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YOUTH CRIME PREVENTION PROJECTS
IN NATIVE COMMUNITIES
INTERIM REPORT

Melissa Lazore

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YOUTH CRIME PREVENTION PROJECTS IN NATIVE COMMUNITIES

INTERIM REPORT

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Under Contract for:
**Solicitor General's Department
Consultation Branch**

March 15, 1985

YOUTH CRIME PREVENTION PROJECTS IN NATIVE COMMUNITIES

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YOUTH CRIME PREVENTION PROJECTS IN NATIVE COMMUNITIES

INTRODUCTION

This publication has been written under contract with the Solicitor General's Department to assist Native groups interested in establishing youth crime prevention projects in their communities.

This manual is based on existing program reviews, in an attempt to give you a general profile of four native youth crime prevention projects: Skeena Youth Work Incentative Program; Rediscovery Project; Yukon Wilderness Alternatives and Neyunan Project.

The four youth prevention programs which are featured in this manual will serve as models illustrating how the programs were created, their objectives, their acceptance by the community and finally, the reviewer's observations and/or evaluations on the success of the programs.

A list of helpful suggestions to keep in mind when establishing programs similar to the ones described in this manual has also been included.

SKEENA YOUTH WORK INCENTATIVE PROGRAM

INTRODUCTION:

Skeena Youth Work Incentative Program was created to meet the needs of children who were in trouble with the law. Located in Terrace, B.C., the program offered an alternative to confinement and gave individuals an opportunity to gain basic education and employment skills.

HISTORICAL DEVELOPMENT

Terrace is a northern town in British Columbia with an economic base of forestry and to some degree, fishing industry. In 1978, there was an economic slow down, the crime rate increased as more and more youths came into conflict with the law. The BC Police Commission statistics indicated the number of juveniles charged and rose from 65 in 1975 to 135 in 1978. The members of the professional community soon realized they were each dealing with the same individuals. The Probation Officer, Social Worker, and Supervisor of Special Services for School District No. 88 joined forces to develop a program which would serve as an alternative to containment for youth involved with the law.

The common characteristics, which were defined by the members of the professional community include:

1. They had dropped out of the regular school system.
2. They had no work history and were, in fact, not employment ready.
3. They had family problems and most were not living with their parents.
4. They had already had some conflict with the law, and had been either charged formally or had been diverted at least once.

The goals identified and outlined for the grant application in 1977 were:

1. to provide an alternate working and learning environment for "street youths" of school age (14-17 years);
2. to teach viable labour and trade skills through instruction and supervised "on job site" experience;

SKEENA YOUTH WORK INCENTATIVE PROGRAM

HISTORICAL DEVELOPMENT(continued)

3. to improve non-vocation and interpersonal effectiveness through life skills instruction and experience.

The more specific goals spelled out for the program were:

1. to raise self-esteem and pride of student workers;
2. to demonstrate the progress which individual juveniles (and the entire group) can make to the community at large;
3. to teach sufficient life skills and job-related skills for future permanent employment;
4. to up-grade the Hart Farm as a public "wilderness camp" setting.

The Skeena Youth Work Incentative Program had its share of growing pains during its 3-year operation, however, it survived through the unique situation which includes the joint cooperation of the program's founding members and the support and contributions of other participating agencies in the community.

PARTICIPATING AGENCIES:

It is important to note the attitudes of the participating agencies:

- * The Ministry of the Attorney General (Probation Branch) believes that offenders must be held accountable for their actions and that most offenders are capable of both decision making and behavior change. As most offenders are returned to the community at some point, the Corrections branch is interested in the development of community based programs.
- * The Ministry of Human Resources believes that the child can be best dealt with (supported), within his or her own home and community.
- * The schools see SYWIP as a method by which they can get dropouts to re-enter the educational system, and develop the necessary skills and techniques to exist adequately as adults.
- * The Canada Employment Centre's main objective is to find employment for people, and people for jobs. Recently, the focus has shifted away from the system to the individual, that is, programs are adapted to individuals rather than individuals being adapted to programs.

SKEENA YOUTH WORK INCENTATIVE PROGRAM

PARTICIPATING AGENCIES(continued)

- * The Ministry of Health, in particular, the Community Vocational and Rehabilitation Services (CVRS), sees SYWIP as providing a rehabilitative function. Their philosophy centers around the concept of behavioral change or modification.

PROGRAM FUNDING

Once the nature of the program had been agreed upon, a target project had to be designed and adequate funding secured.

A location for the project was found - an old farm consisting of 28 acres of unspoiled wilderness property some 15 miles north of Terrace. The farm had been leased to School District No. 88 for \$1.00 per year. The buildings had been used as sleeping and cooking facilities for school outings as well as for community groups such as the Girl Guides, Boy Scouts, etc.

Before the application could be completed, it was necessary to find a registered society willing to act as a sponsor, to manage the finances, and direct the project. Terrace and District Community Services Society (later, Community Services Society) agreed to support the project.

The completed project application was submitted to the Employment Development Branch under the Canada Works grants and on January 16, 1978, SYWIP was underway with a grant of \$121,485.

Although the Canada Works grant was the major source of funding, it was not by any means the only source. The school district provided funding for the Program Director/teacher through special approval from the School Board. A grant from Canada Manpower paid the salary of the foreman and his assistant. A Child Care Worker was paid by the Ministry of Human Resources and assigned work with individuals participating in the project. The School Board also supplied instructional material, some building material and the use of a

SKEENA YOUTH WORK INCENTATIVE PROGRAM

PROGRAM FUNDING (continued)

workshop. The workshop was used for instructing students in carpentry skills and also as a meeting place for those being transported to the farm each day.

The student employees began work on renovations to some of the building facilities on the farm which had deteriorated and required immediate repair.

The program was considered to be unique in the manner in which the various agencies, federal and provincial, had cooperated in contributing funds and organization to SYWIP's development and operation.

PROGRAM DESCRIPTION

The government personnel responsible for organizing SYWIP maintained their involvement by forming the Inter-Agency Youth Committee, later and here-in-after called the Screening Committee.

The Screening Committee was made up of:

1. a Probation Officer from the Ministry of Attorney General;
2. the Supervisor of Special Services for School District No. 88;
3. a Social Worker from the Ministry of Human Resources;
4. a member of the community Services Society;
5. An officer from the Canada Employment Centre.

The Committee was responsible for identifying, screening and selecting student employees to participate in the program. They have also retained the responsibility for shaping and guiding the overall direction of the program and also have an authoritative role in the hiring and firing of the Staff for SYWIP. At least one member of the Committee sits on all Staff hiring panels.

SKEENA YOUTH WORK INCENTATIVE PROGRAM

PRESENT AIMS & OBJECTIVES

Although the original program has been refined over the years, there has been little change in the program's objectives. The major goals are:

- * to provide disadvantaged, presently unemployable youth (male and female ages 15 - 17) with attitudes, work habits and marketable skills essential to employment in the northern region of British Columbia;
- * the ultimate goal for each student/employee is the securing of full-time gainful employment outside of the program, and the acquisition of sufficient life skills and academic abilities to support a responsible, independent life style.

PROCESS

Although anyone can make referrals to the program, they are usually made by members of one of the participating agencies.

The Screening Committee meet once a month to review the referrals. Priority is given to candidates aged 15 - 17 years with little or no home support, who is not attending school, is unemployed, unmotivated, unskilled and have a history of conflicts with the law, and exhibiting marked social or personal problems.

Completed Referral Forms are forwarded to the Screening Committee. The Screening Committee meets once a month to review, discuss, and prioritize all applications.

The problems and needs of each applicant are reviewed and consideration is given to how well each would fit into the program. Prioritizing is a matter of weighing the needs of any given individual against the needs of all other applicants. As there is a fairly lengthy waiting list, newly screened applicants are weighed against those already on the waiting list, and may be given priority over them if the need is deemed sufficiently urgent. A further requirement is that applicants have a roof over their heads.

SKEENA YOUTH WORK INCENTATIVE PROGRAM

PROCESS (continued)

Once the applicant has been ^{screened} prioritized by the Screening Committee, he/she must go to the Canada Employment Centre to register for work. This exercise is at least partially aimed at familiarizing the youth with the services of the Canada Employment Centre.

After registration for work, applicants are directed to an interview with the Program Manager. The interview is seen as an important part of the referral process as the Manager will be looking for a sense of commitment.

All student employees must now sign two contracts prior to entry into SYWIP. There are two kinds of contracts: a general contract which applies to the whole program; and every student must sign it before entering the program, and the second contract which is used by all program participants. The second contract doesn't have a set form as these are contingency contracts designed according to the work and social skill level of each participant to set goals that encourage growth in these areas. These contracts may be reassessed and altered by mutual agreement during the course of the program.

Students are "hired" by the program manager and may earn from \$3.00 to \$4.50 per hour depending on their work performance.

PROGRAM DESCRIPTION

The program is made up of several parts, each serving a slightly different function. The activities take place in four main work areas: 1) the Woodwork Shop; 2) the Glass Shop; 3) the Kitchen/Dining Room, and; 4) the Classroom.

