (ground-fish snow crab) •Out migration 	<ul style="list-style-type: none"> •Fishery •Tourism •Logging •Municipal jobs •Coasters Ass. •Sport fishing camps •Grocery stores •Projects (short-term) •Garages •Canada Post •Caisse Pop •C.L.S.C. •Garbage Collectors •Commercial fishing-fish plant •Recreational fishing •U.S.L •Hunting and fishing camps

Old Fort Bay

Community Needs	Community Assets	Resources Available	Strengths	Opportunities	Challenges	Economy
<ul style="list-style-type: none"> • Clinic • Jobs • Wharf • Recreational center • A road connecting to Sept-Iles • Pavement to St. Paul's 	<ul style="list-style-type: none"> • Salmon clubs • Hunting camps • Deep sea port • Dog Island boat tours 	<ul style="list-style-type: none"> • Water • Wild life • Salmon • Wild berries 	<ul style="list-style-type: none"> • Crafts • Good cooks • Boat builders • Carpenters • Local talent (i.e. music) 	<ul style="list-style-type: none"> • Mine opening • Discovery of Jacques Cartier cross (Brest) • Tourism development • Aquaculture 	<ul style="list-style-type: none"> • People leaving due to no jobs available • Pavement to St. Paul's 	<ul style="list-style-type: none"> • Caribou camps • Fishing camps • U.S.L • Projects (short-term)

Middle Bay

Community Needs	Community Assets	Resources Available	Strengths	Opportunities	Challenges	Economy
<ul style="list-style-type: none"> • A road connecting the coast to the rest of Canada • Create jobs that cater to the needs and skills of the people • A nurse to visit the village at least one day a week • Banking machine • Repair hockey rink 	<ul style="list-style-type: none"> • An empty school that can be easily renovated to accommodate three small businesses • A fish plant that could be easily converted for tourism and boat tours • Some men own their boats, which would be an asset in tourism • General store • Post office • Community hall 	<ul style="list-style-type: none"> • Wild life • Located near salmon river • Assorted wild berries (ex: bakeapples, redberries, etc.) 	<ul style="list-style-type: none"> • Development of agriculture • Men are skilled at woodwork (ex: boat building, carpentry, etc.) • Women are skilled at cooking and crafts • The people of Middle Bay work well together • Great at organizing events and catering local gatherings 	<ul style="list-style-type: none"> • Renovate school to create local businesses (ex: bakery, take-out, coffee shop, room to rent, etc) • Canning wild berries, and shell fish • Smoking trout, and wild meats • Using wildberries to make wine and candy 	<ul style="list-style-type: none"> • Population on the decline • One third of the population senior citizens • Creating businesses that will keep remaining people in the place • Lack of finances to create new jobs 	<ul style="list-style-type: none"> • Working on projects (Short-term) • Two or three jobs at the fish plant • General store • Post office • Seasonal work in Ontario, at U.S.L • Fishing

Results of consultation reports

Fishery

- Numbers 2, 4, 9, 11 & 13 of the recovery fishery plan was recommended

Tourism

- A tourism agent through the CLD will be hired soon
- Reactivate the Tourism Development Corporation and set-up office

Community Development (social plan)

- Set-up a Regional Council and employ 4 to 5 people to work on community development - social plan

Transport

- An agent to advance the transportation file
- Transboreale company project proposed for two primary ships and one secondary ship

Forestry and Mining

- A pilot project on forestry for the St. Augustine area

AgriFood

- Harvesting and Processing of wild berries

Project applications/business plans (in-line with the results of the consultations)

Project activities

Work Plan

Time Frame	Tasks	Persons Responsible	Means	Resource People
Sept. 8 th - Oct 24 th	<p><i>Tourism development awareness & research:</i></p> <ul style="list-style-type: none"> - Review the action plan - Collect statistics - Identify the needs of the business - Contact & meet with resource people (Anthony Dumas, Neal Cormier, Dwight Bilodeau, etc.) - Research the tourism potential for new businesses <p><i>Transport:</i></p> <p>Research the possibility & feasibility of Old Fort wharf in operation</p>	<p>Garland Nadeau Chris Roberts Henry Keats Elaine Buckle Diane Roberts</p>	<ul style="list-style-type: none"> - Reading - Phone calls to collect info - Develop Questionnaire - Meet with businesses - Meet with resource people - Research material 	<ul style="list-style-type: none"> -- Roger Dumas & Glen Mckinnon (Sept. 4th) - Hugh Maynard (Sept. 9th & 10th) - Rejean Dumas (Sept. 23rd) - Cornella Maurice & Bill Pardy (Oct. 8th) - Karine Monger (Oct. 15th) - Vicky Driscoll (Oct. 20th) - Cornella Maurice & Joan Richards

				(Oct. 21 st , 22 nd & 23 rd)
Sept. 8 th - 29 th Sept. 8 th - Oct. 24 th	<p><i>Traditional Skills & Retraining</i></p> <ul style="list-style-type: none"> - Identify people's talents/skills & interest - Identify training opportunities <p><i>Transport:</i> Research the possibility & feasibility of Old Fort wharf in operation</p>	Andy Goddard Connie Keats Tommy Goddard Kelley Nother	<ul style="list-style-type: none"> - Develop a questionnaire - Meet with people and/or phone calls - Research material 	<ul style="list-style-type: none"> - Hugh Maynard (Sept. 9th & 10th) - Rejean Dumas (Sept. 23rd) - Serena Etheridge (Sept. 29th) - Kelly Maurice (Sept. 29th) - Cornella Maurice & Bill Pardy (Oct. 8th) - Karine Monger (Oct. 15th) - Vicky Driscoll (Oct. 20th) - Cornella Maurice & Joan Richards (Oct. 21st, 22nd & 23rd)
Sept. 8 th - Oct. 24 th	<p><i>Youth Summer Camp</i></p> <ul style="list-style-type: none"> - Research information to develop a business plan <p><i>Transport:</i> Research the possibility & feasibility of Old Fort wharf in operation</p>	Joy Wellman Paul Griffin Justin Griffin	Researching information	<ul style="list-style-type: none"> - Hugh Maynard (Sept. 9th & 10th) - Rejean Dumas (Sept. 23rd) - Cornella Maurice & Bill Pardy (Oct. 8th) - Karine Monger (Oct. 15th) - Vicky Driscoll (Oct. 20th) - Cornella Maurice & Joan Richards (Oct. 21st, 22nd & 23rd)

Sept. 8 th - Oct. 24 th	<p><i>Wild berries</i></p> <p>- Research information to develop a project to identify the people's talents/skills and interest</p> <p><i>Transport:</i></p> <p>Research the possibility & feasibility of Old Fort wharf in operation</p>	Jason Roberts Curtis Keats Philip Griffin	- Researching information on different types of wild berries & their potential	<p>- Hugh Maynard (Sept. 9th & 10th)</p> <p>- Cornella Maurice & Bill Pardy (Oct. 8th)</p> <p>- Rejean Dumas (Sept. 23rd)</p> <p>- Karine Monger (Oct. 14th) - Vicky Driscoll (Oct. 20th)</p> <p>- Cornella Maurice & Joan Richards (Oct. 21st)</p>
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Follow up activities (short term)

- A project to carry out a Demographic study of the fishers & plant workers in the Municipality de Bonne Esperance
- A project to develop a Business Plan for a training course for 5 young people on how to build a motor boat
- A project to develop a Business Plan for a marina to accommodate small boats
- A project to deliver a computer programming course
- A project to develop a Business Plan to construct a Youth Summer Camp
- A project to carry out a study in the Municipality of Bonne Esperance on wild berries, identify the talents/skills of the people and their interest in this initiative
- A project to develop a Business Plan to build camping and parking grounds

Medium and long term projects

COMMUNITY PROJECTS

COMPONENTS	SHORT TERM (Fall, 2003/Winter, 2004)	SHORT/MED TERM (Spring, 2004)	MED/LONG TERM (Summer/Fall, 2004)	LONG TERM (Fall, 2004/Summer 2005)
<i>Fishing</i> (2 people)	1. A demographic study of the fishers & plant workers	1. A study produced to assist with future planning in the fishing industry in MBE	1. Depending on the results of the study	1. Depending on the results of the study
<i>Tourism</i> (3 people)	2. Potential Tourism Assessment	2. A study produced to determine the feasibility of the tourism development in MBE A survey for the tourist A pamphlet of tourism sites, etc.	2. Development of a business plan	2. Implementing stages
<i>Traditional Skills & Re- Training</i> (3 people)	3. Traditional Skills Assessment	3. A study produced to identify & build a traditional skills network, and the feasibility of a marina in MBE	3. Development of a business plan	3. Implementing stages
<i>Youth summer camp</i> (3 people)	4. Youth Summer Camp Assessment	4. A study produced to determine the feasibility of a youth summer camp in MBE	4. Development of a business plan	4. Implementing stages
<i>Agri-food</i> (3 people)	5. Wild berry Assessment	5. A study produced to determine the feasibility of harvesting & processing wildberries in MBE	5. Development of a business plan	5. Implementing stages
<i>Technology</i> (1 person)	6. Information Technology Assessment	6. A study produced on advanced technology for the MBE	6. Development of a business plan	6. Implementing stages

TOTAL: 15 people - 6 projects

Schedule of Activities

- Sessions and workshops

Schedule of activities finalized by Monday, September 8th

- Weekly Joint meeting

Four people will meet each Friday with the Administrative Planning Group employed with the MBE to provide an update of activities, starting on Friday, September 12, 2003.

- Community consultation

An information session will be held with all the fishers and plant workers to provide information on the flow of activities carried out by the Coasters group and the Municipal Administrative group, and to receive their input and involvement regarding future projects and community initiatives.

(Date to be determined)

- Evaluation (Questionnaire for sessions and workshops)

The first evaluation questionnaire will be completed on Friday, September 12th and every second week following.

Producing Results through Leadership

Purpose

"So, you think you know where you're going - but how the heck do you get there"

The group had previously established a vision for the communities of the Municipality of Bonne Esperance (MBE), along with developing goals and setting objectives. These emphasized the need to diversify the economy of MBE so that as many residents as possible would be employed locally and in a sustainable fashion.

The next step was to focus on the practical aspects of producing results through leadership - how best to put the knowledge, the skills and the networks to work for the communities.

Context

The economy of a location provides jobs for those that live there, and the more jobs that are available locally means that more people can live in that location. People who live locally means that they build and maintain their homes there, and raise their families in the same place. Families mean kids, and kids mean schools and other family and social services are located nearby. The businesses, homes and schools and other social services provide the infrastructure that transforms the location into a community and so community starts with a healthy economy and good employment prospects.

Economy = jobs

Jobs = families

Families = schools

Schools = communities

Goal

The goal of the workshop was to look at the different aspects of economic diversification, and to see how these could be harnessed to regenerate the economy of MBE.

Given the rapid and nearly complete closure of the fishery and associated economic activities, the immediate emphasis of economic development efforts has to be short-term and focused on maintaining any and all remaining economic activity to prevent any further loss or dislocation.

Given that simply maintaining current economic activities will not sustain the community for very long, the next stage has to be medium-term and focused on developing additional economic activities as quickly as possible.

Given that economic activities that can be developed in the medium term are limited, the third stage has to be long-term and focused on expanding economic activity in other areas.

Short-term = maintain
Medium-term = develop
Long-term = expand

Objectives of the Workshop

Setting out and accomplishing a development plan for a community takes more than just investment or buildings. The workshop set out to examine some of the essential components required by planning participants in bringing a development plan to reality.

Leadership

What is leadership?

Capacity

What will it take to get things done?

Implementation

How will things come about?

Inventories

What do you have – and don't have?

What is leadership?

Leadership, in a general way, is simply a balancing act between doing the right thing at the right time, and in the right way. Leadership is often viewed as a single person up front leading the charge. But it is more complex when it involves a group of people, such as a community, and some of the important elements are:

Ideas

New ideas are the fuel of leadership, and there must be an atmosphere that allows all ideas to be put on the table without fear of ridicule or rejection. Maybe only one out of ten will turn out to be a really good idea that is practical and productive, but that one idea will never come to light if there is not encouragement to bring it forward.

Critical thinking

Being able to think critically is important to assess situations, review new ideas, and resolve problems. Developing skills that assist in the process of critical examination are very important leadership qualities.

Plan well

Of all the famous speeches given by Winston Churchill, none were left to chance. They were prepared in advance and rehearsed to have the most impact. Planning and preparing well is very important.

Hard work

Putting your signature on a mortgage for a new business is probably the easiest part of the whole process. Getting everything to that moment, and putting everything into operation takes a lot of hard work. There is no free lunch, and being able to take on and complete all the hard work, on time, takes leadership as well as elbow grease.

Team work

No person is an island, and the better the team, the more ideas, the more critical thinking, and the more planning gets done well. Only the hard work becomes easier (sometimes!)

Effective communication

Public speaking is not the only effective way to communicate. The way you make telephone calls, the way you explain a proposal, even the way you dress are all important ways to communicate effectively.

Capacity

To carry out a plan, the team must have the capacity to carry it off. There are many types of capacity but two of the most important ones are:

Research

How can you be lost if you don't know where you're going?

Information – and good information – is critical to any initiative. Too many assumptions are made based on lack of or poor information. Research is critical to making sure that information is both correct and useful.

Training

How can you steer the boat if you don't know how to start the engine?

Just like having the right tool for the job, have the right skills for the task is important. Some skill sets are transferable – fishing cod to fishing snow crab – but many skills have to be learned from scratch, as well as updating ones that have already been acquired.

Implementation

How can you start the boat if you don't know what fuel to put in the tank?

Plans have been laid, and the capacity to put them in place has been developed – now comes the implementation phase:

Projects

Projects are particularly useful for short-term development, and for segmenting longer-term initiatives into smaller parts. They are easier to get started, have a beginning, a middle and an end, and can be used as building blocks for other development efforts. They must be accepted as a short-term activity, and should always be designed so that something is either produced that can then be on-going, or prepare the groundwork for a further phase of work. They also serve well as a training ground for skills development.

Investment

All new life comes from a seed that someone has planted, and so it is for economic development – there has to be some seed to enable the enterprise to sprout. Investment comprises not only money, though, it also comes from the time that participants are willing to give to get things going, and from resources that others will contribute – such as an expert to help develop plans.

Structures

There's no place like home, and all initiatives need a roof over their head. How a project is structure has a lot to do with its eventual success. Should it be a private company? Or a co-op? Or a non-profit organization?

Markets

All economic activity needs a market – the market buys the product and transfers the economic resource necessary to create and maintain jobs. Just because you build it does not mean that the market will come knocking. Market research, development, promotion and maintenance are big pieces of any business pie and a lot of preparation has to go into cultivating market potential.

Inventories

Take stock of what you do and don't know. Both are equally important as indicators of resources at hand, and those that are missing. Assuming that you know everything about a community is a dangerous assumption.

Knowledge

What kinds of knowledge exist in the community and about what subjects? (i.e. historical) What types of knowledge is not present, and where might you find and use that missing knowledge?

Skills

What kinds of skills are present in the community, and for what types of work? (i.e. tourism) What types of skills are not present, and how might you acquire those skills?

Networks

What kinds of networks exist within the community, and from the community to the wider world? (i.e. Chamber of Commerce) Are there links that are missing?

Resources

What kinds of resources exist in the community and that can be applied to what uses? (i.e. unused fishing boats) What types of resources are missing and where might they be found?

