



# 2008 Youth Consultation On the Lower North Shore

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# Executive Summary

The 2008 Lower North Shore Youth Consultation was coordinated to provide a needs assessment of the English-speaking youth on the coast, addressing topics related to youth retention and youth out migration. The projected outcome of the consultation was to empower youth with a collective identity and to encourage greater participation within the Lower North Shore at large.

The project began on May 5<sup>th</sup>, 2008 and will run until September 5<sup>th</sup>, 2008. A Steering Committee was formed of eight (8) resource people representing the three (3) Community Learning Centers, Caisse Populaire Desjardins de Blanc Sablon, Community Economic Development and Employability Committee (CEDEC), Carrefour Jeunesse Emploi (CJE), and Coasters Association. They provided support and guidance of the planning stages leading up to the consultation; along with facilitating and presenting during the day.

The Youth Consultation was held on June 16<sup>th</sup>, 2008, based in the three Community Learning Centers: St. Paul's School (St. Paul's River), Netagamiou School (Chevery), and Mecatina School (La Tabatière); along with the CLSC of St. Augustine. Each location was connected via video conference.

A total of twenty five (25) youth from the five municipalities travelled to the four locations and took part in expressing their views and recommendations on topics related to youth out migration and youth retention. As part of the consultation, the Caisse Populaire Desjardins de Blanc Sablon conducted a presentation entailing services offered, financial planning, and cooperation. Also, kiosk visits were made possible by the Coasters Association, the three Caisse Populaires on the coast, Local Development Center (CLD), Commission Scolaire du Littoral, and Carrefour Jeunesse Emploi to obtain information as well as personal one on one advice from the Caisse employees.

The evening was an immense success of engaging youth in discussing topics such as: community life, leadership, employability, education, training, arts, culture, and heritage. Also, representatives \ partners (26 in total) from the Centre de santé et des services sociaux de la Basse-Côte-Nord (CSSSBCN), CLD, Community Learning Centers, CEDEC, Commission Scolaire du Littoral, Caisse Populaires, and the Coasters Association attended at various locations offering their support, booth set-up, and / or resource assistance. The consultation was a collaborative effort from all parts, forming forces to empower the youth and to promote involvement within the Lower North Shore at large. A total of fifty one (51) participants attended.

This consultation was part of a joint effort funded by the Department of Canadian Heritage in partnership with QCGN in a series of regional youth consultations held across Quebec, culminating in a provincial youth forum scheduled for September, 2008, in Montreal. This forum will provide the opportunity to a number of youth across the

province to come together and present the recommendations gathered from their consultation.

## Introduction

The Coasters Association has accomplished many initiatives involving youth. These achievements have contributed to the development and continuation of youth engagement and the vitality of the region's communities. One of the major movements that was initiated by the Coasters Association was a Youth Forum in November 1997, held in St. Paul's River. This forum tackled concerns by the people across the coast about problems faced by the youth. The forum resulted in the establishment of the Youth Coalition of the Lower North Shore. The mission of the Coalition was to support and contribute to all youth 15 to 29 years of age in the development, initiatives and issues that affect them on and off the Lower North Shore. The following is a selection of the Coasters Association's activities and results in terms of youth:

Activities	Date	Government Department / Partners	Results
French Immersion Teen Camp, Feasibility Study	2008	Young Canada Works Services Canada Anglican Church Diocese	Determined the implementation of a French teen camp on the Lower North Shore.
Community Against Drugs (CAD)	2006-2008	Health Canada	Engagement of community actors (families, schools, organizations, and professionals) initiated in drug prevention and awareness programs in the municipality of Bonne Esperance. As a result, an application was submitted by the Coasters Association to Health Canada for an additional three (3) years to introduce and implement the CAD program into the other four (4) municipalities on the Lower North Shore.
Long Distance Literacy – Phase I	2008	Department of Canadian Heritage	Researched literacy levels in the Lower North Shore, long distance technology, and programs available for Literacy as well as planned and prepared an implementation plan to improve literacy levels in youth and improve access to French Second Language education.
Summer Camp	2006-2008	Young Canada Works Services Canada Anglican Church Diocese Quebec Labrador Foundation	Five (5) camps established in each municipality across the Lower North Shore and hired three (3) camp counsellors per camp and a coordinator to oversell the operations. Community camp committees created in each municipality providing support to their local camp, along with a Steering Committee developed who's goal is to expand summer camps to other communities on the

			coast.
Survival Pack project	2007	Health Canada Primary Health Care Transition Fund	Twenty-five (25) Survival Packs produced and disbursed in each of the five (5) high schools, in each of the three (3) Community Learning Centers on the coast; along with the social workers of the CSSSBCN and partners of the project. Through the Survival Pack parents on the Lower North Shore have a greater capacity to respond to issues involving their teenage children.
Youth Motivation	2005	Fonds Jeunesse Québec	Future employment opportunities identified by entrepreneurs, and presented by the secondary students to assist them with their educational choices.
Report on the Youth Services Project	2003	Human Resources Development Canada	The twelve young people involved in the project became motivated and were eager to enter the workforce or continue their education with a positive attitude, confidence and experience.
A Preparatory Study for Youth Services	2002	Human Resources Development Canada	One of the major results through this project was an increased ability of the youth to open doors for future planning, returning to school or seeking employment.
Youth Internship Report	2000	Human Resources Development Canada	The youth gained experience dealing with the public, a better knowledge on how business operates, how to conduct oneself on the job and the responsibility that comes from having a job.
Youth Reference Manual	2000	Human Resources Development Canada	The manual assisted the youth in preparing resumes and for job interviews, seeking employment and returning to school, starting a business, and workshops on time and stress management.
Youth Services, Feasibility Study	1999	Human Resources Development Canada	The project encouraged active partnership between the private and voluntary sectors and other levels of government to work together in creating employment opportunities for our youth.
Youth Internship, Feasibility Study	1999	Human Resources Development Canada	Sixteen (16) entrepreneurs were interested in the program, only nine (9) were able to participate, thus creating employment for (9) young people.
Youth Report for the Youth of the Lower North Shore	1998	Department of Canadian Heritage	A youth forum was held and a youth coalition was formed to carry out the recommendations

			from the previous two reports.
Joint Youth Report (Employment)	1995	Department of Canadian Heritage Human Resources Development Canada	The project focused on statistics, youth demographics, the level of education, unemployment rate, and the knowledge of French. The results of this report were placed into a provincial report.
Youth Potential Report	1995	Department of Canadian Heritage Human Resources Development Canada	A study of the outward migration of our youth. The report identified the problems that must be overcome to end this trend.