Student employees do not move through the activities as a group, but on an individually charted course. Each student works through the four major stages in the program, though they may not be aware of the transition from one stage to the other.

SKEENA YOUTH WORK INCENTATIVE PROGRAM

PROGRAM DESCRIPTION (continued)

STAGE ONE is a general introduction to the program. A home visit is done so that staff are aware of the student's home situation. An academic assessment is made by the teacher and goals are established by concensus between the student employee and the staff. Counselling and supervision is given by the staff, both individually and in group sessions.

Training in the Workshop is begun.

The student begins to learn acceptable work habits and behavior through the manipulation of salary increases or decreases and work site suspensions. Salary increases are earned not only by improving one's quantity and quality of work completed, but also by demonstrating acceptable behavior in the area of punctuality, staying on task, work safety, using appropriate language, following instructions, maintenance of tools and acceptable peer behavior.

SUSPENSIONS

Suspensions may be given for refusing to take orders from the manager and staff, being under the influence of or in possession of alcohol or drugs on the work site, or for excessive horseplay on the work site. Suspensions may last from half a day to one week.

DISMISSAL

Dismissal may be incurred for endangering the life or safety of others through neglect or willful behavior, theft from other employees or from the project, or for substantial willful damage to the property of a fellow employee or to the program.

STAGE TWO is a basic familiarization to all the tools in the various work areas. This involves being able to recognize the tools, being able to use them safely and being able to care for them properly. The students learn all the phases of production from reading prints and

SKEENA YOUTH WORK INCENTATIVE PROGRAM

PROGRAM DESCRIPTION (continued)

plans through construction to marketing and costing. Students being given academic upgrading and aptitude testing during this stage.

A career orientation series entitled, "Moving Out", contributed by the Canada Employment Centre is utilized to help the student employees to develop their self-image and self-respect. Students develop improved work skills gradually through the use of power tools.

BY STAGE THREE the student employee should be working at an advanced level of skill development and responsibility. Short and long term goals will be gained in the areas of work, education and social planning. Students are instructed in both job search and job retention skills. Wherever possible arrangements are made with local businesses for on-the-job training opportunities.

STAGE FOUR, as conceptualized, is the stage for moving the student from the program site on to the permanent work site. Although some students have been placed in on-the-job training with Cooperative Manpower Industrial Training Programme sponsorship, the current economic situation has made it particularly difficult to place students in the work force.

Follow up is provided for those who leave the program, not only by staff working with the students and their employers, but also by virtue of former students coming back to SYWIP to visit.

There are some activities that the students do as a group. Guest speakers are brought into the program for the life skills component, and with few exceptions, speak to all the students, regardless of their stage in the program.

SKEENA YOUTH WORK INCENTATIVE PROGRAM

PROGRAM DURATION

The amount of time which individuals spend in the program varies from a period of three months to one year. Each student signs a contract for a three-month period. At the end of which, a review takes place to determine whether or not the contract should be renewed. The student employees are weaned from the program once they are job ready, or have gained all they can from the program. They may be placed in another program or a job or simply released at the end of the contract.

STAFF

There are five employees, the Manager, Teacher, Child Care Worker, Shop Foreman and Program Employment Coordinator. The maximum number of students in the program at one time is 12.

RECOMMENDATIONS

The following recommendations were made by Joyce Nelms-Matzke, in her review of SYWIP in June 1982:

At the time of the review, information concerning SYWIP and its student employees had been contained in the files of the involved agencies all over Terrace. Even the program's own files were stored in the Community Services Society office. The author recommended that all pertinent material be collected and stored in one central file. An improved system of information and increased efficiency in counselling and making job placements, would make the effort of improving the record keeping worthwhile. An improved system of information keeping would assist not only the Project Manager and SWYIP staff, but also all agencies involved with the program. It would be of particular service to those responsible for preparing applications for funding as it would provide the basis for indicating the efficiency of the program.

The author also recommended that an interagency meeting be held to discuss the expediency of providing SYWIP with a half-time, on-site bookkeeper-secretary.

SKEENA YOUTH WORK INCENTATIVE PROGRAM

PROGRAM DURATION (continued)

A further recommendation was that a full scale evaluation of SYWIP be undertaken.

If such an evaluation is undertaken, it is recommended that it be based on the most recent 18 months of the program. This period reflects the growth and refinement of the earlier years and has been a fairly stable, consistent period. A control group could be composed of individuals who would have attended SYWIP had it been available, in the 18 month period just prior to the Program's inception. The Probation Officer who helped establish SYWIP has agreed that he could readily identify a control group from his case load of that date, and that he would be willing to give this assistance for the purpose of an evaluation.

REDISCOVERY PROJECT

INTRODUCTION:

Rediscovery is described as a "heritage exploration" program designed for youth (male & female) from throughout the Queen Charlotte Islands in B.C. and occasionally from other communities in the province.

The program attempts to provide youths in trouble or "at risk" with leadership and recreational skills by living in a wilderness environment. The program also attempts to create an awareness of the Haida Culture and increase individuals pride in their heritage.

HISTORICAL DEVELOPMENT

There is an estimated 1,600 - 2,000 Haida Indians living in the Queen Charlotte Islands region. The two main reserves are: Old Masset at the north end Skidegate at the South end of Graham Island. The employment situation for the area is comprised of two industries - forest and fishing. Unemployment statistics have been estimated at 65% in winter and 50 -55% during the summer.

The schools are the primary source of social life offering sporting events, dances and to a certain degree a sense of social identity for teenagers.

The idea of recreation and drinking go hand-in-hand in the minds of many Island adults as well as teenagers. Teenage alcoholism is an increasing problem and is a contributory factor in teenage vandalism.

The Probation Officer for the Queen Charlottes estimates that Native Indians constitute 85 - 90% of her case load.

Rediscovery was developed in response to the needs of the Islands' youth, particularly the Haida youths, for recreation, education and career incentives and to improve their attitudes toward the law.

REDISCOVERY PROJECT

HISTORICAL DEVELOPMENT (continued)

In 1972, an archaeological excavation was begun at Kiusta Bay the site of an ancient Haida village under contract to the Masset Band Council and funded by Opportunities for Youth. This excavation, which continued each summer through 1975, was staffed largely by students from the Queen Charlotte Islands. The excavation provided a unique opportunity for many of the Native youths to live and work in a village of their ancestors, far removed from their present day homes and their present day world with its demanding social problems.

Once the excavation was over, one of the participants noted the vacuum left for the young people of the area once the "dig" was finished. Those who participated had developed a sense of purpose, pride and self-confidence that seemed to stay with them and direct them into more positive behavior than those youths who had not taken part.

In early 1978, this individual had drawn up a proposal for a program which would give young people "a chance to develop a sense of self-reliance, self-worth, and pride in their Native heritage; to experience Island living much as their ancestors had lived it; to practice traditional methods of food gathering and to learn to work in cooperation with others."

ORIGINAL GOALS

1. To develop recreational and leadership skills and help youngsters discover for themselves new self confidence and a positive self image.
2. To contribute to a greater sense of pride and cultural identity for Haida youth and a greater sense of cultural appreciation for non-native participants.
3. To expand environmental awareness and complement formal education courses through field investigations of marine biology, botany, geology and zoology.

REDISCOVERY PROJECT

ORIGINAL GOALS (continued)

4. To provide participants with specialized training outside of their formal education, such as search and rescue, first aid, wilderness guiding and recreational planning, which might later be developed into life skills.
5. To provide the young person, especially one in trouble with the law, an opportunity to live away from his/her social situation, both family and community, thereby giving him/her a chance to objectively assess his/her behavior.
6. To offer to these young people the natural environment as a viable arena for creativity, knowledge and achievement.
7. To reduce the juvenile crime rate (it is noted from the local probation officer that the majority of young offenders are Masset Haidas. Therefore this objective is also to reduce the juvenile crime rate among Haida teenagers in Masset).
8. To create new attitudes toward personal responsibility, self respect and resourcefulness.
9. To create new friendships and understandings with teenagers and adults from the different Island communities and from different social backgrounds.

FUNDING

In order to qualify as a pilot project for the Ministry of the Solicitor General, Rediscovery had to have a registered society as its governing body. The Haida Counselling and Legal Aid Society agreed to act as the sponsor and administrator for Rediscovery.

The proposal was presented to the Band Councils at Masset and Skidegate, to the Ministry of Human Resources, the Probation Branch of the Attorney General and to the Ministry of the Solicitor General. The response from all sides was positive. The first summer session was planned to take place from June to September of 1978.

REDISCOVERY PROJECT

FUNDING (continued)

Although, a complete record of the program's five seasons of operation was not available at the time the Program was reviewed, the following information has been pieced together and will give you some idea of how funds were received.

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The Solicitor General had agreed to offer financial support to the program on a 50/50 cost-shared basis. It was designated as a Pilot Project by the Solicitor General. It was clearly stated at that time, that the funding from the Department could not be extended beyond the three year "Pilot Project" period. The Attorney General contributed \$16,000 as their share of the support plus an additional \$5,200 in emergency funds.