Unknowable

What are the unexpected elements that come around every once in a while (i.e. late ice) What can be anticipated and are their plans that can be made 'just in case.'

Other considerations

Services

Services help make things happen - transport, suppliers, repairs, building, accounting, computers what services are available in the community, and what's missing or inadequate?

Social

Social structures are important to help support and develop the community, as well as provide jobs schools, health services, government, municipality – what social components are available in the community, and what could be better?

Production

Most of the jobs in the region have traditionally come from primary production – fishing. What other types of fishing have potential, and what other types of primary production also have potential - aquaculture, farming (wild vs. controlled = berries vs. greenhouses), forestry, mines, etc.?

Processing

Many jobs have also come from adding value to the primary product – fish plants, for example. What other jobs could come from the processing sector, as well as other secondary activities such as marketing.

Expectations

Expectations are always raised when new projects, initiatives or businesses come to town. Those expectations may or may not be grounded in reality. Having a better sense of expectation not only helps to avoid disappointment, but also helps to make sure that the things that need to get done to make the enterprise succeed, actually do get done because they are realistic. Aspects to consider in setting expectations:

How many = community?

Will all the jobs from tourism replace all the jobs that were once in the fishery? If not, then what is the size of community that can be supported by this activity? And if the community wants to maintain numbers around those that were in MBE before the fishery closed, what other economic activities will have to be added to support that number of people?

Higher incomes vs. lower costs?

Can the cost of living on the Coast be lowered, thereby reducing the demand on additional economic activity which may not be sustainable over the long-term. Would new technology, stoves using wood chips reduce heating costs and create some jobs in a chipping plant?

Old vs. new

Are there expectations that former types of economic activity will come back? Is there resistance to new types of work, such as aquaculture?

Multifunctionality

One man, one job, no longer fits the mold; people will have to be 'multifunctional.' Part of the year in the fishery, part of the year in aquaculture and part of the year running whale watching tours might be the only way to keep a boat operating and paid.

Job sharing

If the expectation is to maintain community size, will the people with jobs be willing to share some of their time with others. A four day work week for salaried employees will increase the number of employed persons by 20% - 20% more people in the community equals an increase in the demand for services and therefore – a potential increase in the number of jobs available.

Two homes

Staying in MBE might mean going away for part of the year for work. Are people prepared to do that for several years in a row?

New immigrants

Immigration increases the community size (see above) and results in additional economic activity. Is there place for them, both economically and socially (i.e. housing)? Is there an open attitude to newcomers?

Business vs. co-op vs. non-profit vs. public sector

What are the risks for economic development, and will businesses be created if the risks are high? If so, what are the prospects for community ventures in the form of co-ops or non-profits? Is there expertise present in the community to operate community ventures and still make a profit?

Evaluation and Follow-up to the Objectives and Activities

Preamble

During the week of the 20th of October, the process of evaluation and follow-up was carried out with a group of 15 participants working on the Fishery Assistance Project. This workshop extended over three sessions, Tuesday, Wednesday and Thursday.

The following are the objectives from the proposal entitled the Fishery Assistance Project.

Objectives

- To find alternate employment opportunities in the Municipality of Bonne Esperance for the unemployed fishers and plant workers.
- To redirect the skills of those affected by the fishery crisis
- To provide apprenticeship experience for those affected by the fishery crisis
- To seek ways and means for assisting those affected by the fishery crisis

At the beginning of the first workshop, many of the participants expressed their frustration with so many “outsiders” coming into the community and telling them what to do. Also, many felt they had no direction for the future and what they were doing may be a waste of time. Time was set aside for “venting” as they were very upset about the closure of the fisheries and they were confused over why there was a wage disparity for different jobs on the same program.

When asked to outline the “benefits to the community”, the participants were more enthusiastic with a realization that what they were doing was benefiting their community.

Under “possibilities” the participants had no problem seeing what was possible; however, the process towards realizing these possibilities was cloudy at best. As for the successes within the community, everyone agreed that the community was the better for having the project. Personal successes were more difficult to come by and it took quite awhile to formulate this list.

One of the valuable results was that many realized there was a problem with communication in the community. A discussion ensued regarding ways and means of ameliorating this situation and immediately many of them turned to the need for radio services in St. Pauls River. They discussed a Web Page, taking an “info page” in the Coastar and other ideas for improving communications.

Means to achieve the objectives:

Fifteen (15) individuals will develop the skills and the leadership training necessary to find alternate employment opportunities.

More time be given to prepare the participants to educate them of the programs and the overall situation of the fishery industry.

These fifteen (15) people will become contributing members of their society.

Some of the participants hope to participate in a Coop educational program to receive their E.I., and complete their high school leaving. Others can explore the possibility of receiving a top-up on their E.I. and obtain their high school leaving. Some participants may have the opportunity to apply for future projects and hopefully be able to find work on them.

Through the organized sessions and workshops, these individuals will create a community action plan along with a personal action plan.

It will be important for each of the individuals on the program to construct or to have an individual career path. If each individual member believes they have acquired the tools to allow them to build their own career path, this will be the true measure of success of this project

Through the creation of solid partnerships and community cooperation that the people of the Municipality of Bonne Esperance can take action to develop future initiatives.

The participants do not want to see the fishing industry collapse, some of them would like to remain in that field of work. Others would like to work on a full time/part time basis, in another field of work. They would like to have a plan developed that clearly defines the direction for their future.

It is evident that the community, if given the proper tools, could begin to act on it's own behalf. The results of the project and the results of the individual training programs will be documented. An info session will be held with the public to present what has been done and to get their input for future projects.

Reasons for the initiative

- Closure of the fisheries
- Employment benefits for the workers
- To gain awareness of programs that are available
- To access training and increase education
- Tourism Development
- Survival of the Community
- Connect in some real way with the “outside”.
- Sustainability of communities

Concerns:

- Out migration of people
- Lack of youth involvement
- Lack of community involvement

Community benefits

- People talking and planning for the future
- Transformation of various places within the community (ie. park)
- Stability

- Brainstorming Sessions
- Brought forward ideas for change
- Middle Age – seem open for change
- Youth – unsure
- The need to involve other organizations such as municipalities (very important)
Off Coast Companies cause outward migration of workforce for much of the year
(Examples: USL. Outfitters etc.)
- Fishing zones problematic
- Isolation, Geography, language all pose problems
- Remoteness can be a problem and a blessing at the same time
- French second language training greatly needed, especially for the young.

Changes that are needed in order to make the program work

- Involvement in and by the community
- Leadership training in the schools
- Criteria of various programs should be changed
- Education upgrades
- Increase communication
- Ensure proper follow-up
- Outsiders coming in when there are qualified people within the community
- Direction hard to see at this point
- Strategies needed re: ports of call – Network established
- Prove that solutions are possible – communities need to work together to find them
- Public speaking training

Possibilities

Craft industry

- Perhaps this is a QLF initiative (traditional skills), however, it needs people to get it started including skilled workers and those desiring training.
- Skills already available include: Scrapbooking, drawing, embroidery, quilt/blanket makers, crafts in general, etc.

Skills audit

In order to obtain a list of the skills that are available in the area a proper “ skills audit”should be carried out. This would include the training needs as well.

A partial list was made of skills already in place within the community:

- Boat building
- Computer
- Welding
- Carpentry
- Plumbing
- Wine making
- Musicians – all types
- Fly fishing

- Hockey
- Sports Training/ gym instructor
- Politics
- Hockey Coach
- Embroidery
- Quilt making
- Cooking
- Blanket Making

One of the most important skills is the ability to dream and create new ideas.

Successes within the community

- Baseball field
- Pool (to complete)
- Publicity in terms of community awareness
- Clean up of the village
- Workshops and the ideas/training, etc.
- Increased dialogue
- Increased Youth Involvement
- Team Building
- Job Awareness

Personal successes

- Increased self-esteem
- Team work (learning to work as part of a team)
- Increased knowledge
- Different perspective
- Respect for others (i.e. opinions, work habits, experience, etc.)
- Computer skills upgraded
- Office management skills

Assets

- Coastline/interlinking Islands (for kayaking, etc.)
- Wild berries
- The people
- Fishing
- Fresh water
- Wild Animals
- Salmon rivers
- Shell fish
- Hospitality
- History
- Folklore
- Natural Beauty
- Peat moss

- Wood
- Seaweed
- Isolation (unique life style)
- Whale watching
- Bear Watching
- Ocean

Career/Personal Action Plan

A development of a personal plan was carried out with the fifteen participants working on the fishery assistant project. The following information is a summary of the results of the workshop.

Learnt from the project

- Office management, secretarial
- Public speaking
- Ways to keep track of money
- Learned about workshops/sessions
- There is other opportunities beside fishing
- Knowledge of what I needed
- (carpentry trade)
- Maybe start a business
- Maybe make a golf course
- Some insights into how people feel within in the community about the past, present, future
- Community teamwork and how it can be interesting with the right agenda
- Second guessing the fishery
- Looking for something new when it comes up
- Starting a business
- About our village
- Opportunities in the community
- Became more aware of how you need to set goals for yourself
- Continue working within our community
- It made me think about what we can do in our community
- Learned to develop and understand my potential as a person

Skills acquired

- Computers
- Public speaking
- Secretarial work
- Listening
- Team work
- Workshop
- Leadership
- Office management
- Finance management
- Visioning session
- Action plans
- Needs assessment
- Community Capacity Building
- Spread sheet on the computer
- Self-Esteem

- Resumes
- Planning
- Communications
- Typing

Career plans for the future

- Acquire my high school
- Move on in life
- Sports trainer
- Sports animator
- Take a trade
- Hopefully be able to go fishing again
- Get out of the fishery
- Go into politics
- Stay in the fishery if possible
- Tourism being my main interest
- Going back to school through adult ed to further my education
- Long term goal is to re-establish my business, Nature's Gifts
- Work on what ever project I am qualified for
- Get more involved in the community, especially with youth
- To find a full time/part time job
- Working in communications with other people and hope to apply the knowledge I gained from the workshops

Plans changed since the beginning of the program

YES

- Get my high school leaving, it is a necessity
- Become a sports trainer/animator
- My main goal has not changed
- I someday want to have my own business up and running again
- Take it slow to see if there will be enough people circulating to make a business feasible
- Starting this project, I didn't know what to expect and I had no plans for my future
- Learned to turn away from worthless things

Goal Setting Exercise

Short term goals

- Go to college
- Start a job as a gym teacher
- Finish my high school
- Complete a carpentry trade

Long term goals for the next five years

- Finish high school

- Get a job as a gym teacher or sports trainer
- Trade school
- Trade in carpentry
- Fishing again
- Change in career
- Involved in a feasible fishery
- More youth involvement
- Leader in the community
- Start my own business
- Full time job
- Create more jobs in the community

Accomplish my goals

- Finishing my high school
- Working hard
- Taking a trade
- Protect our resources
- Set-up and operate my own business
- Volunteering at more activities

Reward at the end of my personal path

- Find a good job
- Getting a carpentry diploma
- Having lots of money
- New house
- New car
- Have my own business

Work interest survey

The following project initiatives are listed in priority of interest by the fifteen participants

Projects List 1

1. Fishing Demographic
2. Tourism Potential Assessment
3. Traditional Skills Assessment
4. Youth Summer Camp Assessment
5. Wild Berry Assessment
6. Information Technology Assessment

Projects List 2

1. Education Cooperate Program
2. Municipal Radio Feasibility Study
3. Municipal Web Page
4. Career Development Manual
5. Skills Audit
6. Craft Fair

OUTCOME OF WORKSHOPS/SESSIONS

PART II

Adult Education

An information session regarding Adult Education was held on September 29th 2003 with a Representative from the Commission Scolaire du Littoral

Admission Criteria

- Must be 16 years of age
- Cannot be registered in the youth sector as of September 31st

Fees

- \$ 20 registration fee
- \$ 1/hour if a student already has their high school diploma

Compulsory courses

- Need French and English level V, as well as 36 optional credits

Popular Education

- In the past we've given Tae-bo, sewing, etc
- Opportunity for self employment

Professional Training

- Construction safety
- Fishing master class IV
- Professionalization program

Vocational Programs

- Current status, history and mandates
- Why not on the Coast?
- Possible future programs such as carpentry, secretarial and computer support
- Not all programs can be offered on the coast
- Need pre-requisites, usually Sec IV

High School Equivalency Exam

- Need to pass five exams
- English and French are compulsory

Preparing for the Workforce

A workshop was held on October 27th, 2003, a follow-up was held on November 03, 2003, by a representative from the Carrefour Jeunesse-Emploi.

The Carrefour jeunesse-emploi de Duplessis was established to help youth from the ages of 16 to 35 to help find jobs or help youth with their future decision making. Also, the Carrefour Jeunesse Emploi offers a variety of job searching tools, such as a Resume Bank, for easy access to available employment, free access to computers, printer, internet and phone. The organisation distributes a monthly communiqué to better knowledge every one of what is available; you can also become a member of the Carrefour jeunesse-emploi (CJE). The website is www.cjed.qc.ca

There is currently a new program called “Solidarité Jeunesse”, for individuals who are receiving social assistance, this program began in December of 2000, however, it has been in the works two years before. It is totally the individuals choice to accept or refuse this program. Through this program, the individual will be working with a counsellor for three (3) months. Following there will be an intense training session with regards to the field of the person (i.e. starting your own business). By being a part of this program, the person receiving social assistance will be entitled to more on their monthly cheque. There are more people using this program and it has been very effective for each individual.

The Carrefour jeunesse-emploi de Duplessis main office is located in Sept-Iles, there is a Director, Counsellor's, Secretary/Accountant, a Job Bank, and all other services. The CJE is currently in the process of planning an exchange, this will be beneficial to all of the communities along the Lower North Shore, it will help to enhance the knowledge of other communities, it is a culture/language exchange to combat youth dropouts. This exchange will take place with the clients of the Lower North Shore, Minganie, and Fermont.

Persons interested in giving a workshop, have research techniques or interested in entrepreneurship, was invited to contact the CJE Website.

Self Esteem

Context

The workshop participants were 15 adult learners, including 2 administrators, involved in the *Fisheries Assistance Project* through the Coasters' Association.

How the session unfolded

This hands-on, experiential workshop was met with a high degree of enthusiasm and involvement by all participants. Facilitating a series of individual, paired and small group activities, the Facilitator engaged the participants in reflective activities, public speaking and discussions designed to get them doing, being and reflecting on self-esteem and the many issues around it.

Results of the small-groups brainstorming around the issues of self-esteem:

The learners were asked to define self-esteem—here is how they did this:

Being confident by doing, helping others, making choices.

Accepting who you are.

Being truthful

Believing in yourself

Being able to accept constructive feedback

Having enthusiasm to achieve your goals

Being comfortable in public, around people, speaking and the ability to express yourself.