A youth forum was held in April 2004 targeted for the Secondary five students on the coast by Marketing Basse-Côte-Nord entitled: “Connecting the Youth to the Future Visioning of the Lower North Shore.” This project was funded by Economic Development Canada as well as the Council of Mayors. The forum held seven (7) workshops covering topics of: Connecting the Students to the Lower North Shore, Social Development & Human Resources, Aquaculture, Tourism, Transport, Forestry & Mining, and Agri-foods. Numerous attempts were taken to obtain the final report of the project by Marketing Basse-Côte-Nord; however, the Coasters Association have yet to receive a copy. Presently the results of the 2004 Youth Forum has not been obtained.



# Table of Contents

Executive Summary.....	1
Introduction .....	3
Table of Contents.....	7
1. PART I: Results of Data	
• Consultation.....	9
• Demographic Questionnaire .....	16
• Evaluation .....	20
2. PART II: Wrap-up / Next Steps	
• Conclusion .....	23
• Recommendations.....	25
• Assessment of Consultation .....	27
Acknowledgements .....	29
Appendices	
Appendix A: Youth Project Action Plan .....	31
Appendix B: Steering Committee .....	35
Appendix C: Youth Consultation Agenda .....	37
Appendix D: List of Participants .....	39
Appendix E: Youth Consultation Pictures.....	41





# 1. Part I: Results of Data

- Consultation Data

The twenty-five (25) youth were an engaging group of individuals eager to express their thoughts and views to each theme and question. The following is the consultation data compiled from the four locations and condensed into point form, indicating the most significant aspects to each topic and discussion question.

## COMMUNITY LIFE

### *What makes you want to stay in your region?*

- The freedom of being able to organize events
- All communities in the Lower North Shore come together to take part and support an event
- Easy access to nature (Fishing, hiking, camping, etc...)
- Free access to the gym (no need for membership cards to participate)
- Access to outdoor activities (snowmobiling, fishing, hockey and volleyball sports)
- Family is the ‘anchor’ that makes you come back
- There’s a shift in family values and as you get older family becomes a priority (a support system)
- Family oriented community
- Strong community bonds are formed
- Junior Rangers
- In control of what we decide and what we want to do

### *Other:*

Everyone overwhelmingly thought a major factor to stay was the safe environment the Lower North Shore has to offer because of its isolation factors and small population. This was a positive aspect for the coast for raising children and classrooms not over crowded.

### *What makes you want to leave your region?*

- Lack of Sports and Leisure services
- Lack of restaurants, hair salons, shopping departments, bars
- Recognized for your potential skills
- Access to malls, movies, swimming pools, concerts, and fitness centers
- Frigid climate (flies in the summer)
- Variety of opportunities

- A chance to contribute to charitable organizations
- Family oriented activities such as theme parks, water parks, YMCA
- Different people / more people
- The coast has poor access to modern day technologies (computer stores, high speed internet)
- Veterinary service
- In terms of family and friends, there is nothing that makes the youth want to leave. The Lower North Shore is a very family based region and the aspect of leaving the coast to pursue their studies or employment is not appealing.
- Influenced by media content (i.e.: television, radio, internet, newspaper, etc...)

***How does being an English-speaker affect different areas of your life?***

Considering that English is the dominant language on the coast, they feel that language is not an issue; however, it's when they leave the coast and join collegiate sports in the province of Quebec that language problems are identified.

***What changes to your local English-speaking community do you hope to see?***

- Different variety of sports other than hockey and volleyball
- Summer jobs
- More entertainment activities during the end of the school year (summer months to attract the college / university students to come back and take up summer jobs)
- Coastal population and the youth need to come together and organize events to make things happen
- Promote sports / social activities widely
- An assortment of personality types to organize youth based activities
- Government programs to assist with sporting events / social events to encourage youth participation
- Infrastructures in place: covered rink, swimming pool, driving range
- Joint efforts from all partners to sustain what we currently have on the coast
- Recreational coordinators in place to organize events along the coast throughout the year
- Summer sports / competitions held during the summer
- Organize annual schedules to maintain consistency and participation
- Movie theatre
- An industry in place to sustain the youth / spouses and the communities, so the youth population doesn't have to leave the region to support their families and essentially themselves
- Youth involvement to pass the reigns over from older generations
- Diverse network of individuals (leaders, organizers, supports, etc...)
- Build a data base of youth (receive their coordinates, scheduling, etc... on and off the coast)
- Cater around the youth's schedules to get their involvement

- Adults need to evolve their method of thinking towards youth involvement and roles in the community
- Communities need to provide a ‘friendly’ atmosphere during events as to alleviate the shyness and threatening feelings they share during meetings, workshops, etc...
- Youth meet on their own (monthly or annually) to discuss youth initiatives and then transfer the information with an appointed youth to attend annual municipal / organizational assemblies

## **LEADERSHIP & IDENTITY**

### *What makes you want to stay in your region?*

- Juniors Rangers
- Workshops offered: Youth Consultation
- CJE Co-op
- Public speaking available in the five high schools on the coast
- Dance courses
- Opportunities to develop leaders is constant due to previous leaders stepping down and leaving to pursue studies or seek employment
- Year book committee
- Student council
- Governing boards
- Sunday school teaching
- Community involvement (meals on wheels, etc...)