Private donations, totalling \$9,665.13 were used to meet capital expenses such as the purchase of kayaks and camping equipment for Rediscovery.

Funding for the following years was solicited from other sources, and kept the program going. The Vancouver Foundation and H.R. McMillan - Canada Trust, have contributed funds and have also indicated a willingness to donate ongoing support.

PROGRAM DESCRIPTION

The Haida Counselling and Legal Aid Society acted as Rediscovery's sponsors and administrator. Rediscovery began to take shape.

An advisory Board was set up specifically to look after the Program. This Board was made up of concerned citizens including a Health and Human Resources Youth Worker, a medical advisor, a probation officer, members of both Band Councils and a Legal Information Counsellor. The Board hired the Director, the counsellors and the guides, did the screening and prepping of the participants, arranged transportation

REDISCOVERY PROJECT

FUNDING (continued)

for participants and the food orders for the camp. They handled the bookkeeping, correspondence and typing and did all the in-town coordination while the sessions were in operation at Lepas Bay.

Due to financial shortcomings, and lack of time, their voluntary Board did not get an opportunity to visit a session in Lepas Bay. They relied solely on the Director's report of activities for each session.

It wasn't until 1982 that the Board assumed full responsibility for the program. In October of that same year, a Programme Administrator was hired to take over the work previously done by the Legal Information Counsellor.

HOW THE PROGRAM OPERATED

Rediscovery is made up of three components: - the FUNDING COMPONENT which is the agencies, private and public, that provide the monies to operate the program; the ADMINISTRATING COMPONENT which is the Rediscovery Society and its Board of Directors, who sponsor, administrate and assume responsibility for the program; and the ACTIVE PROGRAM COMPONENT; which includes the program director and his staff who carry out the program with the participants.

Application forms were circulated to all the island schools, band offices and social service agencies. Approximately 30 applications were returned and all were approved for the upcoming five summer sessions.

Each participant was required to have a medical examination and a signed medical consent form as well as a signed parental/guardian consent form.

REDISCOVERY PROJECT

HOW THE PROGRAM OPERATED (continued)

Attendance in the program was voluntary, but some of the participants were referred to Rediscovery by one or more social/legal agencies. No forms were prepared for each referral at the time, but a covering letter was issued by the referring agency. Once accepted, the participants were given a list of clothing and personal items to take to the camp. Participants were expected to provide these items for themselves. Other necessary items, such as backpacks, rain gear, tents and sleeping bags were provided by Rediscovery for the participants use during the session. Participants were given a date for their session and a departure time.

Just prior to the first session, the Director took a group of volunteer workers to the Lepas Bay site to build a cook-shack-dining-hall, and to make certain that the camp was ready for the first group of participants.

At that time each session consisted of 6 to 7 participants and three guides. As there were no paid cooks, everyone was required to share in the work necessary to the operation of the camp. This included cooking, cleaning and gathering wood and food from the garden and from the wilderness.

Smaller groups allowed everyone to sleep in the staff cabin when the weather was bad. Early in 1980, the Corrections Branch of the B.C. Ministry of the Attorney General offered Rediscovery the use of a 34-foot motor launch, the Douglas Fir 11. It was proposed that the launch could be used to transport participants to and from Lepas Bay and thereby reduce the Program's transportation costs.

The Douglas Fir 11 was used for the 1981 season, but due to the growing concern over the capability of the launch to safely transport passengers on the open waters of the Dixon Entrance, it was decided

REDISCOVERY PROJECT

HOW THE PROGRAM OPERATED (continued)

to limit the use of the launch to day trips to Langara Island, food gathering expeditions, and for support services to the kayak trips. In August 1981, an official from the Standards Committee of the Public Service Commission inspected the Douglas Fir 11 and recommended that ~~the use of the~~ motor vessel not be used for the program.

The course content of much of the Rediscovery program was based on the Haida culture. Traditionally the Haida elders have played a central role in teaching and transmitting the essence of their culture to the younger generations. In many instances this would take the form of teaching crafts such as carving and basket weaving, and teaching myths, legends, songs and dances to the young. It was obvious that Rediscovery must include the Haida elders in their program. The elders themselves, were eager and willing to participate, however, the accommodations at the Lepas Bay Camp were simply not suitable for them. The Society therefore built a longhouse to provide accommodation and to serve as a centre for the teaching and practicing of traditional activities such as carving, singing and dancing.

It was decided to locate the longhouse at Kiusta, although the base camp was located at Lepas Bay.

"Several factors led to this decision. Kiusta is a traditional village site and there was a feeling of riteness about rejuvenating the ties to the old village. As many of the workshops took place in Kiusta anyway, the longhouse would serve as a convenient learning centre. At a more practical level, a shelter and storage area at Kiusta was a necessity as all participants and food supplies were delivered to that point. It was not always possible to transport food supplies to the camp immediately. The longhouse constructed at Kiusta, would provide a safe, dry storage as well as comfortable accommodation for participants waiting for the plane or waiting out a storm.

REDISCOVERY PROJECT

HOW THE PROGRAM OPERATED (continued)

The longhouse would also serve other Haida people who were in the area gathering food from the rich waters and tidal reef fronting Kiusta. Finally, the building materials were to^{be} brought, pre-cut from Masset and off-loaded at Kiusta. It did not make sense to manually transport the materials to Lepas Bay.

The elders Longhouse Project was undertaken by the Rediscovery Society but funding was solicited separately for this project. The construction on the Longhouse was completed in July 1981, and a three day celebration was held. It was the first such celebration in the old village for over a century.

PRESENT AIMS AND OBJECTIVES OF REDISCOVERY

The objectives of Rediscovery as stated in the Annual Report for 1981, page 3, are:

- * To develop recreational and leadership skills and help youngsters discover for themselves new self-confidence and a positive self image.
- * To contribute to a greater sense of pride and cultural identity for Haida youth and a greater sense of cultural appreciation for non-Native participants.
- * To expand environmental awareness and complement formal education courses through field investigations of marine biology, botany, geology and zoology.
- * To provide participants with specialized training outside of their formal education, such as search and rescue, first aid, wilderness guiding and recreational planning, which might later be developed into life skills.

There were three phases to the program - Phase I, which included a wilderness camp and backpacking; Phase II, consisted of the Kayak Expedition, camping and food gathering and the winter program which involved instruction in the arts and crafts as done by the Haidas in years before.

REDISCOVERY PROJECT

PHASE 1

Phase 1 consists of the West Coast Wilderness Camp at Lepas Bay.

The camp has a cook-house-dining-room built of beachwood and shakes, a staff cabin and first-aid post, three outhouses, a number of tents and a large fenced garden patch. Drinking water is obtained from a natural spring behind the cook house.

The waters of Lepas Bay are not suitable for landing float planes, so it is necessary to have participants flown to Kiusta and then they hike to Lepas Bay by one of two trails. The short trail is normally used only when the tide is out as it skirts a rock cliff along Lepas Bay. It is possible to climb over the cliff but it is a difficult task with a full pack. The longer route is more difficult. Participants have experienced their first taste of wilderness hiking by the time they arrive at the base camp. Once participants arrive in camp they are assigned to their tents and taken on an orientation tour of the camp. Participants are expected to take an initiation swim in the ocean upon their arrival in the camp, "to wash the town off of you".

The Director introduces the counsellors and guides and assigns each of the participants to a particular group which will be under the care of a particular counsellor. These are called "running groups" as they will do their daily four mile run on the beach, and their post-run dip in the ocean with that particular counsellor.

The Director explains camp rules in detail and the program for that particular session.

In past years, participants were aged 12 to 17 years old and all sessions were of two weeks duration.

Due to the great interest shown by younger children, in 1982, the two

REDISCOVERY PROJECT

PHASE 1 (continued)

week sessions were interspersed by one week sessions for youths 10 to 11 years old. Instead of a week long back packing hike, the younger group is taken on an overnight hike. For both groups the first few days in camp are spent in getting trail fit and participating in workshops, and games. Each of the games is designed to teach as well as to entertain. Not every game is played with each group as a certain amount of spontaneity makes the games more effective.

WORKSHOPS may also vary slightly but fall into categories of: Forest Ecology, Marine Biology, Haida History and Food Gathering. Workshops are conducted in small groups of 4 or 5 participants and a guide. The workshops take place in a variety of places, on the beach, in the forest, through the old villages and in the water, depending on the workshop topic.

Haida History workshops are traditionally taught by one of the Native counsellors or guides, and take place throughout the villages of Kiusta and Yaku. The atmosphere and surroundings play a very important part in capturing the interest of the participants.

FOOD GATHERING is not only an abstract lesson, it is a practical daily exercise at Rediscovery. As basic food supplies are flown in from Masset, it is necessary to supplement these supplies as much as possible from "nature's pantry". Abalone, mussels, sea urchins, sea weeds, rock scallops, butter clams, horse clams, octopus and Dungeness crab, chitons and cockles are all available from the intertidal zone, not to mention salmon, ling cod, and halibut from the ocean. There is an abundance of edible plants and berries found on the island also. There is also a vegetable garden with a variety of vegetables and strawberries.