As a group, we next brainstormed the following questions:

“What challenges our self-esteem?”	“How can we overcome these challenges?”
<i>Fishing industry being closed</i>	<i>How to get the fishery reopened</i>
<i>Being in school as an adult</i>	<i>Make the most of being in school</i>
<i>Frustration of not being able to do what you want to do (fishing)</i>	<i>Can still go sports fishing while finding something that you like to do</i>
<i>Being criticized</i>	<i>Accept people the way they are, realizing that I can only change me</i>
<i>Changing jobs</i>	<i>See job change as a positive challenge and having a positive attitude</i>
<i>Watching people leave the community</i>	<i>Being able to accept it and create more jobs so people can stay in the community</i>
<i>The fear of failure</i>	<i>Create new businesses</i>

<i>Having to work for \$10 an hour</i>	<i>Request higher pay for project workers</i>
<i>Public speaking</i>	<i>Getting more involved (more workshops)</i>
<i>Education</i>	<i>Go back to school, self-training, reading, writing</i>
<i>Spelling</i>	<i>Ignore what is not important, deal with what is</i>
<i>Language barriers</i>	<i>Have more communication with people who speak other languages</i>
<i>The fear of failing</i>	<i>Learn from your mistakes</i>
<i>Not being able to reach other peoples' expectations</i>	<i>Take other peoples' opinions more seriously</i>
<i>Not being confident in your decisions</i>	<i>Take more time to think before you act</i>
<i>People who think negative</i>	<i>Express your opinions to them in a positive way</i>
<i>No work—closure of fishery</i>	<i>Create jobs outside of the fishery</i>
<i>Everyone knows everyone</i>	<i>More involvement of people</i>
<i>Misconceptions</i>	<i>Better understanding [of] the issue</i>
<i>Boredom (lack of activities)</i>	<i>Implement more activities</i>
<i>Communication channel</i>	<i>Good communication plan</i>
<i>A lot of negativity</i>	<i>Need trades (no trades available in our schools to keep young people in school)</i>
<i>Positive actions sometimes overlooked</i>	<i>Create more jobs</i>
<i>Education and employment opportunities</i>	<i>Workshops to help people to communicate</i>
<i>Feelings not being considered</i>	<i>Try to understanding of what people are thinking</i>
<i>Fear of expressing true feelings</i>	<i>Learn to deal with criticism</i>
<i>Criticism</i>	<i>Getting people more involved</i>
<i>People judging others</i>	<i>People have a lack of confidence, which needs to be taken care of</i>
<i>Negative thinking</i>	<i>Think happy</i>

<i>Judging your own self</i>	<i>Need to build more confidence in yourself</i>
<i>Education</i>	<i>More involvement from parents, community</i>
<i>Criticism</i>	<i>More workshops on public speaking</i>
<i>Jobs</i>	<i>More entrepreneurs and leadership</i>
<i>Isolation</i>	<i>More access to outside (transport, technology)</i>
<i>Health</i>	<i>Better community sense or awareness</i>
<i>Public speaking</i>	<i>More workshops on public speaking</i>
<i>Gossip</i>	<i>People need to get along better</i>
<i>Personality (confidence)</i>	<i>More humor</i>

Summary of Brainstorming and Group Discussion:

The main issues that surfaced during this session were public speaking, fear of criticism from others and the need to upgrade skills given the closure of the fisheries. Learners agreed that they need to do as Susan Jeffers (1987) says: “Feel the fear and do it anyway,” as a means of taking positive action towards making change within themselves and their community.

Learners brainstormed alternate career choices, talked about the lack of adult learning opportunities around their community, and made some suggestions for trades training in the population. These suggestions included: sports animation, electronics, cooking, mechanics, business/entrepreneurship, French and other languages, carpentry, secretarial, welding, hairdressing, heavy equipment, and computers.

Formative and Summative Evaluation

Fifteen participants completed an evaluation given by the Facilitator at the end of the session. Here is a breakdown of their responses, by question:

Recommendations

Given that this is a very hands-on, rural community of learners, any future workshops should be experiential with lots of activities and group discussion, as opposed to straight lecturing.

Despite their admitted fear of public speaking, this activity should be part of each learning experience, as a means of boosting confidence. When workshops are given, these must be interactive, with participants presenting their ideas to each other from group work and through group discussion, as a simple means of practicing public speaking.

These learners, being articulate and aware of their needs personally and as a community, must now take positive steps to move forward with their goals. And this, in itself, will build positive self-

esteem. Easier said than done given the present closure of the fisheries, but with the goal of finding new ventures, and being willing to take chances despite the potential for criticism from others in their families and community, these learners can move forward and evolve, personally and as a group.

Community Capacity Building

Community Capacity Building (C.C.B) Workshop was held by the Director of CEDEC on September 17th, 2003

Objectives

- To provide participants with an opportunity to explore community development & C.C.B
- Gain a better understanding of the information around community development & C.C.B
- Spark, rekindle, and revive interest in community development.

Community Development

Take the time to have a vision/dream or wish of what you see in your community 10 to 15 years from now.

- Route 138 all along the coast
- Entertainment facilities
- Senior center
- Arena
- Bigger population
- More jobs
- Public gym/malls/pool/
- Golf club
- Yacht/ Marina
- Tourism/historical attractions
- French (in schools and in community)
- Fast maritime link
- More tourism
- Better government program
- Paved roads in the municipality
- Summer camps (youth)
- More infrastructure
- Natural resources opportunity
- More entrepreneurial activities
- Snowmobile trail
- Wharf in Old Fort (deep sea port)
- Better climate

What does Community Development mean to you?

- Working together for the future
- Strong leadership
- To better themselves/community/future/
- Understand the need of the community and work together
- Bigger & better economy

- Suitable population/youth retention
- People

Community

Not just a geographical location, community can mean language, culture, beliefs, interest, religion, etc.

Development

Is not just growth or expansion, more simply it means change.

A Community Development process takes charge of the circumstances & cause that can influence a community and changes the quality of life of its members.

Community development is a tool for managing change.

It is not a quick fix or a process that occurs in isolation from other community activities, nor is it a process that excludes community members.

Communities working together need to:

- Be reliable/sociable/patient/responsible
- Communicate (with themselves, other communities)
- Overcome language barrier
- Tolerate differences/inclusion
- Not criticize each other
- Create more strong leadership
- Cooperate
- Respect others
- Plan
- Maintain economy
- Have more youth involvement/youth leaders
- Link/network
- Build on common concerns/needs
- Understand/create partnerships
- Have trust
- Honesty
- Empowerment

Community Resources (What do communities have?)

- Natural (water, mining, wildlife, tree, plant)
- Human resources (lifestyle, skills, careers, cultural, languages, history)
- Infrastructures (municipal, educational, wharf, marina, ball field, communication)
- Financial (fundraising, government, private investors business)

Key ingredient for success

- People

- Long term vision/patients
- Confident
- Good communicator
- Leaders
- Educated (understanding of concerns)
- Multifunctional
- Resource people
- Talented people/artistic
- Business people
- Positive outlook
- People who work with others
- Good attitude
- Realistic
- Reliable
- Decision maker
- Trust worthy
- Committed/devoted
- Critics
- Politician/municipal involvement commitment
- Spiritual/believer
- Courageous
- Flexible
- Good public speaker
- Persistent

Community Development is about community building and how we do it is as important as the goal we want to reach. It's a "grass roots" process which communities:

- Become more responsible
- Organize & plan together
- Create options
- Empower themselves
- Reduce ignorance/poverty/suffering
- Create employment and economic opportunities
- Create better quality of life

What is Community Capacity Building?

- Sharing ideas
- Working together
- Job creation (for fisheries)
- Chain of building within the community
- Look at your community and its assets and how to build on it
- Maintaining population base/increase
- Developing alternative work force

- Communities working together
- People working for the community

Capacity is simply the way & means needed to do what has to be done

- Skills
- People
- Plans
- Commitment
- Resources
- Etc

All brought to the process to make it successful.

Why Communicate?

- To keep people informed
- To reduce conflicts
- To influence partnerships
- To keep the momentum alive/gets people going
- To get to know each other
- To succeed
- To educate/understand
- To share ideas

Why partnerships?

- Allows different point of view
- Look at the broader picture
- Improves linkage/networking
- Access to more resources
- Access to more information
- Better planning process
- Bigger commitment to succeed
- Shared responsibility
- Understand what you don't know
- Process/development itself

What is the outcome/purpose of Community Capacity Building?

- Stronger/more leadership potential
- Bigger population
- Awareness/understanding of community need
- Create jobs (inflation)
- Better quality of life
- Community involvement
- Variety of people (immigrants)

Community Readiness check list

If the community is not ready what can be done?

- Inform the community

Inform the community by:

- Action is needed/move forward, others will become interested
- Focus on the ones that are interested and go ahead
- Talk to people/spread the good word
- Inform others
- Prepare more public meetings/workshops
- Change the way of thinking
- Support municipalities
- Show examples
- Working together/partners
- Voice concerns/opinions
- Surveys/questionnaires/publications
- Understand our crisis/situation
- Organize a group/committee

Building support for community development is a long process it is better to make sure the community is ready, than to try community development and fail.

The term Community Development has been defined to be called the planned development of all aspects of community well-being (economic, social, environmental, and cultural). It is a process whereby community members come together to take collective actions and generate solutions to common problems.

There are no absolute definitions, and rarely does everyone agree on the precise wording of terms that are commonly used. There may be different and even better definitions than these, and these too will change over time, that's the nature of working in the community with people and learning better ways of expressing ourselves.

Although very closely related, Community development and community capacity building are not the same. Some might argue that you cannot have one without the other, and they may be right. Principles and values are a key part of community development & community capacity building, it should be based on:

- Respecting people
- Improving quality of life
- Appreciating & supporting cultural differences
- Being a good keeper of land, water & wildlife
- Supporting local business/organizations

Community Development Action Plan

What have I learned that I will use in my community?

- Ways to help the community
- How to be a leader
- New ideas
- Need to diversify the economy
- Working together (benefits)
- Working as a group
- Computer skills
- Community need to be more involved
- Individuals need to be more involved
- Importance of communication
- Need to start action
- Be committed
- Learn to focus
- Assessment
- Better understanding of what is happening

What are the questions for which answers must be sought out?

- Why there is no community involved? (fishery, etc)
- Who wants to be involved in community development?
- Who is responsible to pass the message?

Who (else) should be contacted about community development in my community?

- Municipality
- Schools
- Business people
- Regional/local organizations
- Youth/senior
- Church group

What should we be doing towards community development?

- Helping out
- Understand the process
- More involvement/volunteering
- Taking an interest
- Sharing knowledge/understanding
- Commitment
- Follow through

What skills or knowledge do I, or my group, need to acquire to more effectively apply community development?

- Public speaking skills
- Computer skills/office learning
- Communication skills
- Finance managing skills
- More awareness of what is happening in community
- Business plan/project plan
- Leadership skills

What should be my/our next steps?

- Steps to starting a business
- Get more people involved
- Community meeting
- Team work
- Critics
- Learn to overcome isolation
- Face challenges

Social Development Plan

An information session on the Social Development Plan on November 3rd 2003, was held by the Director of CEDEC.

Mission:

As the Lower North Shore is increasingly opened to the influences of the outside – the province, the country and the world- the communities of the LNS are facing a variety of difficulties.

The decreasing population, the economic instability, the lack of infrastructures, the lack of services and the threat of losing their identity, poses the question ‘what will be the future for the population on the coast. This seems to be a genuine and mounting concern for many people on and off the coast.

Talking about the dilemma does not solve anything. People must be given a voice to share their opinions and ideas. They must be provided with an opportunity to become involved.

There is a wide agreement that we do want the coast to survive, we need to ensure that there will be a decent quality of life for the years to come, we would like to attract our children to return to the place they call ‘home’. We will need to focus on our strengths, look for opportunities to build on, and encourage entrepreneurship and investments.

There is a concern that if we don’t act now, we will lose our identity, our way of life, and our future, which stretches along this shore that is richly anchored in its heritage and culture.

To achieve this we need the encouragement, support and guidance, from our local communities at the grass-roots level, all the way to the government at the top.

A number of meetings have taken place in the search for a starting point. Representatives of business, organizations and municipalities as well as individuals have joined together to begin discussions and debates. This group has committed itself to initiate a strategy with the aim to promote the development of the Coast, socially and economically. This group realizes that a social plan for the LNS can be developed only with a genuine involvement of its population. This group believes that a long-term development plan can be successful only if the people take ownership and share the vision.

People and their communities must have a say in their future, a plan for the people must come from the people who will have to establish the guidelines in this pursuit:

- A common understanding of the present activities
- A common understanding of the needs
- A common vision – for each community
- A common vision for the Lower North Shore

Our mission is to build a strategic umbrella plan for the Lower North Shore taking into account the common needs and ideas of individuals and communities.

OUTCOME OF WORKSHOPS/SESSIONS

PART III

Starting of a Business

An information session was given on starting a business by a representative of the Local Development Centre

The Business Plan

- Laying down the foundation for success

Points that were discussed during the workshop

- Glossary of Administration & Business Plans
- Components of a business plan
- Break even point
- Test of evaluation
- Entrepreneurial evaluation
- Character traits of an entrepreneur
- Characteristics of success

Entrepreneurship

An Entrepreneurial Approach to Community Economic Development on the Lower North Shore, the LNS CEDEC through a partnership between the Community Table and the Dobson Legasse Entrepreneurship Centre was able to bring its Director, David Rittenhouse, to St. Paul's River to work with the two (2) project groups to explore more fully the potential and the requirements to progress for the selected projects. Mr. Rittenhouse is an experienced consultant in business development and planning, as well as, being the director of the entrepreneurship centre.

During his time in St. Paul's River, Mr. Rittenhouse shared his knowledge of entrepreneurship, examined many of the ideas for business opportunities and suggested means to further solidify the potential of the ideas. He also provided individual guidance of how the projects might be progressed to fully assess their potential. Several projects were felt to have immediate potential. Others were thought to be longer term and suggestions were made as to the planning detail needs of such initiatives.

The Process

Mr. Rittenhouse has provided a guide to assist residents with a process to further examine all opportunities and bring many of them to fruition. This process would further refine those opportunities with real potential and identify how the others, with more work or modifications, might be viable. It is an approach which could be used in any community facing a similar crisis such as St. Paul's River. It would, as well, denote those that simply are not feasible. Similar workshops as carried out in that community could be offered in other communities as a preliminary step. An agenda for a short workshop process has been attached as an appendix. The entrepreneurial approach as outlined below covers eleven basic steps.

- Preliminary Consult With Community & community profile
- Idea Generation Exercise
- Potential Community, economic projects
- Quick Screen to identify
- Higher potential opportunities
- Immediate, short, longer term
- Superior Opportunities identified
- Feasibility One
 - Sustainable
 - Achievable
- Feasibility Two Identify team and resources Required
 - Mentor, advisors, expert, partner Recruiting begins
 - Business Planning Teams launch planning process against market driven deadlines
 - Identification of potential public funding sources
- Planning research begins
 - Industry profile
 - Market/competitive research
 - Distribution analysis

- Identification of potential private investors. Approach requires detailed financials and legal corporate structure
- Secure funding
- Launch

Moving Forward

A more detailed process has been outlined for St. Paul's River which takes into account the work accomplished there to date. It is felt that steps one through five in the above guide have been accomplished. A more detailed guide has been developed for St. Paul's River. It is suggested that the starting point for this community would be in step three where the approach begins with the serious work of establishing the feasibility of developing the opportunities that have been identified and researched.

It is recommended that Dobson Legasse Centre assist with the in-depth review of these "opportunities" and provide access to senior students who could guide and facilitate the local people in their work. Other resources would be engaged as and when required through the collective contacts of the Dobson Legasse Centre, and The Community Table and the seven government partners with whom it works.