### *What makes you want to leave your region?*

- See oneself as leaders / ambassadors of the Lower North Shore in places like Montreal, Eastern Townships, etc..., when our students residing off coast develop school projects related to the coast other people are amazed
- Continue their education
- A chance to participate as a tutor in mentoring programs
- Being able to organize and schedule your life as an independent
- Opportunities for youth to unite due to isolation from one another on the coast (tend to stick together as a ‘Coaster’)

### *How does being an English-speaker affect different areas of your life?*

The youth feels that being an English-speaker on the Lower North Shore does not present any vital problems regarding Leadership & Identity. However, programs, workshops, and professional training offered to the coast are limited due to language issues (offered in French as opposed to English).

***What changes to your local English-speaking community do you hope to see?***

- Involved youth attending forums, workshops, developing identity through intergeneration experiences
- Self-control, perseverance youth
- Introductory course to leadership
- Mentoring programs
- Leadership training sessions / workshops
- Open mindedness towards acceptance (there's a limited diversity on the coast)
- Take part in your community as a volunteer to community organizations / events to be accepted as a part of the community
- Push yourself out of your comfort zone to take part and be a part of your community
- Inform the youth on the coast and off the coast via email of coastal events throughout the year to keep them linked to the Lower North Shore
- Community website (create a network)
- Increase social interaction outside of your family / friends

***Other***

It is important to recognize that leadership is not for everyone. There are many different personality types, and though the youth seek the ability to express and voice their opinions, they do not all seek to lead.

**EMPLOYABILITY & TRAINING**

***What makes you want to stay in your region?***

- Currently employed on the coast
- Courses offered currently by Adult Education (trucking, heavy equipment, carpentry)
- Organizations on the coast make themselves readily available to offer training / workshops in their fields
- Passionate about the area

***What makes you want to leave your region?***

- Pursue further studies (college, university, or career courses)
- Upgrade personal development / skills
- Opportunity to improve on your current profession
- Chance to identify your potential as a professional
- Opportunity to work for a few months for 'fast cash'
- The cost of living has increased significantly and the need for higher paid employment to support families and / or themselves is essential

***How does being an English-speaker affect different areas of your life?***

Language does impact employability and training in Quebec, as the language of choice may be French as opposed to English, causing barriers for some. On the Lower North Shore, English is the predominate language; however, when job opportunities are posted on the coast bilingual appears to be the prerequisite to qualify for the position hindering opportunities for youth to stay in their region.

***What changes to your local English-speaking community do you hope to see?***

- Jobs not limited to a prerequisite of French speaking
- Further develop communities to be fluent in both languages
- Youth need to take the initiative to find jobs / opportunities in the area
- Volunteer experience can counteract with work experience when applying for jobs
- Receive paid work experience for on the job training (develop a coop)
- The technology of video conferencing to provide training
- Shared cost for training to alleviate the financial strain
- Professional mentoring organizations that can help you in your day to day job on the Lower North Shore

## **EDUCATION**

***What makes you want to stay in your region?***

- Sense of security and trust with the school you grew up in
- Vocational courses are free to take
- Adult Education courses are offered in the field of work

***What makes you want to leave your region?***

- Access to French education
- Further studies
- Acquire vocational courses not offered on the coast
- Current vocational courses on the coast full to its capacity (minimum of 12 people to a maximum of 16 per course)

***How does being an English-speaker affect different areas of your life?***

The youth recognizes the impact language has on the present and future vitality of their communities, such as limited to: applying to English-speaking college / universities in the province of Quebec, vocational training, adult education courses, career courses, etc... It is these aspects that push the youth to aspire to become bilingual.

- Courses on the coast are available in English only, thus the opportunity to excel in French in your chosen career is deterred
- French second language course limited to a few communities on the coast with a required numbers of students needed to sign up in order to provide the classes

***What changes to your local English-speaking community do you hope to see?***

- Produce bilingual youth
- French training courses offered on the coast
- Communication between organizations
- Guidance counsellors for the Adult Education sector
- Research and study online courses related to jobs offered on the coast, to increase employability on and off the coast

## **ARTS, CULTURE & HERITAGE**

***What makes you want to stay in your region?***

- Collaborative culture (culture varies and is unique to each town)
- A free slow paced lifestyle
- A set standard from a young age to love and appreciate the coast
- ‘Coaster’ pride
- Coastal environment: beach side, landscape, fresh air, safety / security, small communities
- Traditional pride
- Unique society
- Extended families
- Appreciative of our belongings / heritage
- Great cooks (generations of family traditions, cooking with the resources the coast has to offer such as: berries, variety of seafood, ducks, moose, salmon, etc...)
- Creating cookbooks of local people offering their traditional and favourite recipes (Great Recipes of the Lower North Shore, Coaster Cookbook, etc...)

***What makes you want to leave your region?***

- Constant isolation especially during the winter months
- In terms of heritage, there was no negative factors to leaving the coast, we as coasters take pride to our strong sense of culture and heritage
- An opportunity to encounter different cultures experiencing diversity
- More opportunities to enhance your skills

***How does being an English-speaker affect different areas of your life?***

- Programs, classes, and services to potential artists on the coast are hindered because these services are offered by professionals and teachers speaking French
- Prospective artists on the coast limited to attend English speaking colleges / universities in Quebec, thus potentially travelling outside the province to pursue their studies and gaining employment elsewhere

In terms of Arts, Culture, and Heritage, language does not come into play; however, should the possibility of tourism become a major sector on the coast, language skills will be vital to socialize and converse with tourists from various countries and parts of Quebec visiting the communities on the Lower North Shore.

***What changes to your local English-speaking community do you hope to see?***

- Promotion through song, theatre, dance to preserve the culture
- Arts courses offered such as: painting, sculpture, traditional skills
- Youth to interact with the seniors to learn the traditional skills
- Create a program for the youth to meet and learn from older generations
- Funding to print promotional tools
- Strong partnership between Quebec and Labrador
- Train / educate our youth of our heritage / history
- Take the initiative to maintain and restore current infrastructures in place to display our community pride
- Senior involvement
- Document our history through books, archives, song, dance, and theatre
- Develop tourist attractions
- A lot of local talented artists on the coast; however, they are not promoted nor identified or realized as a career. These people need an opportunity to express and broaden their talents through forms of workshops, classes, shows, etc...