The BACK PACK HIKE is the highlight for the season. For the younger

REDISCOVERY PROJECT

PHASE 1 (continued)

participants this will mean an overnight camp out. For the older participants the camping trip is a six day, 55 kilometer expedition. All supplies must be either carried in a backpack or gathered from the wilderness. The campers soon learn to identify a variety of edible wild foods. During this expedition, a special workshop is held on Emergency Survival. This is to teach the participants, by means of demonstration, how best to deal with a disaster situation.

SOLO NIGHT

For both groups, the backpack trip is followed by "solo night". Participants are not required to do this exercise, and those who do take part, do so on a strictly voluntary basis. They are given very basic equipment such as a sleeping bag, two matches, a knife and a cooking pot. They are accompanied to their solo spot, at least one mile from the Lepas Baycamp, by one of the guides. Once there, the camper is left on his/her own for the next 24 hours. This exercise gives the participants an opportunity to practice the survival skills learned on the backpack expedition.

It is interesting to note that there has been a trend for the younger campers to volunteer for, and successfully complete, their solos more often than do the older participants.

CEREMONY NIGHT

The final night of the Phase 1 program for both long and short sessions, is "Ceremony Night". After the austerity and hardships of the solo, Ceremony Night offers a feast in terms of both food and companionship. The dining hall is decorated for the feast of foods gathered from the sea, forest, and garden. A secret ballot is cast by all participants and staff, to choose a participant to bear the honorary title of "Stoneribs" a legendary Haida character who is believed to have been a weakling who gained strength and self

REDISCOVERY PROJECT

CEREMONY NIGHT (continued)

confidence through Nature. This character model is one which each youngster is reminded to strive towards throughout the program. The person to bear this title is dressed in ceremonial robes and other participants build a fire by which they will take part in a Haida ceremony which welcomed guests or marked important occasions in the life of their members.

Speeches were made and gifts are presented to each participant as his or her accomplishments are noted. Following a discussion about their feelings about the program, singing and dancing takes place. The next morning, preparations are made for departure.

PHASE II

Phase II was first offered in 1980. It was continued in 1981, but due to financial shortages, it was not offered in 1982. The two 2-week sessions of eight participants and four guides took part in this expedition in 1981.

As with the Phase I program, much of the emphasis of Phase II is on food gathering and camping skills. The teamwork required to make progress in a two-person kayak provides the impetus for working out interpersonal differences, so individuals are often teamed up with the member of the expedition with whom they have the least in common or with whom they have had a disagreement.

The Kayak Expedition offers a rich heritage awareness component to the participant as the route takes them to the abandoned Haida villages of Cumsheew, Skedans, Tanoo and Ninstints. For most participants, it is a rare opportunity to visit the home village of their ancestors.

A high degree of physical fitness and strength is required to paddle a Kayak for 180 kilometers and the challenge it offers makes the Kayak

REDISCOVERY PROJECT

PHASE II (continued)

Expedition more suitable for the older participants than for the younger group. In a setting where weather conditions and changing tides can make the difference between life and death, the participants must have a certain amount of maturity and resourcefulness in decision making. Safety is the first priority.

RECOMMENDATION

Although the author of the 1982 review of Rediscovery, did not have an opportunity to observe first hand this phase, she based her review on the Director's annual reports and also on interviews with participants in the 1981 Expedition. One participant expressed concern about the safety standards used during the expedition. He stated that the support vessel was often a great distance from the kayakers to provide immediate assistance and also stated the Kayaks were too far apart to help one another in emergency situations.

WINTER PROGRAM

It was realized at the beginning of the program that in order to make a lasting impression and a lasting change in the lives of the participants, some form of follow-up to the two week summer program would be necessary.

The Legal Information counsellor pointed out the great difference in the values operating at home and at Lepas Bay. It was clear that once participants returned to their home, much of the positive attitudes and feelings of self worth gained at camp would be difficult to maintain.

The first response to the perceived need for follow up began in the winter of 1978. The Director applied for and was given the job of supervising the Community Work Service Program for the Queen Charlottes.

REDISCOVERY PROJECT

WINTER PROGRAM (continued)

Individuals placed on probation by the courts with the condition that they complete a specific number of hours of work for the community, reported to the Director who was responsible for assigning the work tasks to be completed and ensuring that the number of hours of work were completed.

As there were a number of former participants among those required to do C.W.S. hours, there was some logic to considering the operation of a winter program to follow up.

During the winter of 1981-82, a program was established in Masset, with funding for the new program from the Vancouver Foundation.

The winter program contacted several Haida elders and recognized crafts people to instruct the young people in a variety of workshops. The participants were able to learn to carve in argilite or cedar, make cedarbark baskets, make blankets and learn traditional Haida dances and songs. Activities were organized around the traditional activities for the Haida during that time of the year. Approximately 40 young people took part in the classes over a period of two weeks. Plans also included weekend outings of backpacking, camping and mountain climbing and community works program of woodcutting, painting and clean-up work.

STAFF

The base camp staff for Rediscovery consists of the Director, two senior guides, one junior guide, two junior counsellors and two cooks. The other staff positions are those of two in-town Coordinators who are based in Masset.

All guides and Counsellors lead running groups and supervise the participants. The Senior Guides clearly assume more responsibility

REDISCOVERY PROJECT

STAFF (continued)

than the Junior Staff in delegating tasks and ensuring the safety of the participants.

The Cooks prepare all the meals in the base Camp and participate in some, but not all, food gathering activities.

The In-Town Coordinators are hired on a part time basis but are expected to be flexible with their hours as they are called upon to work at any time of the day or night. The In-Town Coordinators provide radio contact between Lepas Bay and the rest of the world. They receive food orders and any special supply orders from Lepas Bay and make sure these supplies go out to the camp whenever a plane goes to Kiusta. They also do much of the paperwork for each session and take care of the multitude of organizational details involved in preparing the participants for rediscovery. They also handle the transportation arrangements.

PARTICIPATION IN REDISCOVERY

The program is open to all island and a few off-Island youths, but attendance has been approximately 66% Native Indian and approximately 74% male, over the 78-82 period.

Although the program has shifted somewhat from that of a rehabilitative tool for the criminal justice system, because the Director firmly stated that he did not wish the program to become a reward for negative behaviour. The program still accepts, and gives some space preference for youths referred by Corrections, but has begun to see itself as a tool for alternative education as well. The program was originally designed for youths between the ages of 13 and 18. However, due to the increased popularity and demand by pre-teenaged youth to be allowed to take part in the program, it was necessary to offer a modified course for the 10 to 12 year olds.

REDISCOVERY PROJECT

STRENGTHS & WEAKNESSES

Rediscovery's greatest strengths have been the enormous appeal of the program content for the young people, the positive changes it has made in the lives of the participants, and the enthusiastic support it has received from the communities of the Queen Charlottes.

Its greatest weaknesses have been the power struggle between the programme director and the Board of Directors, and the annual search for sufficient funds to remain in operation. The first problem hampered Rediscovery, and will continue to keep the program from achieving stability until it is resolved. The second problem can more easily be dealt with once the first has been resolved.

WILDERNESS ALTERNATIVES SOCIETY - YUKON

INTRODUCTION:

The Wilderness Alternative Project began in 1976 when a group of concerned individuals interested in the plight of young people came together to develop a community and wilderness based program in the Yukon.

The program was directed at helping those youngsters who were experiencing problems in their family, school and/or community. The initial research into the situation showed that conventional institutions such as the school system, social welfare agency and the corrections system were unable to adequately meet the needs of a large number of young people who had dropped out of school and had become involved with the law.

HISTORICAL DEVELOPMENT

Wilderness Alternatives Society, (W.A.S.) grew out of a series of meetings held in 1976 and organized by a group of concerned individuals interested in young people - some as teachers and outdoor education instructors, others as lawyers, social workers, correction officers and Band counsellors. The group began meeting and eventually began research into the school records, court statistics probation data and social service referrals to obtain statistics indicating the extent of the problem.

The final report on W.A.S. in January 1984 states: Relying upon the data provided by Yukon Territorial Governments Department of Education, Native Courtworkers, Human Resources and corrections Branch, the group established three basic findings in respect to the education, correction and social welfare systems. These were:

1. There was overwhelming evidence to demonstrate that removing young people from their communities led to high drop-out rates in schools and to increased social and emotional problems. During 1978 - 79, 49% of young people from outlying communities who enrolled in

WILDERNESS ALTERNATIVES SOCIETY - YUKON

HISTORICAL DEVELOPMENT

Whitehorse schools dropped out; 74% of the students in a Whitehorse boarding school situation suffered depression, anxiety, alcohol and drug abuse and promiscuity.

2. Approximately 50% of all sentenced offenders at the Whitehorse Correctional Institute from 1977 - 78 were young adults between 16 and 25 years of age.
3. The alternatives for children and young adults who came into conflict with the law, or who experienced social, emotional or cultural problems were extremely limited in the Yukon. The majority of placement options tended to be in the Whitehorse area with some placements in treatment settings outside of the Territory.
Extremely limited placement resources existed in the communities.