The following project process will be used for St. Paul's River (the starting at point, as indicated, would be item number three):

St. Paul's River Opportunities:

Idea generation:

- What resources do we have, what products do we make, what services / expertise do we provide that we could export
- What products, resources, services, expertise do we import that we could provide ourselves

"Quick Screen" of ideas to identify immediate, short, medium and longer term OPPORTUNITIES. Opportunities identified:

- Kelp, harvesting, processing; packaging and distribution to wholesalers, major exclusive end users. R&D potential with University of Sherbrooke Engineering backup re pharmaceutical and food grade products and patent able process and technology/devices
- Wild berries harvesting, processing, freezing, distribution of frozen and processed products, local tourist sales of preserves, distribution of preserves to selected retail chains
- Boat building, and wood furniture components sub contracting
- Craft production for distribution to specialty retailers
- Peat products, processing, packaging, distribution to wholesalers
- Pulp harvesting, shipping to Corner Brook
- Lumber harvesting, saw mill operations, shipping to major retail chain
- Halibut Aquaculture, and processing
- Craft Micro Brewery
- R & D re use of Peat Moss water filtration capability for pork production

Tourism Opportunities

- International marketing of St. Paul's River, local rivers and protective archipelago (Including Bonne Esperance Island and Salmon Bay) as:
- Wilderness / eco tourism destination
- Superior sea kayaking site
- Superior salmon and trout fishing destination
- Potential to partner with Europeans to construct high end Sport fishing facility
- Potential to develop following archaeologically confirmed "North America..at the beginning" sites. Genuine potential to work cooperatively with Viking and Basque sites in Newfoundland to create a world destination site :
- Basque Whaling site
- Jacques Cartier settlement
- Early fortification
- Eskimo and Indian sites including cave drawings and writings

Feasibility: Analysis of opportunities to determine

- Sustain ability: If sustainable
- Is it Achievable, here, now?

Teams. If opportunity is sustainable and achievable identify team needs:

- Name local persons with knowledge, experience, expertise, abilities, required to seize opportunity
- Identify Local Lead entrepreneur with passion and will to succeed
- Identify additional Technical, Professional, other expertise required
- Identify potential partners that will benefit by relationship
- Identify potential mentors and advisors

Resources

- Identify financial resources required to succeed
- Identify material space and other resources required to succeed
- Identify resources to be supplied locally
- Identify resources which must be sought externally
- Identify public investment/finance/granting sources
- Identify private investment sources
- Time required to seize opportunity

Business Planning Initiative

- If Lead and key team members in place, if resources identified and potential sources named, work on Business Plan can commence
- Industry analysis
- Market/competitive analysis
- Distribution analysis
- Projected cash flows years 1-3; time to positive cash flow; break even analysis
- Cash requirements projected:
- How much

- When needed
- For how long?

Unfolding of Aqua-culture

The fishing and aqua-culture development agent for the Lower North Shore explained the role of the Local development Center (CLD) in the context of fishing and aqua-culture development for the area and gave a brief overview of the type of the responsibilities implied by his mandate.

A brief overview of Aqua-culture industry was presented to the participants, where it can be seen that since 1999 world production is increasing at a fast rate (77% per year). While Canada's part is constantly decreasing (17% in 1991 to 6% in 2001). As far as the province of Quebec is concerned it is trailing behind, its proportion of the Canadian aqua-culture production being 1%.

Following the topics related to implied investments markets evolution (size and price) and types of products were discussed. A quick presentation of some of the training courses in the domain was also covered.

The process of raising aqua-culture was presented. Different government programs and responsibilities were discussed and some documentation was left for those interested in looking further into the subject matter. A final statement was made to the effect that aqua-culture development both scientific and economic activity in which some aspects (filtration, waste disposal, marine water temperature and recirculation ,etc.) have to be looked at very seriously by the promoters and that the technical advice and help was a must.

Tourism Development

The tourism agent of the Local Development Centre visited the workers group of the Coaster's Association in Saint-Paul's River on October 15th 2003.

The main objective of the visit was to speak about and explain the strategic tourism development plan that was recently produced by the QLF Foundation.

A few questions were received concerning the «plan», mainly from the group in charge of a tourism project.

The biggest part of the day was used for the discussion concerning this topic. After lunch, each of the individuals presented themselves and talked about the project on which they were working, discussed the general services offered by the CLD and its measures.

To finish, a few individuals had personal questions, their questions were answered.

Traditional Skills

On September 29, 2003, Serena Etheridge of the Quebec Labrador Foundation made a presentation to a group of local fisher-people regarding traditional skills, local heritage, and tourism initiatives. Basing the discussion on a project managed by the QLF, entitled the Traditional Skills Network, the intent of the presentation was to help people reflect on the value and the importance of preserving local heritage. Similarly, it was intended to demonstrate an aspect of our culture that was assisting with the development of local jobs and the enhancement of the tourism industry.

The presentation included the following topics:

- Traditions - reflections of our local history (ex: fishing, dog teams, etc.)
- Importance of preserving traditions, local values
- QLF's role through the Traditional Skills Network (TSN)
- History, goals and description of the TSN
- Importance of involving our youth
- Strategies and tourism / needs and markets
- Creating and selling traditional crafts for tourism
- Products, markets, materials, patterns, pricing, promotion
- Customer Service
- Communication and local education
- Significance of products to local heritage
- Other TSN ventures
- Summarization and Question Period

The basis of discussion was the Traditional Skills Network - a project that was established in 1998 with the goal of creating local employment, entertaining and informing visitors, increasing resident awareness of local history, and developing a series of products that reflect the culture of the region. With the intent of showing the variety of skills that are available in the region, there were many different crafts that were presented to the group, relating to local traditions. In effect, hand crafted model boats, knitted goods, embroidered items, sealskin products, and a variety of other traditional crafts helped to demonstrate the various aspects of our culture that need to be preserved. Likewise, it demonstrated how people are making a livelihood from creating such valued crafts, and how increasingly important the tourism industry has become for the local economy.

The presentation included interactive segments whereby participants were able to take part and play an integral role in relaying the message of the presentation. As such, they took part in a small skit, small group presentations, and in various exchanges and informal conversations.

Overall, it seemed to be a productive session, with many questions and ideas brought forward. The Quebec Labrador Foundation was therefore very pleased with its outcome, and the amount of interest that was generated toward the preservation and promotion of local heritage.

Many thanks to the organizers for allowing QLF to take part and contribute to such an event.

Transboréale Company

On September 4th 2003, representatives of the company met with the fifteen participants and did a power point presentation on Transboréale. The project consists in the year round operation of two cruise ships that can accommodate both cargo and passengers.

The main network consists of thirteen year round ports of call between Montreal and Goose Bay and can be covered in twelve days .

The cost for one traveler ranges between \$ 180 and \$ 400 per day. Cargo rates are, for their part, 10% to 20% lower than land transportation charges.

The project also includes a second navigable itinerary of 800 km, served by a smaller ship. The secondary network consists of twelve year round ports of call between Baie Comeau and Blanc Sablon, and represents a solution to the transportation problems of the Lower North Shore, as well as an avenue for its economic development.

The Transboréale Cruise project will offer all cruise passengers an opportunity to discover the scenic, cultural and historical attractions of a year round destination of rare beauty. The project affords structuring assets for the economy and constitutes an international showcase for the development of the host regions.

The cruise market is the one segment of the world tourism industry that has and will continue to experience the fast growth. Target clientele are international cruise passengers, visitors to the country, Canadian residents in either tourist or utilitarian mode, and cargo shipping.

On the whole, the Transboréale Cruise project is ambitious yet, more importantly, it is structuring for the economy of both Quebec and the Maritimes. It enjoys the support of numerous players in the economy and the tourism industry and its implementation coincides perfectly with the aspirations of host communities.

Presentation LNS Economy

The Director of Community Economic Development Employability Committee gave a power point presentation to the fishery participants, in St. Paul's River on November 3rd, 2003 regarding the economy of the Lower North Shore.

If further information is required, or to obtain a copy of the presentation, please contact:

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**OUTCOME OF WORKSHOPS/SESSIONS
PART IV**

Development and Management of Projects/Initiatives (Part I, II,&III)

Introduction

The philosophy of the program was to provide the tools and create work for the people in the fishing industry, and to develop an action plan.

The accomplishments of the program were to enable those affected by the fishery crisis, to search for ways and means in finding alternate employment opportunities, and to find a path to acquire work experience.

The overall goals were to encourage the fishers and plant workers to develop long term planning, to take ownership of their community, and to help them to realize the personal benefits of being involved.

Goals and recommendations of the workshops/sessions

Visioning session, Development of an action plan, Producing results through the development of leadership skills:

Goal: Increase leadership skills

Recommendation: Hold a workshop around public speaking, how to plan and prepare a speech, how to make a presentation.

Community capacity building

Goal: Involve the population in the planning for their community's future

Recommendation: Organize a workshop on communication, and develop a plan.

Info on starting a business, business plans - entrepreneurship

Goal: Build a business plan and gain knowledge about entrepreneurship

Recommendation: Conduct a feasibility study on the existing businesses, the stats of success, and look into the possibility of starting a community co-op.
Create a career/business access manual

Process of creating an aqua-culture industry.

Goal: Develop and process new species

Recommendation: Collect all the information/reports on aqua-culture, its successes and failures. Look into the possibility of starting a co-op to operate the fish plant.

Adult education

Goal: Complete high school leaving

Recommendation: Be given the opportunity to obtain a high school leaving certificate, while acquiring work experience. Establish an education cooperative program

Traditional skills

Goal: Identify local traditional skills

Recommendation: Form partnership with Quebec Labrador Foundation, and organize a

meeting to further seek ways to advance this initiative.

Presentation on Transboreale

Goal: Improve local transportation and increase the influx of tourist

Recommendation: Transboreale should take into consideration when finalizing their plan to stop at all ports-of-call on the coast. The wharf in Old Fort should be re-constructed.

Self-esteem Goal: Build self-esteem.

Recommendation: Hold a one week workshop at the beginning of the project.

Tourism Potential

Goal: Promote and market the tourism potential in MBE

Recommendation: Establish a partnership with the CLD, the MBE and devoted community members to encourage and expedite the evolution of tourism in the communities of Old Fort, St. Paul's River and Middle Bay.

Preparing for the Workforce

Goal: Prepare for new endeavors

Recommendation: Each individual in the fishery should have the opportunity to create a resume to prepare themselves for future employment.

Evaluation and Follow-up to the Objectives & Activities of the program

Goal: Ensure that the objectives & activities of the program were achieved

Recommendation: The initiatives identified to achieve these objectives must move forward, and be carried out.

Development of a Personal Plan

Goal: Produce individual plan of actions

Recommendation: Each individual in the fishery should have the opportunity to plan for their future, to understand the importance of setting goals for themselves. Such information could be applied to long-term planning.

Social Development Plan

Goal: Increase awareness of community issues

Recommendation: The community should be more involved in the planning of initiatives. Language issues, Education (high drop out rate), Trade school, French immersion, Youth Exodus, Health issues (aging population), are all major concerns of this municipality. An individual should be hired, full time, to work on social development issues in MBE.

Presentation of the LNS economy

Goal: Promote and market the LNS

Recommendation: The people from the "outside" are not educated of our region, the Lower North Shore. The presentation is an excellent tool to build awareness of

the area. The population of the coast, as well as people living off the coast, should be given the opportunity to see this slide-show.

Finance Management/Spreadsheet training

Goal: Create and balance your budget

Recommendation: Each individual in the fishery should have the opportunity to take a course in finance management. This course is very beneficial in making financial decisions.

Office Management

Goal: Acquired experience in an office setting

Recommendation: For those individuals interested in working in an office environment, a one-week course (or longer) should be provided, in order to receive an intense training in areas that would be beneficial for future employment.

Computer Training

Goal: Upgrade computer skills

Recommendation: Additional training be provided and a full internet training course be given. Also, training to create a web page would be very beneficial in promoting and marketing the communities of the MBE.

Development and Management of projects/initiatives

Goal: Evaluate each session/workshop and realize follow-up activities, develop a goal and recommendation for each project/initiative

Recommendations:

- A one week public speaking/leadership workshop - in order to develop self-assured community leaders;
- A communication workshop, following by a two week planning session to develop a well defined communication plan for MBE;
- A one week self esteem workshop, given at the beginning of the project;
- Additional computer training, including a full course on internet training and the creation of a web page;
- One week training at the Coasters office for the participants interested in this field of work;
- The participants should develop, along with the Coordinator, the calendar of activities at the beginning of the project.

Project Proposals

Assessment of the Needs - Fishers and Plant Workers

The participants believed that it was a priority to carry out a pilot project for the Municipality de Bonne Esperance, to identify the needs and opportunities of the fishers, plant workers and businesses directly affected by the fishery crisis. It was also strongly expressed to include the Zone 13 fishers that live in other municipalities, and taking into consideration the licence holders - half of the crew lives in another municipality (BS). The questions of the survey should ensure that the concerns of the fishers and plant workers are well documented. Each fisher and plant worker should be met on an individual basis. The fishers and plant workers, collectively, should be given the opportunity to have input in the final report.

The project was forwarded to the Department of Fisheries and Oceans and Canada Economic Development, and modifications were requested. An alliance was established with the Fishermen's Association, Multi-Species Association and the Municipality de Bonne Esperance, their organizations, and the results will be a working tool for long term development. If accepted two people will be employed to work at the Coasters office in St. Paul's River. The jobs will be posted and the candidates selected by the Coasters Executive Committee.

Wild berry Assessment

A pilot project to develop the wild berry sector in the Municipality de Bonne Esperance, and later shared with the other municipalities on the Lower North Shore, as it is an essential component in the economic diversification efforts of the region, was produced and the application was submitted to Canada Economic Development.

A meeting was held with the resource people (ie: L'Office Baie du Savage and Centre de Recherche du Buisson), to ensure that the activities were in line with their respective mandates and will assist their initiatives/projects that are in place, without duplication. A working partnership was formed with the two organizations, L'Office Baie du Savauges and Centre de Recherche du Buisson.

The Agriculture and Agrifoods Canada (AAC) ministry was approached for funding in support of this initiative and they suggested that a formal application be submitted to them. Canadian Heritage (CH) could be a possible partner under the IPOLC program. It was decided that an application be sent to AAC & CH, following the needs assessment study, to request funding for long term initiatives.

Technology Assessment

The objective of this project is to carry out an assessment of the current levels of information technology infrastructure and resources as the first step in developing an investment and implementation program for information technologies in support of the economic diversification of the MBE.

This project was supported by the HRD Community Table and Quebec Farmers Association. The project was forwarded to Industry Canada. If accepted, the job will be posted for one person. The person hired must have a degree in computer programming or equivalent to it, or experience in that feild. Partnerships will also be formed with Commission Scolaire du Littoral and Centre de Santé de la Basse Côte Nord.

Tourism Development

This project was to identify the needs of the businesses, identify the sites and activities to attract tourist to visit the MBE.

The project was forwarded to Canada Economic Development, and potential partnerships were identified, the Tourism Development Corporation and the Local Development Center. The activities proposed on this project must compliment the mandate of each partner organization. Communication was made with the Local Development Center, and the needs outlined in the project were already researched and documented into the tourism action plan, it was suggested to focus on

promoting and marketing, not more research. The participants proposed ideas for a new project application and it will be drafted and forwarded to the LDC and John Hull for their input, prior to forwarding it to DEC.

It was also suggested that there should be a research study to obtain all the archives that pertain to tourism development on the coast, and display all of this information at one center.

Youth Summer Camp

The goal of the project was to carry out an assessment of the potential to operate a youth summer camp as an activity for local youth, to provide summer jobs for youth and to generate revenue from participants from outside the area.