- Demographic Questionnaire Results

Based on the twenty five youth participants on the Lower North Shore

## DEMOGRAPHIC INFORMATION

### 1. What is your age?

16 years old: 1      17 years old: 1  
 18 years old: 5      19 years old: 4  
 20 years old: 3      21 years old: 2  
 25 years old: 3      26 years old: 3  
 27 years old: 1      28 years old: 1  
 29 years old: 1

### 2. What is your education level?

1 in high school  
 10 completed high school  
 8 completed Cegep  
 4 completed technical training  
 2 completed degree or higher

### 3. Are you ...

21 single without children  
 2 married / common law without Children  
 0 single with children  
 2 married / common law with children

### 4. Are you currently ...

15 a student  
 4 employed part-time  
 5 employed full-time  
 1 unemployed

### 5. What is your level of spoken French?

2 none  
 6 some  
 3 proficient  
 14 fluent

### 6. What is your level of written French?

3 none                      12 fluent  
 7 some

### 7. Have you ever lived outside your region? If so, where?

3	Lennoxville	1	Gatineau
9	Sherbrooke	2	Rimouski
9	Quebec City	3	Montreal
1	Huntington	1	Europe
4	Sept-Iles	3	Alberta
2	Corner Brook	1	Hull
1	Netherlands	1	Australia
2	Ontario	1	N.W.T.
2	Nunavut		

### 8. Have you ever travelled outside your region? If so, where?

30	Quebec	19	Newfoundland
11	PEI	12	Nova Scotia
12	New Brunswick	19	Ontario
7	Manitoba	7	Manitoba
6	Saskatchewan	4	Nunavut
6	British Columbia	2	NWT
3	Yukon Territories	7	United States
5	Europe	1	Cuba
1	Spain	1	Belgium
1	Italy	1	Singapore

### 9. What is your professional experience?

Youth Animator (2)	Secretary Assistant (2)
Tutor (3)	Plant worker (3)
Camp counsellor (4)	Community organizer (2)
Museum Coordinator	Bartender
Secretary	Service Agent
Laboratory Manager	Preschool Educator
Hair Dresser	Human Relations Agent
Police Cadet	Radio Host
Accounting	Construction (2)
Babysitting	Dance Teacher
Camp Animator	Cashier (2)
Waitress	Small business owner
Finance	Daycare worker

3 proficient  
Carpenter  
Economic & Social Development Agent

Substitute Teacher (3)

Municipal Summer Job

**10. Would you like to stay informed of issues affecting English-speaking youth in Quebec? If so, please provide your e-mail address here:**

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Ties to Community	Strongly agree			Strongly disagree	
	1	2	3	4	5
I feel accepted by my community	18	4	2	0	1
I feel a sense of belonging in my community	19	3	2	0	1
I feel invested in my community	9	9	7	0	0
I feel proud of my cultural heritage	20	2	2	0	1
I feel that I am part of my community	21	3	0	0	1

Leadership	Strongly agree			Strongly disagree	
	1	2	3	4	5
I have the chance to participate in leadership programs	7	7	9	1	0
I am encouraged to take on leadership roles (at home, at school, or in my community)	9	11	4	0	0
I feel welcome to participate in community organizations	9	10	4	1	0
I have the opportunity to voice my opinion and be heard	6	9	6	3	0
There are opportunities to participate in programs that will give me new confidence and skills	6	8	7	3	0

\* Of the twenty-five participants, one youth did not complete this section

Education	Strongly agree			Strongly disagree	
	1	2	3	4	5
I can remain in the region and get the education I want, through option such as distance-ed or local institutions	1	1	6	3	13

If English-speakers enrol in French-language educational programs, allowances are made for the language barrier	0	2	16	5	1
There are professional mentoring programs available locally to English-speakers	1	1	10	7	5
Being an English-speaker is a barrier to my education	0	1	10	3	10
There are technical and vocational training programs accessible to me in the region	1	5	2	6	10

\* Of the twenty-five participants, one youth did not complete this section

<b>Employability and Training</b>	<b>Strongly agree</b>			<b>Strongly disagree</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I can find work in my chosen field / career while staying in my region	3	2	9	6	4
I can access employment services in my region	5	4	9	6	0
There are experienced English-speaking professionals locally that I can talk about my career path	11	6	3	2	2
It is possible to get experience and work my way up in a company locally	2	3	8	11	0
There are better career opportunities elsewhere	13	8	2	1	0

\* Of the twenty-five participants, one youth did not complete this section

<b>Arts &amp; Culture</b>	<b>Strongly agree</b>			<b>Strongly disagree</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
There are programs and services available for English-speaking artists	3	1	10	7	2
I can attend functions and events that celebrate English-speaking culture	5	8	7	2	1
Our region has a vibrant English-speaking artistic community	5	4	8	6	0
My community supports English-speaking arts and culture	8	7	6	1	1
It is easy for me to learn about my English-speaking culture	10	3	6	2	2

\* Of the twenty-five participants, two youth did not complete this section

## **Your Thoughts**

**What are some specific things that your community could do to encourage you to remain in your region, or return to your region, over the long term?**

- Accessibility to various fields of employment associated with students area of education / training
- Additional leisure / social activities

- Funding for transportation (airfare fees subsidised for students to be able to afford to come home)
- Creative way for English-speakers to learn and evolve in French
- Accessibility to leisure structures (swimming pool, gym, theatre, etc...)
- Stop posting 'must be bilingual' on job opportunities. This seems to take priority over work experience. Despite the fact that we live in a predominately English community, it is becoming increasingly difficult to find and retain a job if you are not fluent in French
- The population of school aged children has to increase on the coast for students studying in education as a profession to return and find a placement with Commission Scolaire du Littoral
- Take youth between 18-35 into consideration while doing Community Planning (social and economic events)
- Promote the region and the opportunities in a positive manner.