Over a period of four years (1976-1980) the group met informally before incorporating under the societies Act and registered on July 23, 1980, as the Wilderness Alternatives Society. (WAS)

They developed a program which was based on the realization that each Yukon Community was surrounded by wilderness resources which provided both livelihood for people, and indirectly, shaped both their culture and lifestyle.

Recognizing that each Yukon community was unique with its own culture and lifestyle, based on their environment, the Society attempted to develop a program that reflected and rested upon the communities' relationship to their resources.

Due to the isolation of each community, it was recognized that each community had its own unique cultural context and its own specific way. In attempting to build a program on the human and natural resources, the strengths of any one community, it was apparent that each community would have to be treated on a case by case basis, WITH THE COMMUNITY

**WILDERNESS ALTERNATIVES SOCIETY - YUKON
HISTORICAL DEVELOPMENT**

ITSELF PLAYING A FUNDAMENTAL ROLE IN THE ASSESSMENT OF ITS NEEDS AND THE DEVELOPMENT OF ITS OWN PROGRAM.

In 1979, the Wilderness Alternatives Society applied for and received a \$10,000 grant from the Department of Health and Welfare to work with Yukon communities to develop a detailed program proposal. From a list of potential communities suggested by the Yukon Native Brotherhood and various government referral agencies, three pilot communities were selected to form the basis of a project proposal.

The communities of Mayo and Ross River expressed an interest in developing a program for "problem" youth; the community of Teslin sought a preventative program for youth with potential problems.

In formulating the community programs and the overall project, the Society held community meetings and met with Indian organizations, referral agencies, young people in trouble and concerned parents and citizens. The Society paid special attention to discussion with those agencies and organizations that would form a part of the referral and advisory network that Wilderness Alternatives would depend upon in the operation of its programs. The Council for Yukon Indians, the RCMP, Family Counselling Services, the Department of Education, Skookum Jim Friendship Centre, Band Offices, Correction and Probation Services and Human Resources were sources of liaison to avoid misunderstanding regarding the role and objectives of the Society in the various communities.

The Society also reviewed similar programs across the country hoping to learn from the experience of these programs. The research proved beneficial to the Society and greatly influenced the design of the program. The Society formulated four program elements which would:

1. be community based, owned and operated utilizing local wilderness

WILDERNESS ALTERNATIVES SOCIETY - YUKON

HISTORICAL DEVELOPMENT (continued)

- programs and available community skills, and providing a range of activities that incorporated cultural, vocational, recreational and traditional land-based elements;
2. emphasize activities that were skill and learning oriented, not so much with a view to testing the participants limits as to promoting inter-personal and task learning situations that would lead to the development of positive relationships between the clients and the community, and provide opportunities that might lead to gainful local employment;
 3. avoid high capital expenditures involving permanent buildings, seeking with community support to utilize existing facilities on a rental, lease or goodwill basis;
 4. incorporate a preventative treatment model in addition to a rehabilitative one recognizing that the program in the long run might produce a far more positive effect on the children of many Yukon communities facing potential problems, and be far more cost effective than waiting until children and young adults were identified in the court system or dropped out of school.

Throughout the planning of the program, local Indian organizations and government agencies remained central, both viewed the community setting as the most effective treatment and learning environment for children because it was located in the community. Indian organizations had increasingly expressed a desire to become more involved in the care, teaching and treatment of their children. Although several local residents had approached the government agencies with plans to contract their services for the purpose of taking local children into the bush to teach them basic hunting, trapping, fishing and other related skills, they often became frustrated in dealing with the bureaucracy, and their plans failed.

WILDERNESS ALTERNATIVES SOCIETY - YUKON

HISTORICAL DEVELOPMENT (continued)

Wilderness Alternatives came across as a vehicle which communities could use to overcome some of those hurdles and to lend support and organization to the community's aspirations. It offered an administrative structure to raise funds, and to manage administrative problems; allowing community members to work with program participants. Through Wilderness Alternatives, the communities were given the means for recognizing, organizing and developing their own inherent resources through an approach that was cross-cultural and inter-disciplinary to reflect the make-up of the community itself. It made available to communities the opportunity to become directly involved in reducing the delinquent and pre-delinquent behaviour of their young people, to develop their cultural awareness and increase their employability.

FUNDING

Although the Society proposed to begin its program in June 1980, approval of funding for a three year demonstration period from Health and Welfare for the Mayo and Teslin Program was not received until August 1980.

One year later, in July 1981, the Solicitor General approved funding for the Ross River Program. Health and Welfare assumed responsibility for the administration of both sources of federal funding.

In December 1980, a program coordinator was hired for Teslin, for Mayo in January 1981, and for Ross River in October 1981.

Additional funding to meet capital costs of equipment for the three programs was also obtained. The H.R. MacMillan Estate and Charitable Trust/Northern Canada Trust donated \$12,180 in addition, \$12,200 was donated by the Clifford E. Lee Foundation. These funds were used for capital costs as the contributions from the Federal Government are limited to program, salary, training and evaluation costs.

WILDERNESS ALTERNATIVES SOCIETY - YUKON

PROGRAM DESCRIPTION

The Skookum Jim Friendship Centre housed the Central offices of Wilderness Alternatives Society in Whitehorse. Both the founding members of the Society and the officials with Health and Welfare Canada realized that much of the success of the Wilderness Alternatives program rested on a centrally administered Board that carried a strong sense of community purpose. The organization of Wilderness Society as a community-owned program depended largely on the communities assuming a degree of organization which would provide for the administration of their local program.

BOARD STRUCTURE was made up of individual representatives from the Council of Yukon Indians and the individual communities. Directors were elected to the Board at an annual general meeting of the members. Officers were nominated with the view of acquiring individuals with experience, background and expertise in order to help the program meet its objectives.

The Board reflected the unique bridging aspect of the Wilderness Alternatives program and attempted to balance the needs of the project with the needs of the community.

COMMUNITY COORDINATORS were designed to play a vital role in the Wilderness Alternatives project. It was their vision that was to shape the individual community programs. As the vehicle for articulating the needs of the communities, the community Committees were responsible for working with the Coordinators in the planning and development of program components and options. It was the role of the Committees to recruit various resource staff for community programs and to promote the Wilderness Alternatives project to the community at large.

The community Committee would be elected each year by the

WILDERNESS ALTERNATIVES SOCIETY - YUKON
PROGRAM DESCRIPTION (Continued)

community-at-large and would be responsible:

- a) to assist in assessing the clients referred by the community, organizations or agencies in terms of the needs of the client and the ability of Y.W.A. to meet those needs.
- b) to plan and develop program components and options with the community coordinator and the community-at-large.
- c) to recruit resource staff for the various program components (the actual hiring responsibility would be left with the Coordinator and Project Director).
- d) to promote the program and to involve as many community people as possible.
- e) to respond to evaluation methods and assist in determining the most suitable evaluation method for the community-at-large.

COMMUNITY COORDINATORS

The community coordinators for the Society's programs in Mayo, Ross River and Teslin, respectively, will be long-time residents of their community if this is at all possible. If not, then the Community Committees and the Project Director would endeavour to find a candidate suitable for and acceptable to the community. The responsibilities of the Y.W.A. Community Coordinators would be as follows:

1. To provide the project Director with detailed reports of the programs in his/her community, including problems, progress and proposals for improvement.
2. To assess and hire, with the assistance of the community committee and the Project Director, community resource staff or the various program components.
3. To help the Project Director plan and design appropriate training programs for the resource staff and community committee.
4. To assist the Community resource staff in implementing the program components, providing back-up skills in child care and interpersonal skill techniques, but placing the resource staff as the focal point for program components at all times (except in special cases).

**WILDERNESS ALTERNATIVES SOCIETY - YUKON
COMMUNITY COORDINATORS (continued)**

5. To respond to the concerns of the community and referring agencies with respect to specific program inquiries. (The Project Director will be responsible for dealing with complaints and unresolved problems at the community level).
6. To assist the community Committee by providing the necessary information on clients and resource staff to allow them to make informed decisions.

COMMUNITY RESOURCE STAFF

Local community residents with particular expertise in an activity were hired to teach that skill/activity to participants in the program. Most resource staff are hired seasonally to give them time off and a break from the program so that they will not "burn themselves out", as well as allowing for a wider variety of skills, activities and community staff to be included in the program. It will be the responsibility of the resources staff to carry out the following duties as a condition of his/her employment:

1. Agree to teach a specified skill in the appropriate setting (wilderness or community setting, depending upon skill) for a specific length of time.
2. Participate in training sessions and evaluation sessions.
3. Attempt to develop a positive relationship with the participants in the program, which will be carried on after the duration of the program.
4. Agree to be involved in the follow-up program for participants as appropriate.