This project is not within the mandate of DEC, it was submitted to HRD, and the future plans for this initiative will depend on the response of the HRDC to the proposal. Local partnerships will be established with Carrefour Jeunesse Emploi, CEDEC, Commission Scolaire du Littoral, CSBCN, Youth Coalition and the Municipalities.

Traditional Skills Assessment

The project's target was to carry out an assessment of the potential to build boats using traditional skills as a focal point for the establishment of a marina in St. Paul's River and as a complementary activity to tourism development.

This project is an initiative of the Quebec Labrador Foundation. A partnership was formed with Quebec Labrador Foundation, and a meeting will be organized in the New Year, 2004, to move forward the initiatives outlined in this project. The participants suggested that Quebec Labrador Foundation be approached to set up a branch office in MBE.

Education Cooperative Program

An important initiative to be developed, to assist the participants on the fishery assistance program, to give them an opportunity to complete their high school leaving, and to encourage the drop out students to obtain a diploma, whether it is a high school leaving certificate or a trade. This project proposal was rejected, due to the policies of Emploi Quebec.

Career/Business Access Manual

This project is believed to be essential, prior to starting a business. It was suggested to make a request to the LDC to conduct this research and create an info-booklet, outlining all of the businesses that have been established (funded) since their inception, and the success and/or failures.

Municipal Radio Station

Research the possibility of a sub-station, connecting with CFBS radio. Study the possibility with Community Economic Development Corporation of MBE to implement this initiative as part of the arena project. Involve Commission Scolaire du Littoral in this project, as it would benefit the students in launching and promoting some, if not all, of their activities.

Municipality Web Page

This project will be presented to the municipal office to create a Web Page to promote and market

the MBE.

Management and administration of projects

Direction

Develop long term projects/initiatives for the Municipality de Bonne Esperance. The pilot projects implemented in this municipality could be shared with the other communities on the coast. Training should be provided to individuals in order to carry out these initiatives. The support of other organizations is very important, and the community must be involved.

Financing

There should be pay equity, and a sufficient amount of money and time allotted to carry out all the tasks required for the completion of these projects. Funding should be given on a long term basis, not just for one fiscal year.

Hiring & Requirements

Ensure that the individual (s) is/are interested in the objectives of the project. The skills of a person and his/her involvement within the community must be taken into consideration. The job opportunities must be posted and the candidates should be from the Municipality of Bonne Esperance. The candidates should be provided with the necessary training to do the job. Once a person is trained, he or she should be given the opportunity to work on a long term basis. A good selection committee should be formed.

Criteria's

- Publicize the program within the community prior to the start-up of the project.
- Ensure that the goals and objectives are met in the time frame of the project, and sufficient funds are acquired
- Two weeks of basic training should be given to the candidates
- If a person is already trained and doing a good job, he / she should continue to be employed on the specific project
- A selection committee of three people should be formed, one from each community (ie: Old Fort, St. Paul's and Middle Bay) and the Executive Director of Coasters, as a resource person

Cooperative efforts

Fishery

Form a partnership with the Fishermen's Association and Multi-Species Association and develop an on-going contact with them, to start the needs assessment as soon as possible. This is a crucial project in order to be able to move forward with other projects.

Wild berry

Form partnership with the L'Office Baie du Sauvage and Centre de Recherche du Buisson to establish the project and create a development plan for the summer of 2004.

Tourism

Form partnership with the Tourism Development Corporation, Local Development Center and Quebec Labrador Foundation and organize a meeting with them, to study the prospects for the future

of this industry.

Technology

Form a partnership with the HRD Community Table and Quebec Farmers Association to launch this initiative. Involve the Commission Scolaire du Littoral and the CSBCN in this undertaking.

Youth Camp

Form a partnership with CJE, CEDEC, Commission Scolaire du Littoral and CSBCN to develop a plan to move this initiative forward.

Traditional Skills

Form a partnership with Quebec Labrador Foundation. Then organize a meeting with the Commission Scolaire du Littoral to request their contribution to this initiative.

Education Cooperative program

Form a partnership with the Commission Scolaire du Littoral and the Municipality de Bonne Esperance to support and assist with this worthwhile initiative.

Career/Business Access Manual

This project idea will be presented to the Local Development Center.

Skills Audit & Crafts Fair

It was decided to include these two initiatives in the Traditional Skills project.

Municipal Radio Station

Form partnerships with CFBS radio Blanc Sablon, Community Economic Development Corporation of MBE, and the Commission Scolaire du Littoral, to establish a local radio station.

Municipality Web page

This project idea will be presented to the Municipality de Bonne Esperance.

Communication strategy

Announce all information on local radio stations, publish in the newspaper and through public postings and create pamphlets. Use the internet (e-mail), fax network, individual mailboxes, telephone and door to door campaigns as message tools. Hold public meetings, kitchen meetings, form focus groups and carry out presentations in the schools.

Be organized, well prepared, develop a plan, display facts (clarify uncertainties) the appropriate contacts (know available resources), work as a team, ask assistance of trained personnel.

Government/Agency support

- Canadian Economic Development
- Department of Fisheries and Oceans
- Agri culture & Agri-food
- Canadian Heritage
- Secretariat a l'Action Developpement Commautaire

- Canadian Tourism Commission
- Industry Canada
- Human Resources Development Canada
- North Shore Youth Fund
- Quebec Youth Fund
- Telus
- Hydro Quebec
- Local Development Centre
- HRD Community Table
- Quebec Farmers Association
- Quebec Community Groups Network
- Quebec 4-H Youth Club
- Labrador Friends
- Nordik Express
- Apollo Ferry
- Air lines (Regionnair, Quebecair Express)
- Local radio station - CFBS radio Blanc Sablon
- Coastal Publications

Community efforts

Community involvement through:

- Public consultations
- Building of resources available
- Provide understanding of the projects/initiatives
- Develop a better communication channel, organize an awareness campaign including school children and businesses
- Form partnerships

Benefits of involving are:

- Job opportunities (possible long term employment)
- Developing of personal skills
- Re-educating oneself
- Working as a member of a team

Potential Community Initiatives

The following chart outlines the possible projects and the potential resource people and the potential government partners.

	Possible projects	Resource people	Gov't partners
<i>Fishery</i>	Assessment of the needs of fishers & plant workers in MBE	Fishermen's Ass. Multi-Species Fisheries Mun.de Bonne Esperance (MBE) HRD Community Table	Department of Fisheries & Oceans Canada Economic Development
<i>Wild berry</i>	Assessment of the wild berry potential in MBE	L'Office Baie du Savage, Centre de Recherche du Buisson Local Development Center & MBE	Canada Economic Development
<i>Technology</i>	Assessment of the current levels of information technology infrastructure and resources in MBE	Quebec Farmers Ass. HRD Community Table Commission Scolaire CSBCN MBE	Industry Canada
<i>Tourism</i>	Assessment of the potential of tourism activities and support infrastructure for MBE	Local Development Center Tourism Dev. Corp. Quebec Labrador Foundation MBE	Canada Economic Development
<i>Youth Summer Camp</i>	Assessment of the potential to operate a youth summer camp in MBE	Commission Scolaire Carrefour Jeunesse Emploi, MBE CSBCN, CEDEC Youth Coalition	Human Resources Development Canada

<i>Education Coop Program</i>	Provide an opportunity for fishers and plant workers in MBE to complete their high school leaving	Commission Scolaire MBE	Canada Economic Development & Emploi Quebec
<i>Municipal Radio Station</i>	Assessment to establish a local radio station in MBE	CFBS radio Blanc Sablon Commission Scolaire CEDC & MBE	Local Development Center Canada Economic Development & Industry Canada
<i>Traditional Skills</i>	Assessment of the skills to build boats, as a complementary activity to tourism development in MBE	Proposal to Quebec Labrador Foundation	Canada Economic Development
<i>Crafts Fair - Promoting our Culture & Heritage (element of traditional skills)</i>	Organize a crafts fair in MBE, and include other municipalities on the coast	Proposal to Quebec Labrador Foundation	Canada Economic Development
<i>Skills Audit (element of traditional skills)</i>	Assessment of the traditional skills in MBE	Proposal to Quebec Labrador Foundation	Canada Economic Development
<i>Career/Business Access Manual</i>	Create an info-booklet of the businesses of the LNS funded in recent years and its successes & failures	Proposal to the Local Development Center	Local Development Center
<i>Municipal Web page</i>	Create a web page to promote and market the MBE	Proposal to MBE	Local Development Center Canada Economic Development & Industry Canada

TRAINING SESSIONS

Computer and Internet

A computer and internet training was conducted for the fifteen participants. They were placed in groups of four, and received three hours a week for ten weeks. Two programs were chosen and they became familiar with microsoft word, windows and internet. Instructions were given on adding web pages to favourites lists, for easy and quick access to various sites.

The sessions also included the basic usage of windows (ie; opening programs, sizing windows, scrolling, closing windows, finding files and folders, browsing, saving and coping work).

Also, illustrating how to use Microsoft Word and it various functions, (ie: spelling and grammar, bold, underline and italic, changing the appearance of document by changing fonts, alignment and formatting), were carried out. A report of 13 pages was produced.

Secretarial and Office Duties

Responsible

To provide training in basic secretarial duties and office to the fifteen (15) Fisheries participants on the Canada Economic Development Project.

Activities

E-Mail

Each participant arrived at the office in the morning and downloaded all e-mail for the Coasters Association by hooking up to outlook express, by entering in the password. Once the connection was made, the e-mail was downloaded, printed and distributed to the persons indicated.

Filing

The participants were informed that the filing system was an easy access tool to all information that would be received in office. A file system should always be managed in alphabetical order, with the acronyms first, followed by full words, this will allow the person a clear view point of where a specific file should be. An example of the main filing system cabinets situated at the Coasters Association follows:

Example 1:

A

- Atr
- Air labrador

B

- Bill 32
- Books

C

- CED
- CLD
- CLD (AGM)
- CLD (RURAL AREAS POLICY)
- CRTC
- CANAL
- CSBCN
- CANADA POST (Literacy Award)
- CANADIAN COUNCIL FOR THE ARTS
- CANADIAN HERITAGE.

Note that Canadian Council for the Arts, is listed before Canadian Heritage as the letter C in

Council comes before the letter H in Heritage. CED comes before CLD as the E comes after the L. CLD would be listed before CRTC, because the number of letters are counted, and so on.

All file systems are listed as they appear in the cabinet and each file label is printed in the exact same way, starting on the right justification:

File Boxes

The Participants were informed that the file box system used at the Coasters office was maintained for larger documents that would not fit into file folders such as books, reports, etc.. It was filed in accordance of topic; (ie: education, health, official languages, etc.). All documents filed in these boxes were also recorded, but were not listed in alphabetical order.

These number of boxes on different issues were recorded by the alphabet, Education was indicated by the number 1 and H&SS is indicated by the number 2.

Example 3:

Education 1A

- Adult Education Services
- Canada's School Net
- School Governance in Accordance with the Provisions of Bill 180
- Sector Competitiveness Frameworks
- We Ought to Know about Education Rights of Children

Education 1B

- Education Resource Book
- Joining Forces, Plan of Action on Educational Success
- Provincial Joint & Youth Report Draft Copy
- To Be Our Best, Learning for the **Future**

Health and Social Services 2A

- Centre de Sante de La Basse-Côte Nord
- Health and Social Services Training
- Quebec's Health and Social Service System a Puzzle
- Situation Overview of the Intellectually and Physically Challenged
- To Your Health...Health Canada Touching the Lives of All Canadians

Health and Social Services 2B

- Ageing and Independence
- Alliance Quebec a Medical Vocabulary
- Diabetes and Seniors
- Mise Au Point Les Ainé(e)s du Canada Une Vie Active et Engagée
- Move Through the Years a Blueprint for Action

Fax Machine

Normal Mode

The Fishery participants were shown how to use a fax machine and to provide them with hands on experience. Each person was given the opportunity to send faxes to various organizations, businesses, Board of Directors, when required.

Example 4:

The paper should be inserted face down on the indicated slot on the top of the machine; dial the number in the same manner as that of a telephone; press the start key.

The machine will dial the number, a ringing sound would be heard and then a sharp shrill, indicating that the fax would go through. If a busy signal, such as that of a telephone is heard then it meant that the recipient's fax was currently in use and they should try again later. A successful fax should end with one beep.

Memory Mode:

Also, a fax was sent by using the memory mode on the Coasters machine.

Example 5:

Insert the fax face down
Depress the super scan button,
Dial the number on the numeric pad
Press the start button

The machine will scan the fax as it slides through, then proceed to dial the number after the person has left the machine. If the fax number is busy, then the machine will continue to dial the number until it is accepted.

If in the event that a fax has not passed through, an activity report will be printed to notify what went wrong.

Numbers in Memory

It was explained that the fax could have numbers inserted to memory under the speed dial format or the one touch dial. Also a group dialling system can be installed so that one fax could broadcast to various organizations listed under a group number.

Example 6:

LDC is listed as group number one. It's number is indicated by the number one button on the one touch numeric pad. In the fax machine's set-up, all of the fax numbers of the Local Development Agents throughout the entire Lower North Shore are typed/recorded in. This is a quick and easy way to send a fax to five persons with the press of one button. This group dialing is set-up for the Coasters Board of Directors, Municipalities and Local Radio Stations.

Photocopier

A hands on demonstration was given by the participants themselves as they were directed to make copies under the following modes.

They were informed that the photocopier could make 20 separate copies of a 50 page report at one time. The report would be copied in the same order as that of the original report and be ready for stapling and binding once completed. This was called collated copying.

The photocopier could copy two (2) separate pages on both sides of one page. It could copy a two sided page on two separate sheets, a single page on a single sheet, and two sided on both sides of a piece of paper.

The photocopier had various page sizes, that could be installed in five different paper trays, 8½x11 in tray 1, 14x17 in tray 2, 8½x14 in tray 3, 8½x11 in trays 4, and 5. Also included on our photocopier was the 2 sided tray, no paper was inserted there as it was left open to flip the pages when being copied on both sides of a page.

Other features on the photocopier were the exposure of the copy light to dark or photo, the size of the document could be increased or decreased in size.

As with a computer, any information that was punched in, from collated to two sided copying, had to be saved before using. Otherwise a person would not get the desired effect.

Telephone Recordings

The participants were informed that when answering the telephone to always let the caller know where they have dialed (eg: Good Afternoon Coasters Association and announce themselves). They should always be cheerful so that the caller could hear the smile in their voice; therefore, making the caller feel comfortable in speaking with them. When taking a message they should have the name of the caller correctly written down, where they are calling from, the time, date, for whom they are calling and the message stated clearly.

Conclusion:

This was a very enjoyable experience for me, as I hope it was for the fishery participants. As I suggested prior to the beginning of this project that I preferred to train employees by explaining to them as they worked on a project or an initiative, I felt that they could gain better knowledge and understand more clearly with the hands on experience. They were quick to learn, easygoing, friendly, and a humourous group, who fitted into our office with ease.

They appeared to be extremely interested in how things were done, and how we operated within the Coasters Association office. Many of them commented on how the time moved much faster, when working on the different office jobs (checking e-mail, photocopying, filing, answering of telephones, etc.).

It was an enjoyable and learning experience, for me also. I found myself working with people of various age groups and that gave me the opportunity to get to know some of our younger generation.

I discovered a bit of what they liked and disliked to do with their future during discussion periods about everyday situations, that was held during coffee breaks. I hope that all participants fully understood how things were done at our office during their two days of training. I would like to wish them all the best in any future endeavour and would gladly assist any of them on any projects that they may decide to undertake. I would also, given the opportunity, provide this type of training to other project employees in the future.