- Evaluation

Based on the twenty-five youth participants on the Lower North Shore

Rate the Consultation	<i>Least Satisfied</i>			<i>Most Satisfied</i>	
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Content</b>	0	0	4	8	13
<b>Structure / Format</b>	0	0	8	10	7
<b>Quality of Facilitation</b>	0	1	0	15	9
<b>Chance to Express My Views and to be Heard</b>	0	1	0	8	16
<b>General Satisfaction</b>	0	0	1	13	11

**If you rated anything below a 3, please explain why:**

- Quality of Facilitation: within the group a lot of side discussion, not easy to understand everyone talking. Also, a bit rocky start, understanding the time allotted for each theme, confusing way to divide the themes.
- Allow written replies from people who are shy and less willing to talk in a big group.

**Did it respond to your expectations? If yes, how? If no, why not?**

- Yes, I didn't really know what to expect but enjoyed it!
- Yes, although it was longer than expected (questions were too general and too many)
- Yes, there was more information than I expected – we addressed the problems that we are experiencing on the coast
- Yes, every topic about the Lower North Shore was covered
- I did not quite know what to expect – I appreciated the use of tele-conferencing; it helped create a sense of togetherness
- It was enjoyable and interesting to hear others and their opinions
- It was so much more than what I had expected. I am glad I came and participated. Excellent job!
- Discussed areas that were efficient and useful for the future
- Wasn't expected to be discussing financial issues (i.e.: Desjardins presentation)
- Yes and no, wasn't sure what it was about and I had the opportunity to hear everyone's views
- It was refreshing to hear the youth speak up when given a chance
- Great platform to receive youth interaction

- It was well organized, but really need to act on what has been discussed

**Which parts did you find most beneficial?**

- The exchange with our groups (hooked up all along the coast)
- The education sections and also the Desjardins information
- Hearing opinions from other areas of the Lower North Shore and how some issues raised were coast wide
- The Community Life theme
- Education, Culture, Leadership and Identity – huge aspects
- Discussing topics related to Sports & Leisure
- The presence of individuals of different ages.
- The unique perspective offered by each village / group
- Able to voice our opinions
- The problems of the Lower North Shore was tackled in a positive way
- Heritage and Education – we were gaining knowledge about ourselves as a whole
- Question 4 about changes to each theme, focused on what positive initiatives we can do as youth to enhance our community for the best
- Youth recommendations for each discussion topic

**Which parts did you find least beneficial?**

- The Leadership and Identity section:
  - Not necessarily the most important aspect
  - We know what a leader is and what needs to be done, its just the fact of doing it
- Lack of interpersonal exchange / one on one. Actual interaction would have been positive with youth from other areas of the coast
- Community Life: access to Sports & Leisure and entertainment, some thing's are impossible to have in small communities
- There was less discussion, as it was more a presentation of ideas. Bouncing ideas off one another maybe more useful
- Low number of youth attendance
- The third question about being an ES affects different areas of your life because I'm actually French
- Not much time spent on looking at the displays set up from attending organizations
- Discussing topics of English language / bilingualism because the coast is a predominate English-speaking region
- It was a bad time of year to hold a Youth consultation – low number of youth

**Do you now have a broader understanding of the issues faced by English-speaking youth in your region? If so, how?**

- I am more informed and aware of the difficulties English-speaking youth face within Quebec

- Somewhat, many issues and recommendations were identified, but it is very important to have the youth share their opinions specifically and on a regular annual basis.
- I have a better understanding of the problems we face as youth on the coast
- My understanding of the services and challenges in other towns on the coast has been broadened
- Being bilingual on the Lower North Shore, I didn't realize the struggles ES faced and the obstacles they will encounter
- We have many challenges to face in order for our region to develop to it's fullest potential
- Our youth love their region, but need the experience of moving away and encountering different things; however, given the opportunity and resources they would come back and set roots to their region.

## 2. PART II: Wrap-up / Next Steps

### Conclusion

The English-speaking youth on the coast recognizes the impact language can have on the present and future vitality of their community. There exist among English-speaking youth a sense of community relation on their common use of the English language; however, they also recognize the particular challenges of implementing the recommendations from the consultation for the population at large. For many, there is a shared sense of belonging, respect and commitment towards the historical and cultural aspirations of the Lower North Shore.

Many regional economies as shifted dramatically in recent decades. The fishing industry, transportation, and community businesses have all suffered. New industries are difficult to attract and to retain. Many young people are leaving in search of better opportunities. As a result, the average age of English-speakers on the coast is generally older generations.

Ties to community are strong all along the coast. Given the relative isolation of the fourteen communities, the presence of large extended families, and the progression of friendships beginning in the early school years, it is natural that most coasters feel very strong bonds and identity with their town, as well as the Lower North Shore as an area. Family ties may also be a force in pushing some individuals to leave the coast. As often the case now, it is no longer individuals and students who are leaving the coast for school, but whole families migrating to find employment.

In recent years, a greater generation gap seems to have appeared. Given the advances in technology and quick changes of the times, there is less interaction across generations.

There is little that would encourage individuals to stay on the training front. In terms of vocational training, carpentry and heavy equipment courses are offered in select communities. The youth believe that most people that stay, do so because of a passion for their career or for their surroundings, not because of training opportunities. Given the lack of training, professionals experience difficulties in upgrading their work, often impeding their ability to learn throughout their career. It is also difficult to find mentors, because as a professional you are often alone in your field.

The Lower North Shore has a collaborative culture and identity, as evident in the manner that we refer to ourselves as 'Coasters'. There are also variances in culture and heritage unique to each community. In terms of what encourages youth to stay, the culture or lifestyles of the coast is one of freedom and of a slower pace. It is family and community focus, culture, and heritage that is largely responsible for drawing people back. Our isolation promotes a strong sense of culture and heritage and belonging on the coast, but



at the same time it prevents diversity; hence, many leave to experience other ways of life if only for a short time. In many ways, exposure to other cultures is a necessity. It is a way to understand the world, our similarities, and our differences. It often encourages us to appreciate the beauty of what we have here on the coast.

# Recommendations

The following are key recommendations taken from the consultation data, proposed by the twenty-five youth participants and the resource attendees, categorized as: what steps should be taken to address issues by youth, the English-speaking community, and the government.