ORGANIZATION PROCESSES - Objectives, Relations & Constraints throughout the Wilderness Alternative's three year demonstration period, the relationship between the various organizational components was a dynamic one. No where was this more apparent than in the relationship between the Board and the Committees as it exemplified itself in the perceptions of the roles and responsibilities of the project Director.

**WILDERNESS ALTERNATIVES SOCIETY - YUKON
COMMUNITY RESOURCE STAFF (continued)**

In their initial evaluation of the project, Peter Marks and Associates wrote:

One major area where serious disagreement exists on the desired role of the Project Director is that of being more directive with the community Committee and staff. Approximately one half of all persons studied felt that the Project Director should be much more directive in the communities. The other half felt that the Project Director's role should be supportive and generally reactive as compared to proactive. We believe there is potentially a serious problem developing in this area of role leadership that is beyond the Project Director's control at the present time. We believe the Board of directors must clearly establish their desire for a new more directive approach (possibly including the Community Coordinators reporting to the Project Director) if this seems advisable.

Although a majority of Board members would like to see the Project developing more rapidly and offering more services to youth, the Board members agree that they have not re-directed the Project Director to Plan, organize and delegate to the communities. The Project Director is working on the assumption of 'community owned responsibility' for their programs and will require Board decision to change if it is believed that 'the Board should be more in charge'. We believe the existing structure is normal in the development of this project and was anticipated in the original objective statement.

- Peter Marks & Associates Yukon Wilderness Alternatives Projects:
An Evaluation. Report No. 1, October 1982, pp15 - 16.

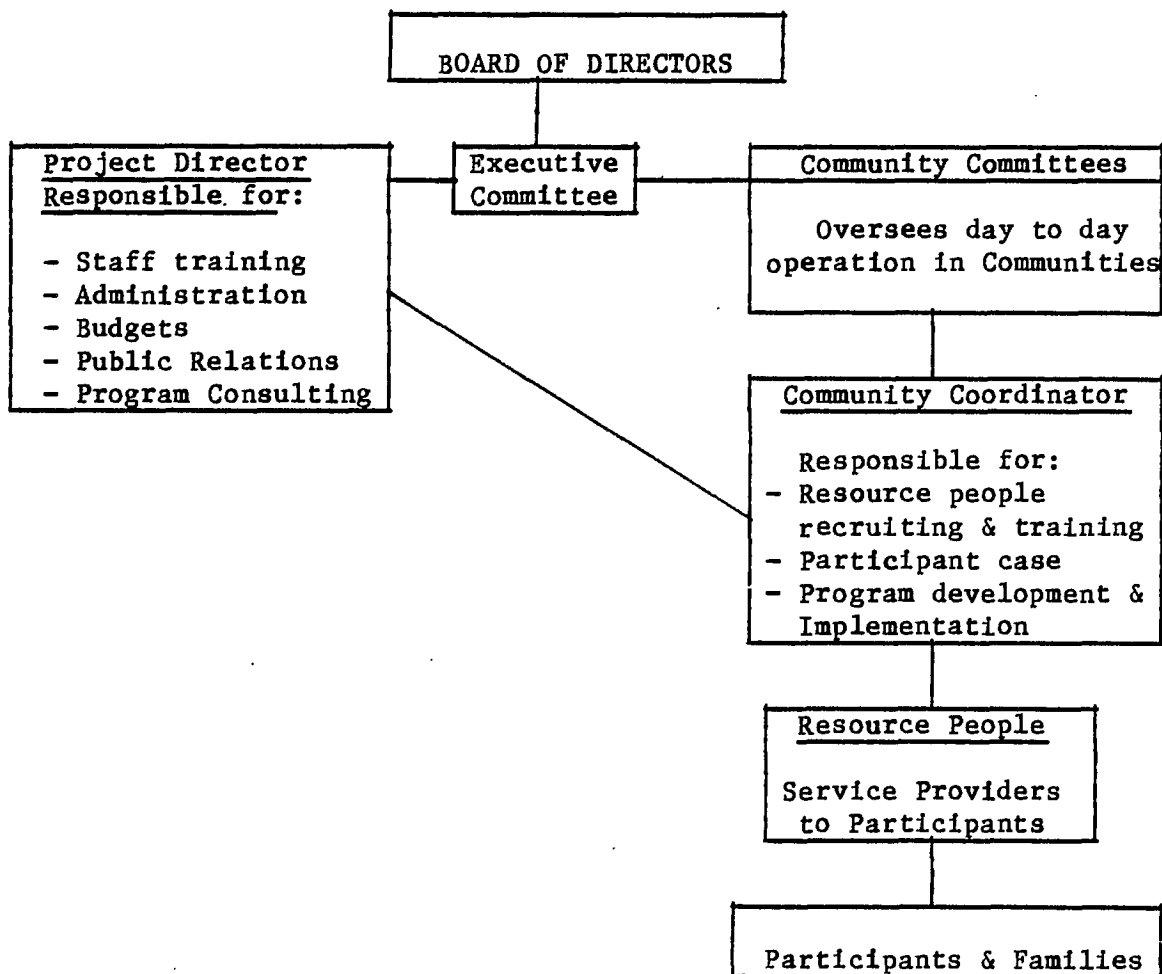
WILDERNESS ALTERNATIVES SOCIETY - YUKON

TABLE 2

AMENDED PROJECT ORGANIZATIONAL STRUCTURE

(1981)

Table 2 describes the Society's model (see Appendix E for details), This model generally describes in principle the actual working organization of Y.W.A. The one major deviation appears in the overlap in roles between the Board of Directors and the Project Director and similarly, with the Community Committee and the Community Coordinators.



WILDERNESS ALTERNATIVES SOCIETY - YUKON

The original organizational structure which the Society submitted in its April 1980 proposal was modified and amended by the Society in 1981 as the project was being implemented to give a stronger recognition of the role of the community largely through a more coordinated and less directive supervisory relationship between the Project Director and the communities. The local Committees were given a strong hand in overseeing the day to day operations of the community programs and in supervising the duties of the Community Coordinator.

The Committees faced some of the basic concerns around the issue of volunteerism. The Committee had to assume ownership of the community program and this rested on the ability of volunteer people to organize themselves as a committee and carry out their program responsibilities.

Because the communities are small, recruitment of individuals for the committees was difficult. The local residents were reluctant to get involved in a program that seemed to require a large commitment. It often turned out that those who were interested were already overloaded with other community commitments.

Volunteerism became a problem, in that some committee members attended on a volunteer basis, while others attended as delegates from the Band office or local agencies resulting in a strong sense of divided Committee commitments.

The same problem rose in respect to the employment of resource staff as both volunteers and paid employees. Although the Society had an employment policy which clearly distinguished between paid employees and volunteers, the general community was unaware of the difference, thus making it difficult to get volunteers.

WILDERNESS ALTERNATIVES SOCIETY - YUKON

TRAINING PROGRAMS

The Wilderness Alternatives Project sought to offer a community based, community operated and community owned program for young people. This orientation necessitated working with young people in their communities with the best local resources available.

It became apparent that in order to fulfill its community development objectives, the Society would have to offer a training program for its staff and Community committee members. Given the high cost of travel in the Yukon and the limited funds available to Wilderness Alternatives, the training program was limited in its scope.

Ms. Lindsay Staples, in her Final report on the program stated: "The largest single factor limiting the ability of Wilderness Alternatives to meet its training requirements was a financial one." This precluded the hiring of a full-time training/resource person to work in each community along side the Coordinator and committee. Rather, Wilderness Alternative was restricted to offering a series of workshops infrequently over the three year demonstration period. This approach to training carried two significant draw backs:

1. The positive outcome of training sessions decreased quickly over time, as monies were not available for follow-up sessions or an extension series of regulary scheduled workshops to re-inforce skills learned and knowledge gained.
2. Results were largely short-term and offered more of a 'stop gap' approach to immediate problems in administration and program planning.

Another obstacle to implementing an effective training program for the communities was the difficulty involving a stable population of Committee members in the Training process. Several committees were subject to a large turnover in membership as a result of the seasonal and transferable characteristics of many northern employment opportunities.

**WILDERNESS ALTERNATIVES SOCIETY - YUKON
TRAINING PROGRAMS (continued)**

A third factor affecting training was the complexity of the task at hand - identifying and assigning priority to training needs, then planning toward consistent implementation of training plans within substantial financial, geographic, and manpower limitations.

Training Workshop attendance was frequently a problem. Many committee members worked during the day and could not attend. There was also a concern over the volunteer nature of their involvement. While the Project director and Coordinators as staff to the Wilderness Alternatives Project were being paid, Committee members and Resource people were not. In communities where unemployment was high, the limits of volunteer labour were sorely tested when others were being paid for the same involvement. Approximately 13 workshops were held during the period covering January 1981 to August 1982.

OVERALL THE COLLECTIVE BENEFIT OF THE TRAINING PROGRAM TO THE COMMUNITIES WAS QUESTIONABLE. At the very best, the training sessions offered local program staff the support and guidance to offer a better program than they might otherwise have managed.

PROGRAM PROFILE - MAYO

There is an approximate population of 1,000 living in the Mayo area.