Personal Finances

The Finance Officer of the Coasters Associations, conducted a training session to the fifteen participants. He assisted the participants with taking care of their day-to day finances in a responsible manner. There was a presentation regarding the importance of budgeting

also, a portion of the session was geared towards chequebook reconciliation, the participants were asked to do a sample of monthly reconciliation step-by-step. It was stressed by Mr. Buckle how important it is to verify their chequebook with their bank account statement.

Personal Finance Workshops

The objective of the Personal Finance Workshops was to demonstrate the importance of tracking monthly finances and the knowledge of how to do so. The topics covered were 'Preparing a budget' and 'Chequebook reconciliation.' Participants were split into two groups, which allowed for a more manageable number of people in each workshop.

There were considerable discussions about the Microsoft Excel program, during the first two workshops, as a way of keeping track of personal finances. This resulted in members of the group requesting a third workshop, covering 'Spreadsheets.'

Preparing a budget

The workshop focused on the management of day-to-day finances in a responsible manner, by preparing a monthly budget. Participants realized why preparing and adhering to a budget was so important, what information was required to prepare a budget and why this information was necessary.

Once everyone understood the importance of budgets, the participants completed their own budget based on the income they would receive while on the 'QFCAM' project. After seeing their expenses on paper, it became evident to all, of just how easy it is to overspend.

We discussed saving money, by adhering to a budget. Everyone agreed that keeping a monthly budget was important and said they would give it a try.

Chequebook reconciliation

This workshop focused on balancing a personal Chequebook. Participants were given a sample Chequebook and bank statement and then shown the proper way to perform a monthly reconciliation. There were discussions and stories, within the group, about occasions when the bank deposited too much money in an account or put money in an account for no reason. This was a great starting point for discussions on the importance of cheque book reconciliation. Once the group realized that the bank makes mistakes, they understood the importance of keeping track of personal bank balances.

Spreadsheets

There were considerable discussions about using spreadsheets, as a way of keeping track of personal

finances, during the first two workshops, resulting in a third workshop - on spreadsheets. The spreadsheets covered in the workshop were: Grocery list, Loan calculator, Dart averages, & Personal Budget.

Grocery List

The group worked with a customized grocery list, made changes and discussed the possibilities and advantages of keeping such a list. *Sample Spreadsheet Included*

Loan Calculator

The group worked with a customized loan calculator, entered data and discussed the possibilities and advantages of having such a tool. Explanations were given on the different formulas and cells required to prepare such a spreadsheet. Due to time constraints, we did not go into detail regarding actual formulas. This spreadsheet was a huge hit with the participants, since it allowed them to view the possible payments/interest on loans before actually going to the bank and applying for one. *Sample Spreadsheet Included*

Dart Averages

Since there were a lot of dart players in the group, it was enjoyable preparing a spreadsheet that would calculate dart averages. The group was given a document with data, to create a spreadsheet. After entering information from the sheet into the Microsoft Excel program we proceeded to discuss the formulas necessary to prepare a basic spreadsheet. Once the formulas were in place, participants changed scores and added new scores to see what would happen. All were impressed by their work, as the averages and totals would automatically change when they entered new data. *Sample Spreadsheet Included*

Personal Budget

During this portion of the spreadsheet workshop the group was given the Spreadsheet version of the Personal Budget they completed during the "Personal Budget Workshop." Explanations were given on how to group more than one spreadsheet, to create a workbook. The participants were then given time to enter data and see the results. *Sample Spreadsheet Included*

I enjoyed facilitating the workshops very much. Most participants were attentive throughout and displayed interest in all aspects. The older members of the group seemed genuinely impressed with themselves for learning something new. Especially the spreadsheet workshop on keeping track of dart averages, which I am certain, will be used by a majority of them - after this project is over.

RESULTS OF EVALUATIONS

Workshops and Sessions

Question	Response
1. What did you learn from the visioning session?	<ul style="list-style-type: none"> • Insights into Communication • Leadership • Working together • Exchanging ideas • Focus on our vision • Learned how to establish a vision and direction for the participants • Learned how to break things down into short term, medium term, long term
1.1 How will you use this information in the future?	<ul style="list-style-type: none"> • Seeking employment opportunities • Gained the knowledge to do up a project • Create projects for the future • To create more jobs in Bonne Esperance and expand the workforce • To create jobs for next year
1.2 Do you have suggestions for improvement?	<ul style="list-style-type: none"> • Continuation of training according to the need of future projects • Could of been longer • Too much information to absorb in a short time • More people working together • A few more visioning sessions
2. What did you learn about the computer training?	<ul style="list-style-type: none"> • Basic skills • Typing • Creating folders • Opening programs • Windows • Finding files • Microsoft word • Better typing skills

	<ul style="list-style-type: none"> • How to save information in different storage areas • Learned about different programs • Customizing task bar and desk top • Free programs • Word excel • Word perfect • Formulas • Graphics • Printing • Creating a table • Merging • Creating a chart • Typing letters • Margins • Downloading from the internet
<p>2.1 How will you use this information in the future?</p>	<ul style="list-style-type: none"> • Depends on future jobs involves computer skills • On my own computer • Typing letters • How to install new programs • Maybe I can train other people • To help others • Certain jobs • Personal needs • In the workforce
<p>2.2 Do you have any suggestions for improvement?</p>	<ul style="list-style-type: none"> • Need more time to absorb the information • Need more practice in the form of future training • Would like to take a complete computer course • Need more time to learn different things • Additional computer courses including Internet and Introduction of a Web page

<p>3. What did you learn about the development of an action?</p>	<ul style="list-style-type: none"> • How to do a format for an action plan • We need to work together as a community • Learn how to work step by step to achieve your objectives • Need to have an overall goal to develop an action • Learned how to create projects and working together on an action plan and what is needed to succeed
<p>3.1 How will you use this information in the future?</p>	<ul style="list-style-type: none"> • Depending on the opportunities in the future • Can develop a work plan using the action plan • Learn how to start own business • Create more jobs on traditional skills and re-training
<p>3.2 Do you have any suggestions for improvements?</p>	<ul style="list-style-type: none"> • It was very clear and difficult to understand • Have more people to show on how to start own business
<p>4. What did you learn about the presentation on Transboreale?</p>	<ul style="list-style-type: none"> • Interesting • Expensive • May make a negative impact on the development of route 138 • Create jobs • Year round access to marine transportation • Beautiful boat • Should be better freight and ferry service • It will help the community in tourism and businesses • It will help the Lower North Shore
<p>4.1 How will you use this information in the future?</p>	<ul style="list-style-type: none"> • Depending on acceptance of the project • To help other people understand about big projects

<p>4.2 Do you have any suggestions for improvements?</p>	<ul style="list-style-type: none"> • Consider Old Fort as a secondary port of call • It should stop in all of the communities on the coast • Could of been explained better • More people from the coast should be involved
<p>5. What did you learn from the workshop on Leadership?</p>	<ul style="list-style-type: none"> • More group cooperation • Focus on assessment and research • Without leadership skills most projects will not get started • Need to speak in public more • Need to work together • To become more involved in the community • To become a better leader with my friends and the youth • Learn about leadership skills
<p>5.1 How will you use this information in the future?</p>	<ul style="list-style-type: none"> • Set-up future projects and will use this information in everyday life • Will use the leadership skills when I am working • Becoming a good leader and a good role model • Help others who have self esteem problems • Learned how to be a leader in a group of people
<p>5.2 Do you have any suggestions for improvements?</p>	<ul style="list-style-type: none"> • Need more training in public speaking and awareness • Learn how to speak in public
<p>6. What did you learn about office training?</p>	<ul style="list-style-type: none"> • Answering telephone • Filing • Faxing • Photo copying • Labels • Checked incoming e-mails • Binding • Learned a little more about computers

6.1 How will you use this information in the future?	<ul style="list-style-type: none"> • Will help me in volunteer work at the church • Maybe if I get an office job
6.2 Do you have any suggestions for improvements?	<ul style="list-style-type: none"> • Would like it to be a week • Would like to have more one on one training
7. What did you learn from the Community Capacity Building workshop?	<ul style="list-style-type: none"> • People have to come together if there is going to be a future on the coast • Learned about community capacity building • Learned how to gain a better understanding around community development • In order to accomplish our goals, we have to work together • Learned how it could benefit our community • If you work together, you will have a better results
7.1 How will you use this information in the future?	<ul style="list-style-type: none"> • To help our community become a better place and everyone is respected • To help the community work together and make things happen • To get along better with others • It may benefit me some day in the future • I will use this information to better understand how to work and involve everyone in the community • By telling people if you want something you have to work together
7.2 Do you have any suggestions for improvements?	<ul style="list-style-type: none"> • In any future projects, we need to involve everyone in the community
8.1 How will you use this information in the future?	<ul style="list-style-type: none"> • Starting a business • Maybe starting my own business
8.2 Do you have any suggestions for improvements?	<ul style="list-style-type: none"> • Need more time • To give another session • Need more information on starting a business

<p>9. What did you learn from the information session on unfolding of Aqua-culture?</p>	<ul style="list-style-type: none"> • We have other species that have potential for harvesting and processing for the market in the area • Learned that if you want to make a complaint it has to be in writing • Learned about the main aspects on Aqua-culture • Learned about aqua-culture in my community • Learned how other species can create work for our community
<p>9.1 How will you use this information in the future?</p>	<ul style="list-style-type: none"> • This information can be useful for starting a business in aqua-culture • Suggestions on how to get the empty fish open • It can help the community • It gave me a better sense of direction to start a fish farm
<p>9.2 Do you have any suggestions for improvement?</p>	<ul style="list-style-type: none"> • Would like to have another session on aqua-culture
<p>10. What did you learn from the entrepreneurship workshop?</p>	<ul style="list-style-type: none"> • Learned how to do research on the youth summer camp • He was critical and optimistic • Learned what entrepreneurship is all about • How to success as an entrepreneur • Anyone can be an entrepreneur • Don't need money to start a business • Don't be afraid to express your ideas • You have to believe in yourself • Always think positive • Anybody can be an entrepreneur • Strategies • Tools to make a business more successful • Information on how to start a business • Advice on how to have a profitable business in this area

<p>10.1 How will you use this information in the future?</p>	<ul style="list-style-type: none"> • Not to be scared to put ideas into action • Never be afraid to try different ideas • I won't be afraid to ask for help if its needed • It will help me to start a business and be successful • I know how to start my research
<p>10.2 Do you have any suggestion for improvement?</p>	<ul style="list-style-type: none"> • No suggestions, he was very informative
<p>11. What did you learn about the information session on Adult Education?</p>	<ul style="list-style-type: none"> • Adult courses that are available • Importance of getting your highschool leaving • Different types of trades • That you are never too old to go back to school • To be considered for any job, having your high school leaving would be easier • What is needed to obtain my high school leaving • Where there are funds available for vocational school
<p>11.1 How will you use this information in the future?</p>	<ul style="list-style-type: none"> • To obtain my highschool leaving • It gave me a better understanding of the project/training and re-training • I will use it if I decide to take a trade • It will further my education
<p>11.2 Do you have any suggestion for improvement?</p>	<ul style="list-style-type: none"> • Need more opportunities implemented here on the coast, ex: trade schools
<p>12 What did you learn about the information session on Traditional skills?</p>	<ul style="list-style-type: none"> • It's a part of our heritage • Awareness of our local history • Knowledge of our traditional crafts • There are a lot of traditional skills • They sell 30 millions dollars in crafts in one year • Without traditional skills, the past will be forgotten

	<ul style="list-style-type: none"> • Different skills that people obtain • Importance of traditional skills in our community • There was a history behind every craft that was handmade
12.1 How will you use this information in the future?	<ul style="list-style-type: none"> • Pass our skills down to the younger generation • Where to go to sell your products • Try and pass on the stories to your children and grandchildren • It was helpful to start a business in traditional skills • To get a project started • That we have to preserve traditional skills and crafts
12.2 Do you have any suggestion for improvement?	<ul style="list-style-type: none"> • Increase the awareness of our history and crafts
13. What did you learn about the Development & Management of projects?	<ul style="list-style-type: none"> • Discussed and finalized six projects that was identified and the six new ones • Learned more about how to develop and manage a project • Some ideas about the development and management of projects • Which projects had the best probability of getting carried to the next phase • Learned the importance of sharing ideas and what we can accomplish through these projects for the future • Learned about who could be involved and support these projects
13.1 How will you use this information in the future?	<ul style="list-style-type: none"> • Would be good if I would start my own business • Depends if one is involved in the project • Maybe get a job • This information is critical to set-up future job creation in the community • Apply to personal basis to projects at home

	<ul style="list-style-type: none"> • The information can be useful to anyone who would like to move on to the next phase of the projects
13.2 Do you have any suggestion for improvement?	<ul style="list-style-type: none"> • No suggestions
14. What did you like best about the Self-esteem workshop?	<ul style="list-style-type: none"> • Got to know people, I am very shy • Learn to speak in public • Found everything very interesting • Some speaking skills • Everyone was honest and relaxed • Liked to be able to reach out to the rest of the group • Built confidence • It helped me a lot • Teacher and the class having fun • A great session • Doing things together • Great exercise • Scared to speak in public • Nothing (7 respondents) • Speaking in front of a group
14.1 What did you like least about the workshop?	<ul style="list-style-type: none"> • I liked everything about the workshop
14.2 Do you have any suggestions for improvement?	<ul style="list-style-type: none"> • Not enough public speaking • Don't know, thought everything was great and I really enjoyed it • Have more workshops • Could be longer • More of Kelly's workshops • None (except that I would like to have a week doing this workshop) • More public speaking

<p>14.3 How will you use this information?</p>	<ul style="list-style-type: none"> • Not to be shy when speaking in public • I learned that it's always nice to compliments somebody • Public speaking • Overcome your fear to speak in public • Considerations for others • The importance of friends and sharing, positive thinking • The elements of public speaking and really how to overcome the fear of it • Life skills, I felt very good about myself • You have to start with yourself and others will follow
<p>15. What did you learn about the Finance Management/Spread sheet workshop?</p>	<ul style="list-style-type: none"> • Never get a mortgage, the interest is high • Information about bills etc • How to budget money and a business • Balance check book • Learned that it is very important to keep your finances in order and steps to do it
<p>15.1 How will you use this information in the future?</p>	<ul style="list-style-type: none"> • Keep finance in order • Use it everyday for doing monthly budgets • How to save money • To start a business someday
<p>15.2 Do you have any suggestion for improvement?</p>	<ul style="list-style-type: none"> • No suggestions
<p>15. What did you learn about the Awareness of Tourism workshop?</p>	<ul style="list-style-type: none"> • Tourism that's being done on the Lower North Shore • Work together with different groups • Learned who to contact and who is involved in tourism • There is other organizations to help with tourism • The importance of getting tourism in the area