## Steps to be Taken to Address Issues by Youth

- Greater involvement in their community, ties individuals stronger. If you feel as though you have a say in the direction of your community, and your opinion is valued, it is likely to encourage youth to increase their participation and strengthen community ties.
- Encourage youth to become aware of their training needs and to insist that they become competent to carry out their profession on the coast.
- Youth involvement on various boards, and committees
- Youth meet bi-monthly or annually to discuss youth initiatives and convey the information with an appointed youth to attend municipal assemblies.

## Steps to be Taken to Address Issues by the English-speaking Community

- Progression to utilize the infrastructures currently in place that are leading to ruin such as: baseballs fields and boardwalks requiring maintenance, outdoor rinks to easily serve as a volley-ball court / soccer field in the summer months, etc... In order to see these plans put in place, the assignment of a community organizer is essential.
- Pairing older and younger generations on a weekly / monthly basis, to learn about the past, a lost way of life, to learn about songs, dance and customs of their heritage, and to bring old traditions back to life.
- Technology to help encourage changes and advances such as: video conferencing as a method for cross-community communication among groups and individuals. This technology can be used to share the cost of providing training to various vocational courses and organizations along the coast such as: business techniques, fundraising, professional upgrading, trade courses, and college curriculum.
- Preserve culture by encouraging intergenerational participation by the promotion of local culture and coastal heritage through song, dance, theatre, and crafts. We no longer hear the old songs, the acoustic instruments, or the tale. There are few that

could give the history of the development of the town and few that have inherited or acquired skills that their parents and grandparents required for their survival.

- Offer adult students an adequate level of guidance and counselling for the Adult Education and vocational sector. It is essential to remember that adults require the same level of guidance and counselling services that are available to the youth sector.
- Jobs on the coast not limited to a prerequisite of French speaking. Experience work should take precedence over language skills.

#### Steps to be Taken to Address Issues by the Government

- Create an environment conducive to bilingual education. Bilingual learning is accessible and affordable and scheduling is convenient.
- Quebec policy in place to emphasis and encourage both the youth and communities of the growing need of a bilingual Lower North Shore.
- Training offered to upgrade young adults in the workforce beneficial to the coast such as: certified carpenters, nursing, home care, tourism, wild life conservationist, entrepreneurial initiatives, etc...
- Government programs / subsidies to assist with sporting / social events to further encourage youth participation.
- Recreational coordinators located in every community or municipality to follow through on the necessary steps to organize and schedule sports / social events annually.
- Industry in place to combat youth out-migration and support the economy of the communities on the coast.
- Funding available for youth / adults to obtain a trade in their own language in another province (i.e.: NFLD), and change the criteria of certification to be able to come back and work in their own province.
- Provide language on the job training for employees that are not bilingual.

## Assessment of Consultation

The youth project initiative was a collaborative effort by numerous regional organizations and institutions (see Appendix D for list of participants), resulting in a very supportive and successful consultation on the Lower North Shore. Several methods were put into place to meet all the objectives (refer to Appendix A: Action Plan) sought forth into the Action Plan. The one beneficial objective in particular was the creation of the Steering Committee (see Appendix B) composed of representatives / resource people on the coast offering their expertise and support throughout the planning process, along with assisting with the set up, chairing the themes, contributing with the meals / snacks, and the clean up of the days events.

Considering that this was the first youth consultation carried out by the Coasters Association, it was an initiative to be achieved through trial and error. The day of the consultation got off to a trying start, due to the fixed time frame, choosing more than the four discussion questions to a theme, and interacting with the four locations via video conference; however, the evening came together when everyone decided to focus on the four significant discussion questions, every location discussed amongst themselves, and then open the lines of communication to respond as a group. This approach was very successful and we were able to complete the consultation in the allotted timeframe.

Should the Coasters Association spearhead a second Youth Consultation on the coast, several factors should be taken into consideration to generate a smoother and productive initiative by all partners involved, such as:

- More time allotted for the planning stages;
- Time frame of the project held during the school year;
- The consultation held on a school day and during school hours;
- Ages of the youth be extended to sixteen to thirty-five;
- Additional funding allotted for promotional items and advertising;
- More funding towards travel expenses to the Provincial Youth Forum, to send additional youth from the Lower North Shore.

Of the twenty-five youth attendees, the majority did request annual youth consultations / workshops to continue voicing their thoughts and maintain youth involvement. This interaction between youth and resource people, institutions and organizations on the coast, gave each participant a sense of togetherness and interaction of every generation. This preservation is vital to the continued existence of the people of the Lower North Shore of Quebec.



## Acknowledgements

A special recognition and word of thanks must be extended to the members of the Steering Committee: Ana Osborne (CLC Netagamious), Juanita Jones (CLC Mecatina), Kimberly Buffitt (CLC St. Paul's School), Anita Joncas (Caisse Populaire Desjardins de Blanc Sablon), Vicki Driscoll (CEDEC), Melissa Lawless (CJE), and Cornella Maurice (Coasters Association), for their ongoing collaboration to ensure the success of the 2008 Lower North Shore Youth Consultation.

The Coasters Association would like to express its gratitude to:

- ▶ The CSSSBCN for providing the use of the CLSC and their video conferencing equipment in St. Augustine.
- ▶ The Community Learning Centers of Mecatina, Netagamiou, and St. Paul's School for the use of their facilities along with the video conferencing equipment.
- ▶ The Youth Committee Members of the Caisse Populaire Desjardins de Blanc Sablon (Anita Joncas, Joyce Buckle, Gladys Hobbs, Ashley Morency, and Nita Walsh) for their collaborative efforts with the project and contribution towards the health break and meal at the consultation in St. Paul's School.
- ▶ The Caisse Populaire Desjardins de Tête à la Baleine and La Tabatière for their contribution toward the snacks and dinner at CLC Netagmiou and Mecatina, and the CLSC in St. Augustine.
- ▶ Air Labrador, for generously donating a round trip plane ticket to send a youth to attend the September Youth Forum in Montreal.
- ▶ The organizations who took part: CSSSBCN, CLD, Community Learning Centers, CEDEC, Commission Scolaire du Littoral, Caisse Populaires, and the Coasters Association, for attending at various locations offering their support, booth set-up, and / or resource assistance.