The community is relatively well serviced through the Yukon Territorial Government, Department of Human Resources, a school for grades K - 12, a doctor, nurses, a probation officer, RCMP Detachment and social services from the Band Council.

A Community Coordinator was hired in January 1981 by a Steering Committee which had identified the need for Wilderness Alternatives program in the community.

**WILDERNESS ALTERNATIVES SOCIETY - YUKON
PROGRAM PROFILE - MAYO (continued)**

During the 3-years of operation, the program in Mayo had involved some 30 people, there was a strong local resource base for the program and the program was supported very strongly by the school and Band. The school administrators by encouraging an integration of activities with the school program; the Band office by providing direct administrative and general resource support.

As only twelve percent of the clients were youth in need of rehabilitation services, the program in Mayo almost exclusively offered prevention services to male Native youth.

Members of the Community Committee fluctuated over time due to the nature of employment in the Yukon - seasonal, and transferability of local employees.

The Committee was not only a traditional planning and policy making body. Committee members tended to get involved in all aspects of the program that required assistance - acting as resource people, budgeting, training the co-ordinator, providing transportation for activities and case-management of youth participants when required.

The first year of the program, (after the Community Committee was formed) was basically a period of time in which community and agency representatives were oriented to the program's objectives, priorities and staffing.

Activities were planned by the Committee members, Co-ordinator and often youth participants. This involvement of the youth participants in their own activities was a strength of the program. The Mayo program was successful in recruiting several qualified and reliable resource people and community volunteers.

**WILDERNESS ALTERNATIVES SOCIETY - YUKON
PROGRAM PROFILE - MAYO (continued)**

"Generally speaking most of the resource people came to Wilderness Alternatives with a particular interest or skill and were not given a great deal of training for their role as resource persons." A major exception was the extensive training offered to numerous resource people in wilderness survival and canoeing during May 1982, and in program planning, development and safety during May of 1983. The response by resource people to these programs was excellent and numerous skills were learned.

An estimated 32 youths participated in the Mayo program.

PROJECT PROFILES - TESLIN

The present population of Teslin is about 340 with over 50% of the population being of Indian origin.

The economy is based on tourism associated with fishing, outfitting and camping. The federal and Territorial Governments provide employment in communication, services to transportation, and maintenance garage and the Federal Forestry Services.

The main hunting period is from late August to early November. Teslin has a school which offers grade one to ten, however, many residents are concerned that students have to go into Whitehorse to finish high school. There is an RCMP detachment, a health care centre and a community hall. There is also the Teslin canoe factory which makes cedar strip freighter canoes, as well, snowshoes are handcrafted in the community and sold to local residents and tourists.

Initially, Teslin had indicated an interest in the Wilderness program as a preventative program as there were no problem children or young adults who were currently out of school or in the court system. The

W.B. 1

**WILDERNESS ALTERNATIVES SOCIETY - YUKON
PROGRAM PROFILE - TESLIN(continued)**

interest was expressed in the concept of a preventative program particularly on behalf of those involved in the school system who perceived children as having trouble coping with the school system or were confused about their cultural identity.

The Teslin program started community development and support activities in the fall of 1980. The community of Teslin appeared very enthusiastic about the potential of Wilderness Alternatives as a preventive program with Native cultural activities as the major initial activity.

The representatives from social service agencies shared the community perception that the juvenile delinquency was a limited problem in Teslin. Most endorsed the need for a preventive program consisting of Native cultural activities and alcohol and drug prevention and education programs for the older youth.

After the first year, some concern was expressed about the progress of the Wilderness Alternatives program in Teslin, whether it should be moved to another community. The committee had become fragmented and the remaining active committee members reaffirmed their belief that the program should stay in the community.

After June 1981, a new Committee was formed and a new coordinator hired on an interim basis.

Program activities over the summer and winter of 1981 were limited. The Teslin program was temporarily postponed during the winter of 1981 until the spring of 1982. The Community Committee appeared to be strong and qualified in supervising the Wilderness Program, however, many individuals were also committed to other community services and

**WILDERNESS ALTERNATIVES SOCIETY - YUKON
PROGRAM PROFILE - TESLIN(continued)**

thus this reduced the committee's effectiveness. They hired a new coordinator in January 1982 who organized several sewing classes, a ski trip, camping and trapping trip. An ongoing drop-in centre for approximately eight youth operated from her home (coordinator). With the assistance of the project Director, the Coordinator carried out planning and administrative responsibilities; however, all of the components were quite limited.

Most of the program activities ran in conjunction with the school curriculum time table. And while Wilderness Alternatives offered activities had the continued support of the school, active community support, the program failed to realize itself.

There were numerous ideas conceived by the Committee for needed activities in the Teslin program. These included a fish camp, logging, log home construction, trapping, hunting, hide tanning and sewing, Native and cultural events, etc. However, these ideas resulted in few activities which took place during the two years of the project in Teslin.

Project Director outlined their concern to the Community Committee that their expectations for the Teslin Program had not met a satisfactory level and had failed to meet the various levels of responsibilities assigned to the Coordinator, Committee and resource staff. A resolution was passed September 24, 1982 which suspended the program.

COMMUNITY PROFILE - ROSS RIVER PROGRAM

Ross River is a predominately Indian community with a population of approximately 317. Local employment opportunities come from highway maintenance, big game outfitting, mining exploration, construction, government support services and trapping. Government support services

**WILDERNESS ALTERNATIVES SOCIETY - YUKON
PROGRAM PROFILE - ROSS RIVER PROGRAM(continued)**

to the community include the RCMP, a nursing station, library and school that goes up to grade ten. Students must go to Whitehorse to complete their high school education and the past has proven the majority of these students have dropped out.

There is no form of local government; however there is a community association which operates a community hall and plans recreation activities. There is a Band council, and a Band office which works on Native land claims, housing, social services, recreation, and it also operates a store and handicraft outlet.

Hunting, fishing and trapping in the local area provide the major source of revenue and food for many of the residents.

The limited employment opportunities, especially for the fifteen to twenty year old unskilled youth are cited as a major problem leading to criminal activities and alcohol and drug abuse. Approximately one to two youths each month are convicted of a crime and leave the community for the duration of their sentence. It is reported that as high as ninety percent of all crimes in Ross River are alcohol or drug related. Self referrals and family referrals represented approximately eighty percent of the participants.

As there was little need of rehabilitation services, the program was considered to be offering prevention, educational and recreational services.

The Community Committee was formed in the fall of 1981, and remained relatively stable through the demonstration period with a broad range of interests and affiliations represented. Because the Ross River program started on year later than the programs in Mayo and Teslin, it had the opportunity to benefit from the experiences of the other two programs.

**WILDERNESS ALTERNATIVES SOCIETY - YUKON
PROGRAM PROFILE - ROSS RIVER PROGRAM(continued)**

The program coordinator had a broad range of experience in roles such as Band Chief, she was able to establish her role in the community within a relatively short time. The program's effectiveness in program planning and delivery rested with the strong and active role played by the coordinator.

Activities began very soon after the coordinator was hired. Among those most noteworthy were the sewing and craft classes which gave the fifteen Ross River children an opportunity to develop a skill and strengthen cultural awareness. The fishing, hunting and trapping activities were a very positive experience in wilderness skills development for the participants. The value of learning from the positive role models of the resource people cannot be measured; however, this appeared to be a beneficial outcome to these two activities.

Total number of youth participants in the Ross River program was thirty.

OVERALL SUMMARY AND CONCLUSIONS

(Highlights from Final Report, 1984, Wilderness Alternatives)

"From the work carried out in the Evaluation, and from the experience of the Board and Project staff, it would appear that Wilderness Alternatives has had some success in establishing and running a community based wilderness program.

There is no doubt that the support and encouragement for a program of this type has been overwhelming at the community level. This has been evidenced in the numbers of individuals and families who have participated in and assisted the program. / v / n

WILDERNESS ALTERNATIVES SOCIETY - YUKON
OVERALL SUMMARY AND CONCLUSIONS(continued)

The Wilderness Alternatives program also reflects a philosophy consistent with Native cultural programs and the direction of Band governments, towards increased responsibility and community control.

In many ways the Wilderness Alternatives project was a trial run with far greater significance than the success or failure of a single program, for all the principles that lay behind the program are principles that formed the basis of Native land claim settlements and self-determination - the strengthening of community leadership and responsibility, and the reinforcement of skills and resources inherent to local culture and nature environments.

The problems encountered in running Wilderness Alternatives are also common to other initiatives attempting to turn the focus of government resources from centralized institutions to community based preventive programs - inadequately trained staff, inadequate training budgets, and opportunities, lack of continuity and over committed volunteers.