	<ul style="list-style-type: none"> • Tourism could be a major industry on the coast in the future • Future plans for tourism
15.1 How will you use this information in the future?	<ul style="list-style-type: none"> • It will be good for who would be interested in tourism • Maybe getting involved in the tourism • Maybe would help in the future in St. Paul's • Know who to contact and who is involved with tourism
15.2 Do you have any suggestion for improvement?	<ul style="list-style-type: none"> • No suggestions
16. What did you learn about preparing for the workforce?	<ul style="list-style-type: none"> • To prepare a resume and cover letter and the importance of doing it right • How to prepare for the workforce and to be ready • Different methods to do a resume, depending on the job that you are applying for • Showed us how to do an interview
16.1 How will you use this information in the future?	<ul style="list-style-type: none"> • To apply for jobs in the future
16.2 Do you have any suggestion for improvement ?	<ul style="list-style-type: none"> • No suggestions
17. What did you learn about Evaluation & follow-up to Objectives & Activities?	<ul style="list-style-type: none"> • Learned how to check out our natural resources • What direction the project is going • What we would like to see come out of the project • Learned the potential for possible business and development • How things changed through out the project • New ideas • That some projects could be implemented
17.1 How will you use this information in the future?	<ul style="list-style-type: none"> • Ideas to maybe start my own business • Not sure

17.2 Do you have any suggestion for improvement ?	<ul style="list-style-type: none"> • No suggestions
18. What did you learn from the Spread Sheet workshop?	<ul style="list-style-type: none"> • Which formulas to use • How to find out interest rates on loans
18.1 How will you use this information in the future?	<ul style="list-style-type: none"> • Keep track of personal loans • Information can be useful for doing dart average
18.2 Do you have any suggestion for improvement ?	<ul style="list-style-type: none"> • More time needed
19. What did you learn from Development of a Personal Plan?	<ul style="list-style-type: none"> • There are other options outside the fishery • How to develop a personal plan for 5 years • Set your goals • Plan for the future
19.1 How will you use this information in the future?	<ul style="list-style-type: none"> • Will use this as a guide line • To guide myself
19.2 Do you have any suggestion for improvement ?	<ul style="list-style-type: none"> • No suggestions
20. What did you learn from the LNS Economy presentation?	<ul style="list-style-type: none"> • In 2003 we are still at a disadvantage • Isolation costs • Travel costs • Things that effect our community • How bad our transportation services are
21.1 How will you use this information in the future?	<ul style="list-style-type: none"> • Don't know
21.2 Do you have any suggestion for improvement ?	<ul style="list-style-type: none"> • Get connected to the rest of the world
22. What did you learn on the Social Development Plan?	<ul style="list-style-type: none"> • Big obstacles to overcome • There are guidelines to follow • Community team work can make things change • What our youth are lacking • What is needed to do to improve our economy

22.1 How will you use this information in the future?	<ul style="list-style-type: none"> • Pass the information to the youth • Inform the population • Support and volunteer
22.2 Do you have any suggestion for improvement ?	<ul style="list-style-type: none"> • No suggestions
23. What did you learn from Development & Management of Project/Initiatives # 2	<ul style="list-style-type: none"> • It was more of a recap • Projects that we submitted may get excepted • How to set a plan in motion
23.1 How will you use this information in the future?	<ul style="list-style-type: none"> • No response
23.2 Do you have any suggestion for improvement ?	<ul style="list-style-type: none"> • No Suggestions

Workshops /Sessions Rating

The workshops/sessions were rated on a scale of 1 to 5, one being the lowest & five being the highest; therefore , the projects are listed in order of priority.

- 1 Self-Esteem
- 2 Development of an Action plan
- 3 Development & Management of project/initiatives-(Part I, II, III)
- 4 Adult Education
- 5 Traditional Skills
- 6 Awareness of the Tourism Action Plan
- 7 Office Management
- 8 Finance Management/Spread Sheet
- 9 Producing Results through Leadership
- 10 Preparing for the Workforce
- 11 Unfolding of Aqua-culture
- 12 LNS Economy
- 13 Visioning Session
- 14 Community Capacity Building
- 15 Info on starting a Business
- 16 Social Development Plan
- 17 Development of a Personal Plan
- 18 Computer Training
- 19 Evaluation & Follow-up of Initiatives
- 20 Presentation on Transboreale
- 21 Entrepreneurship

Overall Survey

<p>1. Three (3) most important things that you got from this project</p>	<ul style="list-style-type: none"> • Insights • Working together as a group • Computer training • Better understanding of the situation • Better understanding of myself • Learned to speak out more • Leadership skills • Self planning • Business management • Office training • Self esteem • Finance management • Self awareness • Community awareness • Finances
<p>1.1.Three (3) most important things that your community got from this project</p>	<ul style="list-style-type: none"> • Community awareness • Community involvement
<p>2. What impact did the project have on you?</p>	<ul style="list-style-type: none"> • It opened my eyes to a lot of things • Thinking about my future • What I can do for my community • Working together as a team • Need to work together with the people in the community • Better understanding of the community • Speaking out more in a group • Creating work outside the fishery • There are other jobs outside the fishery

<p>2.1 Impact the project had on the community</p>	<ul style="list-style-type: none"> • Awareness of the problems in the community • Helped to make the community aware of what is going on • Speaking out more • Might change its direction
<p>3. Developed project and/or strengthened community based partnerships</p>	<ul style="list-style-type: none"> • Brought everyone closer together • Made everyone realize we have to be organized • Working together • Developed partnerships
<p>4. Achieve by working in a group</p>	<ul style="list-style-type: none"> • Great project ideas • Became a team player • Team work • Discussions • Some long term friendships • How to become a leader • Work together as a group • Self esteem
<p>5. Successes of the project</p>	<ul style="list-style-type: none"> • The D.F.O project • New ideas • People going into a new workforce • Awareness • Leadership • Information • Understanding • Actions • Concerns • Working as a team • Continue to create long term project

<p>6. Challenges of the project</p>	<ul style="list-style-type: none"> • To create projects for next year • Public speaking • Working with the young people • Negative people • Doing new things
<p>7. Liked most about the project</p>	<ul style="list-style-type: none"> • The workshops • Computers • Talking to different people • Working with different people • Getting a chance to give my opinion • Exploring new opportunities • New ideas for projects • Going back to school • Meeting new people • Great group to work with • Nice to see people getting involved • Self esteem
<p>8. Liked least about the project</p>	<ul style="list-style-type: none"> • When people talked all day • Negative thinking • People not getting involved • Evaluation and Follow-up workshop • Higher pay • The waiting for answers • Evaluation forms
<p>9. Project Expectations</p>	<ul style="list-style-type: none"> • Yes (12) No (3) • Would like to be in bigger group • Vision at the beginning • Got some new project ideas • Because it helped the community • Learned so much • Did not get E I

<p>10. Continue to work on a similar project</p>	<ul style="list-style-type: none"> • Yes (12) No (3) • Importance of community awareness • It would be beneficial to everyone • Help my community • Its something I would like to do
<p>11. The program to continue, and give other people a opportunity to participate</p>	<ul style="list-style-type: none"> • Yes (12) No (3) • Other people should be given equal opportunity • Make sure that the participants are interested to learn new skills • It may create jobs • Given a opportunity to develop their skills • Get the right people involved • More opinions may result in more answers
<p>12. Changes for suggestion for future projects</p>	<ul style="list-style-type: none"> • Make sure people is interested • 3-5 day workshops • Have some one working in the group that already has experience • More preparation • Higher salary
<p>13. Other comments</p>	<ul style="list-style-type: none"> • Make sure people is interested • I think this project was a great learning experience

Staff Survey

<p>1. Satisfied with the assistance of the Coordinator.</p> <p>Suggestions for Future Projects</p> <p>Comments</p>	<ul style="list-style-type: none"> • Yes (15 responses) • No suggestion • Always there when we needed her • Keep up the good work • Good job • Well done •
<p>2. Satisfied with the assistance of the Communications Agent. Suggestions for Future Projects</p> <p>Comments</p>	<ul style="list-style-type: none"> • Yes (15 responses) • No suggestions • Good job • Keep up the good work • Good teacher
<p>3. Satisfied with the assistance of the Office manager.</p> <p>Suggestions for Future Projects</p> <p>Comments</p>	<ul style="list-style-type: none"> • Yes (15 responses) • More time needed in the office • Great job • Good teacher

<p>4. Satisfied with the assistance of the Finance management/spread sheet.</p> <p>Suggestions for Future Projects</p> <p>Comments</p>	<ul style="list-style-type: none"> • Yes (15 responses) • No suggestions • Good job • Good teacher
<p>4. Satisfied with the assistance of the Executive Director</p> <p>Suggestions for Future Projects</p> <p>Comments</p>	<ul style="list-style-type: none"> • Yes (15 responses) • No suggestions • It was very interesting • Very good job • Taught me how to work better • Keep up the good work • Great boss • Thanks to everyone • She was very clear and updated on what is going on

RECOMMENDATIONS

Recommendations

- That prior to the start up of the project, the program should be well published within the community;
- That prior to hiring, ensure that the individual(s) is/are interested in the objectives of the program;
- That equal pay be given to fishers and plant workers;
- That the people be educated regarding the fishery crisis and the situation for the future;
- That a clear defined picture be painted for the future out look of the fishers & plant workers;
- That resource people be hired from the MBE and/or the Lower North Shore to assist with the workshops/sessions prior to approaching people from the “outside”;
- The participants should develop, along with the Coordinator, the calendar of activities at the beginning of the project;
- That two weeks of basic training be giving to the participants, at the of the project;
- A one week self esteem workshop, given at the beginning of the project
- One week training at the Coasters office for the participants interested in this field of work;
- A one week public speaking/leadership workshop - in order to develop self-assured community leaders;
- A communication workshop, following by a two week planning session to develop a well

defined communication plan for MBE.

- Additional computer training, including a full course on internet training and the creation of a web page;
- That the project established by the participants on the fishery assistance program should move forward with input for modification from the organizations/agencies already involved in these initiatives, these projects should not be wasted;
- That more awareness be given to people from the industry and other municipalities on the coast of the situation in MBE.;
- That other people in the fishing industry be given the same opportunity to participate in a similar project, to gain knowledge of the resources available on the coast;

CONCLUSION

Conclusion

The fifteen participants involved in this project are now motivated and have the opportunity to enter the workforce or seek further education with a positive attitude, confidence and experience. The skills and knowledge that they have acquired throughout the project will be an asset to them in their future occupational ambitions. The project brought the participants to a new realization of their abilities, and what they are capable of achieving..

The resource people have played a key role in this project and their opinions and contributions were definitely an asset, combined with the work and determination of all of the people involved in the outcome of the project has been rewarding.

It was important for each of the individuals on the program to construct or to have an individual career path. If each individual member believes they have acquired the tools to allow them to build their own career path, this will be the true measures of success of this project.

This past fourteen weeks has been a learning experience outside the fishing industry. We sincerely hope that this program continues, and will be beneficial for another group of participants in the coming year.

It is evident that community, if given the proper tools, could begin to act on its own behalf. The results of the project and the results of the individual training programs are documented in a 164 page report produced by the coordinator, a computer training report produced by the communications agent, and two computer training manuals that are available at the Coasters Association office.

ANNEXES

Calendar of Workshops/Sessions

Week/Day	Monday	Tuesday	Wednesday	Thursday	Friday
August 25th - 29th	Office Management (Joy & Connie) <i>Lenora Keats</i>	Visioning Session <i>Bill Parady</i> <i>Cornella Maurice</i>	Office Management (Joy & Connie) <i>Lenora Keats</i> Comp. Group 2 (9-12) Comp. Group 4 (1-4) <i>Faye Bilodeau</i>	Visioning Session continues <i>Bill Parady</i> <i>Cornella Maurice, David D'Aoust, Charles Taker,</i> Comp. Group 1 (9-12) Comp. Group 3 (1-4) <i>Faye Bilodeau</i>	Wrap up week's activities <i>Donna Blanche</i>
September 1st -5th	Labour Day Holiday	Comp. Group 2 (9-12) Comp. Group 4 (1-4) <i>Faye Bilodeau</i>	Development of an Action Plan <i>Cornella Maurice</i>	Presentation on Transboréale <i>Roger Dumas, Glen McKinnon</i> Comp. Group 1 (9-12) Comp. Group 3 (1-4) <i>Faye Bilodeau</i>	Wrap up week's activities <i>Donna Blanche</i>
September 8th -12th	Office Management (Curtis & Andy) <i>Lenora Keats</i> Comp. Group 2 (9-12) Comp. Group 4 (1-4) <i>Faye Bilodeau</i>	Producing Results through Leadership <i>Hugh Maynard</i>	Producing Results through Leadership <i>Hugh Maynard</i>	Office Management (Curtis & Andy) <i>Lenora Keats</i> Comp. Group (9-12) <i>Faye Bilodeau</i>	Comp. Group 1 (9-12) <i>Faye Bilodeau</i> Wrap up week's activities Evaluation Donna Blanche Joint meeting (CA, AG)

September 15th - 19th	Office Management (Jason & Philip) <i>Lenora Keats</i>	Office Management (Jason & Philip) <i>Lenora Keats</i> Comp. Group 1 (9-12) Comp. Group 3 (1-4) <i>Faye Bilodeau</i>	Community Capacity Building <i>Vicki Driscoll</i>	Comp. Group 2 (9-12) Comp. Group 4 (1-4) <i>Faye Bilodeau</i>	Wrap up week's activities <i>Donna Blanche</i> (CA, AG)
September 22nd - 26th	Comp. Group 1 (1-4) <i>Faye Bilodeau</i>	Info on starting a Business <i>Rejean Dumas</i>	Unfolding of Aqua-culture <i>Guy Leroux</i> Comp. Group 3 (1-4) <i>Faye Bilodeau</i>	Business Plans Entrepreneurship <i>Bill Parady</i> <i>David Writtenhouse</i>	Business Plans Entrepreneurship <i>Bill Parady</i> <i>David Writtenhouse</i> Also on Saturday
September 29th - October 3rd	Adult Education <i>Kelly Maurice</i> Presentation on <i>Traditional Skills</i> <i>Serena Etheridge</i>	Comp. Group 2 (9-12) Comp. Group 4 (1-4) <i>Faye Bilodeau</i> Office Management (Tommy & Kelly) <i>Lenora Keats</i>	Comp. Group 1 (9-12) Comp. Group 3 (1-4) <i>Faye Bilodeau</i>	Development & management of projects/initiatives Part I <i>Cornella Maurice</i>	Office Management (Tommy & Kelly) <i>Lenora Keats</i> Wrap up week's activities <i>Donna Blanche</i> Joint meeting (CA, AG)
October 6th - 10th	Office Management (Diane & Justin) <i>Lenora Keats</i> Comp. Group 1 (1-4) <i>Faye Bilodeau</i>	Self-esteem <i>Kelly Howarth</i>	Finance Management Group 1 & 3 <i>James Buckle</i> Comp. Group 2 (9-12) Comp. Group 4 (1-4) <i>Faye Bilodeau</i>	Office Management (Diane & Justin) <i>Lenora Keats</i> Comp. Group 2 (9-12) Comp. Group 3 (1-4) <i>Faye Bilodeau</i>	Wrap up week's activities <i>Donna Blanche</i> Joint meeting (CA, AG)