I would like to take this opportunity to extend a genuine thanks to all youth who attended across the Lower North Shore (see Appendix D for full listing of attendees). Without the excellent input of today's youth on the coast, this event would not have been a success

Finally, I would like to express a sincere Thanks to the Department of Canadian Heritage for sponsoring this project, in collaboration with QCGN. Their contribution, on-going support, and guidance made this project possible.

Heidi Buckle  
Project Coordinator



## Youth Project Action Plan

**Goal:** Enhance a sense of identity and belonging for the English Speaking Youth in Quebec and generate greater access to information and services

Targeted Results	Planned Activities	People Responsible	Timeframe
<p>English Speaking Communities (ESC) associations benefits from the sharing of best practices on developing a targeted community consultation</p>	<ul style="list-style-type: none"> <li>• Create a Steering Committee composed of regional partners: Carrefour Jeunesse Emploi (CJE), Community Learning Centers (CLC) (3), Caisse Populaires (3), Coasters Association (CA), and Community Economic Development and Employability Committee (CEDEC) to provide feedback and links within the region</li> <li>• Collectively start planning content of youth consultation</li> <li>• Contact members of the Steering Committee to organize a conference call to set a date for the consultation and start immediate preparations</li> <li>• Contact Caisse Populaires along the coast to receive their participation and input of the consultation</li> <li>• Receive youth involvement through contacting the five high schools on the coast and getting in touch with community youth representatives ages 16-29</li> <li>• Design an evaluation framework (surveys) for the regional consultation</li> <li>•</li> <li>• Meet via conference call with the QCGN Provincial</li> </ul>	<p>Coordinator Regional Steering Committee</p>	<p>May 2008</p>



	Steering Committee to discuss and finalize the consultation themes		
ESC and their respective associations have a better understanding of youth retention issues from a youth perspective	<ul style="list-style-type: none"> <li>• Finalize and validate the content and the evaluation framework for the regional consultation</li> <li>• Engage with the Steering Committee to arrange travel, collect equipment, organize meals and prepare the Agenda for the youth consultation</li> <li>• Key partners identified (CSL, Council of Mayors, SQ, CSSSBCN, CLD, QLF, etc...) and invited to attend and / or take part in the consultation</li> <li>• Hold the regional consultation via video conference</li> <li>• Develop a list of youth issues and recommendations</li> <li>• Monthly meetings with the QCGN Provincial Steering Committee to evaluate and examine the outcome of the consultation</li> </ul>	Coordinator Steering Committee Partners Youth (age 16-29)	June 2008
ESC youth, organizations and institutions have greater awareness of youth from a unified community consultative approach	<ul style="list-style-type: none"> <li>• Compile participant surveys from the regional consultation</li> <li>• Hold a work session with the Regional Steering Committee to discuss and finalize the results of the consultation</li> <li>• Complete a list of youth recommendations</li> <li>• Compile a summary document from the information / recommendations gathered from the regional consultation</li> <li>• Monthly meeting with the QCGN Provincial Steering</li> </ul>	Coordinator Steering Committee	July 2008

	Committee to evaluate and examine the current activities of the project		
ESC associations benefits from the sharing of best practices on developing a targeted community consultation	<ul style="list-style-type: none"> <li>• Finalize and validate the evaluation framework for the provincial forum</li> <li>• Monthly meeting with the QCGN Provincial Steering Committee to discuss the details of the youth forum</li> </ul>	Coordinator Steering Committee	August 2008
The ESC benefits from greater interaction and networking of community organizations on youth retention challenges	<ul style="list-style-type: none"> <li>• Attend the Provincial Youth Forum in Montreal</li> <li>• Monthly meeting with the QCGN Provincial Steering Committee to evaluate and examine the activities / outcomes of the project</li> <li>• Produce and distribute final report to key stakeholders, government departments interested in youth issues</li> </ul>	Coordinator Steering Committee	September 2008



## Steering Committee

Contact	Organization	Address	Phone/Fax	Email
Anita Joncas, Bank Manager	Caisse Populaire Desjardins de Blanc Sablon	Lourdes de Blanc Sablon, QC G0G 1W0	Tel: (418) 461 – 2020 Fax: (418) 461 – 2325	anita.joncas@desjardins.com
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Ana Osborne, Development Officer	Community Learning Center (Chevery)	Chevery, QC G0G 1G0	Tel: (418) 787 – 2201 Fax: (418) 787 – 2347	netagamiouclc@hotmail.com
Kimberly Buffitt, Development Officer	Community Learning Center (St. Paul's River)	St. Paul's River, Qc G0G 2P0	Tel: (418) 379 – 2006 Fax: (418) 379 – 2621	hssnpi@globetrotter.net
Juanita Jones, Development Officer	Community Learning Center (La Tabatière)	La Tabatière, QC G0G 1T0	Tel: (418) 773 – 2500 Fax: (418) 773 – 2255	clcjuanita@yahoo.ca
Vicki Driscoll, Director	Community Economic Development and Employability Committee	Lourdes de Blanc Sablon, QC G0G 1W0	Tel: (418) 461 – 3450 Fax: (418) 461 – 2651	cedecs@globetrotter.net
Cornella Maurice, Executive Director	Coasters Association Inc.	St. Paul's River, Qc G0G 2P0	Tel: (418) 379 – 2006 Fax: (418) 379 – 2621	coasters@globetrotter.net
Heidi Buckle, Youth Coordinator	Coasters Association Inc.	St. Paul's River, Qc G0G 2P0	Tel: (418) 379 – 2006 Fax: (418) 379 – 2621	coastersmpc@yahoo.ca