October 13th - 17th	Thanksgiving Holiday	Office Management (Chris & Garland) <i>Lenora Keats</i> Comp. Group 2 (9-12) Comp. Group 4 (1-4) <i>Faye Bilodeau</i>	Awareness of the Tourism Action Plan & Potential Tourism projects <i>Karine Monger</i>	Comp. Group 1 (9-12) Comp. Group 3 (1-4) <i>Faye Bilodeau</i>	Office Management (Chris & Garland) <i>Lenora Keats</i> Wrap up week's activities <i>Donna Blanche</i> Joint meeting (CA, AG)
October 20th - 24th	Preparing for the <i>workforce</i> <i>Sonya Driscoll</i>	Evaluation and follow-up of objectives and activities <i>Joan Carr</i> <i>Cornella Maurice</i>	Evaluation and follow-up of objectives and activities <i>Joan Carr</i> <i>Cornella Maurice</i> Comp. Group 2 (9-12) Comp. Group 4 (1-4) <i>Faye Bilodeau</i>	Evaluation and follow-up of objectives and activities <i>Joan Carr</i> <i>Cornella Maurice</i> Comp. Group 1 (9-12) Comp. Group 3 (1-4) <i>Faye Bilodeau</i>	Office Management (Chris & Garland) <i>Lenora Keats</i> Wrap up week's activities <i>Donna Blanche</i> Joint meeting (CA, AG)
October 27th - 31st	Spread Sheet Workshop <i>James Buckle</i>	Development of a Personal Plan <i>Cornella Maurice</i>	Office Management (Henry, Elaine & Paul) <i>Lenora Keats</i> Comp. Group 1 (9-12) Comp. Group 3 (1-4) <i>Faye Bilodeau</i>	Office Management (Henry, Elaine & Paul) <i>Lenora Keats</i> Comp. Group 2 (9-12) Comp. Group 4 (1-4) <i>Faye Bilodeau</i>	Wrap up week's activities <i>Donna Blanche</i> (CA, AG)
November 3rd - 7th	Social Development Plan <i>Vicki Driscoll</i> Presentation on LNS Economy <i>Vicki Driscoll</i>	Office Management (Joy & Elaine) <i>Lenora Keats</i>	Finance Management (Group 2 & 4) <i>James Buckle</i>	Office Management (Jason & Justin) <i>Lenora Keats</i>	Wrap up week's activities <i>Donna Blanche</i> (CA, AG)
November 10th - 14th	Development & management of projects/initiatives Part II <i>Cornella Maurice</i>	Remembrance Day Holiday	Development & management of projects/initiatives Part III <i>Cornella Maurice</i>	Wrap up of project <i>Donna Blanche</i>	Wrap up of project <i>Donna Blanche</i>

Resource People

Organizations	Resource people	Contacts #
HRD Community table 1493 Route 138 P.O. Box 1911 Huntingdon, Qc	Billy Pardy	Tel: 1-888-641-9912/514- 346- 4487 Fax: 450- 264-4505 E-mail: Wpardy@compuserve.com
Coasters Association Inc P.O Bax 166 St Paul's River, Qc GOG 2PO	Cornella Maurice James Buckle Lenora Keats Faye Bilodeau	Tel: 418- 379- 2006 Fax: 418- 379- 2621 E-mail: coasters@globetrotter.net
Transboréale Lourdes de Blanc Sablon, Qc GOG 1WO	Roger Dumas Glen Mc Kinnon	Tel: 418- 461-2019 Tel: 418-947-2528
CEDEC Lourdes de Blanc Sablon Qc, GOG 1WO	Vicky Driscoll	Tel: 418- 461-2544 Fax: 418- 461- 2651 E- mail: cedecs@globetrotter.net
Quebec Farmers Association P.O Box 80 Ste- Anne- de Bellevue, Qc H8X 3L4	Hugh Maynard	Tel: 514- 457-2010 Fax: 514- 398-7972 E- mail: maynardh@qfaqyf.org
Carrefour Jeunesse Emploi Lourdes de Blanc Sablon, Qc GOG 1WO	Sonya Driscoll	Tel: 418- 461- 2053 Fax: 418- 461- 2053 E- mail: cjeblsa@globetrotter.net

<p>C.L.D. Lourdes de Blanc Sablon, Qc GOG 1WO</p> <p>C.L.D. Chevery, Qc GOG 1GO</p>	<p>Rejean Dumas Guy Leroux</p> <p>Karine Monger</p>	<p>Tel: 418- 461- 2652 Fax: 418- 461- 2651 E-Mail: cldbcnrd@globetrotter.net E-Mail: cldbcnql@globetrotter.net</p> <p>Tel: 418- 787- 2125 Fax: 418- 787- 2126 E-Mail: cldbcnkm@globetrotter.net</p>
<p>Commission Scolaire du Littoral (Adult Education) Lourdes de Blanc Sablon Qc, GOG 1WO</p>	<p>Kelly Maurice</p>	<p>Tel: 418- 461- 2745 Fax: 418 - 461- 2748 E-mail: lbsada@globetrotter.qc.ca</p>
<p>Quebec Labrador Foundation P.O Box 456, Lourdes de Blanc Sablon, Qc GOG 1WO</p>	<p>Serena Etheridge</p>	<p>Tel: 418- 461- 3324 Fax: 418- 461- 3324 E-mail: setheridge@qlf.org</p>
<p>Quebec Adult Association for Learning 1455 de Maisonneuve St-W Room LB 614-3 Montreal, Qc H3G 1M8</p>	<p>Kelly Howarth</p>	<p>Tel: 514- 848- 2036 Fax: 514- 848- 4520 E-mail: farago@attglobal.net</p>
<p>Youth for Understanding-Canada 690, Fountain St. Nord Cambridge, Ontario N3H 4R7</p>	<p>Joan Carr</p>	<p>Tel: 1-800-833-6243 519-653 - 0550 Fax: 519- 897-1896 E-mail: Joan.carr@yfuyfu.ca</p>

List of Participants

Name	Community	Tel:
Joy Wellman	Old Fort Bay	379- 2093
Justin Griffin	St. Paul's River	379- 2292
Kelly Nother	St. Paul's River	379- 2952
Chris Roberts	St. Paul's River	379- 2003
Elaine Buckle	St. Paul's River	379- 2275
Tommy Goddard	St. Paul's River	379- 2002
Garland Nadeau	St. Paul's River	379- 2048
Jason Roberts	St. Paul's River	379- 2303
Lloyd Keats	St. Paul's River	379- 2023
Henry Keats	St. Paul's River	379-2202
James Keats	St. Paul's River	379- 2166

Curtis Keats	St. Paul's River	379- 2166
Philip Griffin	St. Paul's River	379- 2012
Andy Goddard	St. Paul's River	379- 2296
Paul Griffin	St. Paul's River	379- 2917

Participants that was transferred to the Coasters Association Project.

Connie Keats	St. Paul's River	379- 2993
Diane Roberts	St. Paul's River	379- 2931

Evaluation of Workshops/Sessions

Name: _____

August 25th- September 12th

1.1 What did you learn from the visioning session?

1.1 How will you use this information in the future?

1.2 Do you have any suggestions for improvement

2. What did you learn about the computer training thus far?

2.1 How will you use this information in the future?

2.2 Do you have any suggestions for improvements?

3. What did you learn about the development of an action plan?

3.1 How will you use this information in the future?

3.2 Do you have any suggestions for improvements?

4. What did you learn about the presentation on Transboréale?

4.1 How will you use this information in the future?

4.2 Do you have any suggestions for improvements?

5. What did you learn from the workshop on Producing Results through Leadership?

5.1 How will you use this information in the future?

5.2 Do you have any suggestions for improvements?

6. What did you learn about Office training? (Joy, Connie, Andy and Curtis)

6.1 How will you use this information in the future?

6.2 Do you have any suggestions for improvements?

Thank You!

Evaluation of Workshops/Sessions

Name: _____

October 6th- 24th

1. What did you learn from the Development & Management of Projects?

I. How will you use this information in the future?

1.2 Do you have any suggestions for improvement?

2. What did you learn from the Self-Esteem Workshop?

2.1 How will you use this information in the future?

2.2 Do you have any suggestions for improvement?

3. What did you learn from the Finance Management Workshop?

3.1. How will you use this information in the future?

3.2 Do you have any suggestions for improvement?

4. What did you learn from the Awareness of the Tourism Action Plan?

4.1 How will you use this information in the future?

4.2 Do you have any suggestions for improvement?

5. What did you learn from the Preparing for the Workforce Session (Resumes)?

5.1 How will you use this information in the future?

5.2 Do you have any suggestions for improvement?

6. What did you learn from the Evaluation & Follow-up of Objectives and Activities Workshop?

6.1 How will you use this information in the future?

6.2 Do you have any suggestions for improvement ?

7. What did you learn about the computer training thus far ?

7.1 How will you use this information in the future?

7.2 Do you have any suggestions for improvement ?

8. What did you learn about Office training? (Diane, Justin, Chris, Garland)

8.1 How will you use this information in the future?

8.2 Do you have any suggestions for improvements?

Thank you!

Evaluation of Workshops/Sessions

Name: _____

October 27th -Nov 7th

1. What did you learn from the Spread Sheet Workshop?

I. How will you use this information in the future?

1.2 Do you have any suggestions for improvement?

2. What did you learn from the Development of a Personal Plan Workshop?

2.1 How will you use this information in the future?

2.2 Do you have any suggestions for improvement?

3. What did you learn from the LNS Economy Presentation ?

3.1. How will you use this information in the future?

3.2 Do you have any suggestions for improvement?

4. What did you learn from the Social Development Plan ?

4.1 How will you use this information in the future?

4.2 Do you have any suggestions for improvement?

5. What did you learn from Finance Management?

5.1 How will you use this information in the future?

5.2 Do you have any suggestions for improvement?

6. What did you learn from the Development & Management of Project/ Initiatives #2?

6.1 How will you use this information in the future?

6.2 Do you have any suggestions for improvement ?

7. What did you learn about the computer training ?

7.1 How will you use this information in the future?

7.2 Do you have any suggestions for improvement ?

8. What did you learn about Office training? (Elaine, Henry & Paul)

8.1 How will you use this information in the future?

8.2 Do you have any suggestions for improvements?

Thank you!

Ratings of Workshops/Sessions

1.1 How would you rate these workshops & information sessions on a scale of 1 to 5, one being the lowest & five being the highest

- | | | |
|---|--------------------------------------|-----------|
| • | Visioning Session | 1 2 3 4 5 |
| • | Office Management | 1 2 3 4 5 |
| • | Development of an Action plan | 1 2 3 4 5 |
| • | Computer Training | 1 2 3 4 5 |
| • | Presentation on Transboreale | 1 2 3 4 5 |
| • | Producing Results through Leadership | 1 2 3 4 5 |
| • | Community Capacity Building | 1 2 3 4 5 |
| • | Info on starting a Business | 1 2 3 4 5 |
| • | Unfolding of Aqua-culture | 1 2 3 4 5 |
| • | Entrepreneurship | 1 2 3 4 5 |
| • | Adult Education | 1 2 3 4 5 |

- Traditional Skills 1 2 3 4 5
- Development & Management of Project/initiatives- Part I, II, III 1 2 3 4 5
- Self- Esteem 1 2 3 4 5
- Finance Management/Spread Sheet 1 2 3 4 5
- Awareness of the Tourism Action Plan 1 2 3 4 5
- Preparing for the workforce 1 2 3 4 5
- Evaluation & Follow-up of Initiatives 1 2 3 4 5
- Development of a Personal Plan 1 2 3 4 5
- Social Development Plan 1 2 3 4 5
- LNS Economy 1 2 3 4 5

2. What workshops/sessions would you suggest for future and/or similar projects?

Other comments, if any.

Thank You!

Overall Survey

Name: _____

1. List the three (3) most important things that you got from this project:

1.1 List the three (3) most important things, that you believe, that your community got from this project:

2. What impact did the project have on you?

2.1 What impact do you believe the project had on the community?

3. How has this project developed and/or strengthened community based partnerships?

4. What did you achieve by working together and in groups?

5. What were some successes of the project?

6. What were some of the challenges of the project?

7. What did you like the *most* about the project?

8. What did you like *least* about the project ?

8. Did the project reach your expectations?

Yes No

Explain: _____

9. If you had the opportunity, would you continue to work on a similar project?

Yes No

If yes, why?

10. Do you believe that this program should continue, and give other people the opportunity to participate ?

Yes No

If yes, why?

12. What changes would you suggest for future projects?

Other comments:

Thank you!

Staff Evaluation

1. Were you satisfied with the assistance provided by the Fishery Coordinator, Donna Blanche?

Yes No

If no, what would you suggest for future projects?

Comments (if any)

2. Were you satisfied with the computer training provided by the Communications Agent, Faye Bilodeau?

Yes No

If no, what would you suggest for future projects?

Comments (if any)

3. Were you satisfied with the office training provided by the Office Manager, Lenora Keats?

Yes No

If no, what would you suggest for future projects?

Comments (if any)

4. Were you satisfied with the Finance Management/spread sheet workshop provided by the Finance Officer James Buckle?

Yes No

If no, what would you suggest for future projects?

Comments (if any)

5. Were you satisfied with the session/workshops & meetings held by the Executive Director, Cornella Maurice?

Yes No

If no, what would you suggest for future projects?

Comments (if any)

Thank You!

Goal Setting (Personal Plan)

1.1 A) My long term goal is (next 5 years):

1.2 I will accomplish my goal by:

1.3 A) My short-term goal to meet my long-term goals are:

In the next year:	
In the next 2 years:	
In the next 3 years:	
In the next 4 years:	

1.4 The reward at the end of my personal path will be:

Signature

Date

GOOD LUCK IN YOUR FUTURE ENDEAVOURS

Career/Personal Action Plan

1.1 What did you learn from this project?

1.2 What skills did you acquire?

1.3 What are your career plans for the future?

1.4 Did these plans change since the beginning of the program? ___ Yes ___ No

If yes, how?

Signature

Date

THANK YOU FOR YOUR COOPERATION!

Summary of Work Plan

Coordinator

Month	Activities
July, 2003	<ul style="list-style-type: none"> • Set up office • Familiarize with project • Gather and review all necessary data for start up of project • Meet with the Executive Director • Locate offices for the participants • Confirm and select the participants
August, 2003	<ul style="list-style-type: none"> • Confirm partners and their resources • Organize the sessions and workshops • Research meeting place to hold sessions, workshops • A meeting of the Executive Director, Coordinator and participants • Assist the participants in setting up office • Preparations for the project • Set-up workshops & sessions • Assist the partners and resource people with travel arrangements • Assist with and participate in the workshops & sessions • Gather the reports of sessions/workshops • Write a monthly report
September, 2003	<ul style="list-style-type: none"> • Prepared material for the participants in preparations for the workshops/sessions • Conducted evaluations • Compile and analysed the information gathered • Attend to business of the participants on a weekly basis • A meeting of the Executive Director, Coordinator and participants

	<ul style="list-style-type: none"> • Make the necessary contacts and arrangements for the sessions and workshops • Assist with travel arrangements for the partners/resource people • Set- up workshops and sessions • Collect invoices, etc. • Gather reports of each workshop/session • Write a monthly report
<p>October, 2003</p>	<ul style="list-style-type: none"> • Prepared material for the participants in preparations for the workshops/sessions • Conducted evaluations • Compile and analysed the information gathered • Attend to business of the participants on a weekly basis • A meeting of the Executive Director, Coordinator and participants • Make the necessary contacts and arrangements for the sessions and workshops • Assist with travel arrangements for the partners/resource people • Set- up workshops and sessions • Collect invoices, etc • Gather reports of each workshop/session • Write a monthly report
<p>November, 2003</p>	<ul style="list-style-type: none"> • Prepared material for the participants in preparations for the workshops/sessions • Conducted evaluations • Compile and analysed the information gathered • Attend to business of the participants on a weekly basis Wrap up activities of the project • Conduct evaluations • Write a final report • Set up a power point presentation • Distribute the results to the participants, partners, etc.