**Total = 8**



# Youth Consultation Agenda



## 2008 Youth Consultation

June 16<sup>th</sup>, 2008-06-09  
 3:00 – 9:00 pm  
 Youth: 16-29 year olds

3:00 pm	<i>Kiosk set-up / visits</i> <i>Caisse Populaire, TLNS, CJE, CEDEC, CLD, QLF, CSL, CA</i> <i>Hors d'ouvres / snacks served</i>	<i>Caisse Populaire, CA, CEDEC, etc...</i>
4:00 pm	<b>Words of Welcome</b>	Cornella Maurice
4:05 pm	<b>Opening of Consultation</b> <ul style="list-style-type: none"> <li>• Purpose of consultation / background</li> <li>• Format of the day / Demographic questionnaire</li> <li>• Kiosks introduction</li> </ul>	Heidi Buckle
4:15pm	<i>Icebreaker: History of the Coast</i>	<i>Vicki Driscoll</i>
4:30 pm	<b>Caisse Populaire Desjardins de Blanc Sablon</b> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Questions</li> </ul>	Anita Joncas
5:15 pm	<b>Theme 1: Community Life</b> <ul style="list-style-type: none"> <li>• Discussion Questions</li> <li>• Recommendations</li> </ul>	Vicki Driscoll
5:45 pm	<b>Theme 2: Leadership &amp; Identity</b> <ul style="list-style-type: none"> <li>• Discussion Questions</li> <li>• Recommendations</li> </ul>	Vicki Driscoll
6:15 pm	<i>Dinner &amp; Kiosk Visits</i>	
7:00 pm	<b>Theme 3: Education, Employability, &amp; Training</b>	Ana Osborne & Kimberly Buffitt

	<ul style="list-style-type: none"><li>• Discussion Questions</li><li>• Recommendations</li></ul>	
7:30 pm	<b>Theme 4: Arts, Culture, &amp; Heritage</b> <ul style="list-style-type: none"><li>• Discussion Questions</li><li>• Recommendations</li></ul>	Ana Osborne
8:00 pm	<b>Plenary Session</b> <ul style="list-style-type: none"><li>• Summary</li><li>• Final Questions</li></ul>	Panel (Anita, Vicki, Ana, & Kimberly)
9:45 pm	<b>Evaluation of Consultation</b>	Heidi Buckle
9:00 pm	<b>Closing</b> <ul style="list-style-type: none"><li>• Door prize draws</li></ul>	Heidi Buckle & Cornella Maurice

**THANK YOU**  
**For participating in the Coasters Association's 1<sup>st</sup>**  
**Youth Consultation on the LOWER NORTH SHORE!**

## List of Participants

### Youth Attendees aged 16-29:

- Nicole Cox (Chevery)
- Karine Monger (Chevery)
- Elizabeth Cox (Chevery)
- Erica Strickland (Chevery)
- Melissa Jones (Chevery)
- Damion Cox (Chevery)
- Kylie Jones (Harrington Harbour)
- Liane Kandler (St. Augustine)
- Faye Bilodeau (St. Paul's River)
- Gary Thomas (St. Paul's River)
- Melissa Roberts (St. Paul's River)
- Karla Roberts (St. Paul's River)
- Christelle Fortin-Vaillancourt (Lourdes de Blanc Sablon)
- Ashley Morency (Lourdes de Blanc Sablon)
- Janna Bilodeau (Lourdes de Blanc Sablon)
- Mariève Joncas (Lourdes de Blanc Sablon)
- Lisa Spingle (Lourdes de Blanc Sablon)
- Jenny Jones (Lourdes de Blanc Sablon)
- Mandy Beaudoin (Lourdes de Blanc Sablon)
- Carla Fequet (Lourdes de Blanc Sablon)
- Gwennola Lawless (Lourdes de Blanc Sablon)
- Kayla Letemplier (Blanc Sablon)
- Alicia Walsh (Blanc Sablon)
- Cassandra Etheridge (Blanc Sablon)
- Curtis Walsh (Blanc Sablon)

TOTAL = 25

### Organization (Resource People) Attendees:

- Ana Osborne (CLC Netagamiou & Coasters Association Board Member)
- Kimberly Buffitt (CLC St. Paul's School)
- Isidore Lawless (Coasters Association Board Member)
- Cornella Maurice (Coasters Association)
- Heidi Buckle (Coasters Association)
- Priscilla Griffin (Coasters Association)
- Vanessa Newcombe (Coasters Association)
- Shannon Keats (Coasters Association)
- Shelly Fequet (Coasters Association)
- Anita Joncas (Caisse Populaire Desjardins de Blanc Sablon)
- Gladys Hobbs (Caisse Populaire Desjardins de Blanc Sablon)
- Joyce Buckle (Caisse Populaire Desjardins de Blanc Sablon)
- Nita Walsh (Caisse Populaire desjardins de St. Paul's River)
- Belinda Robertson (Caisse Populaire Desjardins de Chevery)
- Bob King (Caisse Populaire Desjardins de La Tabatière)
- Vicki Driscoll (CEDEC)
- Philip Robertson (Netagamiou School Principal)
- John Weideman (Mecatina School Principal)
- Medric O'Brien (St. Augustine School Principal)



- Kim Keats (CLD, St. Augustine)
- Karen Morency (CLD, La Tabatière)
- Genevia Jones (CLD, Chevery)
- Jarret Fequet (CLD, Chevery)
- Dale Keats (CLD, St. Paul's River)
- Cindy Thomas (Commission Scolaire du Littoral)
- Raymonde Jones (CSSSBCN)

TOTAL = 26

*\* Total in attendance = 51*

## Youth Consultation Pictures

The following are pictures taken during the consultation in the gymnasium at St. Paul's School. We were fortunate to acquire the movable video conferencing equipment from the CLC of St. Paul's School and place it in the gym to accommodate the large group of participants. Unfortunately we were unable to receive any pictures from the three other locations; however, their appearance via video was quite a new and surreal experience for some participants attending from each site.



*St. Paul's River Community Learning Center (St. Paul's School Gym)*



*St. Paul's River Community Learning Center (St. Paul's School Gym)*

*Vicki Driscoll (CEDEC) facilitating the theme to Community Life, Leadership & Identity*





*Netagamiou Community Learning Center in Chevery*



*Caisse Populaire Desjardins de Blanc Sablon kiosk*



*Coasters Association booth set-up at St. Paul's CLC*



*CLD booth set-up at St. Paul's CLC*



*CJE booth set-up at St. Paul's CLC*



*Booth set-up of the Adult Education sector by Commission Scolaire du Littoral at St. Paul's CLC*