IT IS DEFINITELY AN UPHILL STRUGGLE, BUT A STRUGGLE THAT FEELS RIGHT, AND FEELS WORTH FIGHTING FOR. EVEN THOUGH THE BOARD OF WILDERNESS ALTERNATIVES REALIZED EARLY IN THE PROJECT THAT SOME OF THE ORIGINAL OBJECTIVES WERE UNREALISTIC, BOTH THE BOARD AND STAFF OF WILDERNESS ALTERNATIVES WOULD STILL LIKE TO SEE A RESIDENTIAL WILDERNESS PROGRAM DEVELOPED THAT WOULD HAVE THE CAPACITY ON A FULL TIME BASIS TO WORK WITH INDIVIDUALS IN BOTH WILDERNESS AND COMMUNITY SETTING. IN MANY WAYS THE BOARD CONSIDERS THIS PROJECT AS A FORE RUNNER TO SUCH A PROGRAM. THE COMMITMENT TO SUCH A MODEL REMAINS STRONG.

* Page 81 Final Report Wilderness Alternatives January 1984.

The future of Wilderness Alternatives Program hinges on the continued community support. The Ross River and Mayo communities have indicated

WILDERNESS ALTERNATIVES SOCIETY - YUKON
OVERALL SUMMARY AND CONCLUSIONS (continued)

they would like to continue with the concept of a community based wilderness program, either under the auspices of the Wilderness Alternatives Society or the Band council. The Board is trying to secure continued funds so that the programs in these two communities may continue. The Band Council has been approached to consider funding the program under one of their ongoing programs.

Foundations have been approached for their assistance. Other communities have approached the Wilderness Alternatives Board for assistance in establishing similar programs in their communities. Members of the Board have agreed to travel to those communities to discuss possibilities of doing so. With the supply of outdoor equipment which the project has built up over the three year period, operating costs for continued operation would not be too big, although training costs would be substantial and would have to be covered from some other source.

There are three possible options for Wilderness Alternatives:

1. National Native Alcohol and Drug Abuse Program could incorporate the Wilderness Alternatives concept into the NNADAP treatment model.
The NNADAP structure with a Yukon Board, local NNADAP workers in each community and a program developed from each individual community's perspective. The Board assists the development of the community program but does not actually deliver any service. An additional advantage in the NNADAP model is that it may be possible to combine a part time NNADAP position with the wilderness programming component which could be part time or seasonal.
2. As Band governments gain greater control over community programs for Indian people, the concept of the Wilderness Alternatives model may be a viable option to the centralized institutional approach of traditional service delivery. /?

WILDERNESS ALTERNATIVES SOCIETY - YUKON
OVERALL SUMMARY AND CONCLUSIONS (continued)

3. With the implementation of the Young Offenders Act, the Wilderness Alternatives concept and the experiences already gained through this project, could provide a component of the rehabilitative requirements under that Act.

RECOMMENDATIONS TO OTHER COMMUNITIES OR GROUPS

The Board of Wilderness Alternatives offers communities or groups wishing to embark upon a similar program the following advice:

- a) realistically examine the training needs of local staff, match training funds to those needs, and scale expectations of programs to realistically reflect resources.
- b) the use of video and slide shows depicting the actual wilderness program activities is a tremendous aid in capturing the spirit of the program and describing the focus of the program to funding agencies, other communities and interested groups.
- c) the use of local resource people in Wilderness Programming proved to be an excellent means to reinforce community leadership, pride and strengthen the bond between the participant and his community.

NEYUNAN PROJECT

INTRODUCTION:

The Neyunan project (also referred to as the Native Youth Group Program) began in May 1980, under the direction of the Native Counselling Services of Alberta.

Located in Edmonton, the program was to provide services to Native children living in an urban context, who had come into conflict with the law and bordering on juvenile delinquency.

HISTORICAL DEVELOPMENT

The Native Counselling Services of Alberta was established in 1970 as a paralegal agency aimed at providing in-court services to Native people involved with criminal law. They now offer programs in 13 areas of service, including juvenile and family courts, liaison with correctional institutions and other related associations.

Between 1979-81, NCSA began developing projects and proposals specifically directed at delinquency prevention as a result of the over-representation of Native youth involved in criminal activity. A variety of programs and services were initiated in communities, such as law awareness programs; youth groups; as well, NCSA added a parenting skills component to their Family Life Improvement Program.

The Neyunan Project began in May 1980, in Edmonton. It was the first of three youth programs established by NCSA.

The objective of these programs were:

- * to prevent delinquency and reduce recidivism among Native juveniles.
- * to increase pride and awareness of Native heritage.

The program sought to use recreational type activities as the tool to engage Native youth and assist them in using time constructively. It

NEYUNAN PROJECT

HISTORICAL DEVELOPMENT (Continued)

was aimed at preventing the reoccurrence of delinquent behaviour for those already involved with the courts and at preventing delinquent behaviour among those youth who were highly likely to become involved with the law.

The program was coordinated by the Family and Juvenile Courtworker (NCSA) and was staffed by two full-time youth workers and students during the summer months.

Three main concerns expressed by members of the program were: juvenile delinquency (legal concern) (22.6%), followed by education (19.6%), family (18.5%) and personal (10.1%). While NCSA sought to provide data on their youth program since its inception, their attempts proved to be more or less inadequate for measuring the objectives of the program, i.e. preventing delinquency.

The reviewer of the program concluded, "The statistics do not answer many basic questions which funding agencies might ask. They do not tell us the extent of the need; they do not tell us the delinquency status of each involved child; they do not tell us the extent of involvement of particular children; they do not tell us what other activity alternatives there are; and they do not tell us anything about the children's subsequent involvement with delinquency." It was recommended that if the program ever became consistently funded, that a budget for data-collection be part of the programming costs.

There were eight types of young people that Neyunan has dealt with. These can be categorized as follows:

1. young people charged with an offence and coming before the juvenile court.
2. young people found guilty and placed on probation or some other supervised program.

NEYUNAN PROJECT

HISTORICAL DEVELOPMENT (Continued)

3. young people sentenced by the Court and assigned to a juvenile correctional institution.
4. young people "on the verge of trouble" and so identified by themselves, their families, their friends, or some other authorities such as the schools.
5. young people "at risk" because of the difficult family situation they are in.
6. young people who are lonely and bored and have contact with one or more people in the Neyunan Youth Program.
7. older native youth, perhaps previously involved with the program who need a social group for support.
8. the parents of young people in trouble with various authorities.

The categories are important when it comes to program requirements because each group has its own needs.

The lack of adequate funding has its negative effects on the program limiting the activities and the employee's enthusiasm.

FUNDING

Funding for Nuyunan, was often sporadic and unstable. Program planning and activities seem to have paralleled the various injections of funding that the project received. In addition to unpredictable funds, the Youth Project workers functioned with low wages, confusing organizational accountability expanding program boundaries, and unfocused program goals. Assuming that these working conditions influence staff energy and enthusiasm, it is not surprising that the children would themselves lose interest and attendance would waiver. Children do not need to know the state of a program in order to pick up underlying tension and frustration. ✓

NEYUNAN PROJECT

FUNDING (Continued)

Several funding proposals for Neyunan were developed but failed to bring in any contributions.

"The need generally is not questioned, but because of the passing and proclaiming of the new Young Offenders Act, a proposal such as NCSA's Neyunan Youth Program was refused. The grounds appear to be three-fold: 1) not clearly in the funders' current mandate or 2) not possible to assess until the revised mandates are sorted out after passing of the Act, or 3) must await the passage of related Provincial legislation in order to sort out departmental responsibilities and procedures.

(Source: NEYUNAN REVIEW - George & Lorraine Dupfer, Nov. 1983)

The Federal Manpower Department and the Solicitor General's Department were willing to fund Neyunan on a short-term basis. As well other groups have provided small amounts to fund various activities such as Alberta Native Affairs funding for the Summer Camping Program.

PROGRAM DESCRIPTION

The Neyunan Project provides social and recreational activities, exposure to Native cultural events, counselling and assistance to Native juveniles appearing in court. Recreational and other activities occur largely in the evenings and on weekends, under the supervision of project staff.

Counselling is provided on an informal basis, and educational sessions are provided, also informally in a group setting (drug and alcohol education, employment and educational counselling). Several activities are designed to include family members as well as the juvenile clients.

NEYUNAN PROJECT

PROGRAM DESCRIPTION (Continued)

Contacts were made through the daily activities of NCSA's juvenile court worker(s). In addition, clients are referred through the courts, the NCSA Family Court workers, other NCSA programs and courts, the NCSA Family Court workers, other NCSA programs and Social Services personnel such as probation workers. A growing number of young people are being identified through schools, as well as juvenile institutions such as Westfield and the Youth Development Centre (Source: Unpublished material from NCSA)

FOUR TRADITIONAL CHILD-REARING METHODS

There are four traditional Native teaching and child-rearing techniques: 1. observation by the children, 2. talking, 3. showing, and 4. story-telling. These methods of psychological and moral persuasion were found in traditional times to be very effective with children of all ages, but particularly with the 12 to 16 year old group that is just beginning to undergo the struggle for independence.

These methods are most effective when used in conjunction with recreational activities. Unlike other youth programs, children are not required to constantly participate. The teaching methods allow them to sit and observe and yet still learn a great deal. This is one of the most unique aspects of the program and one of the main reasons that it is so appropriate and effective for Native Youth. (Source: Unpublished material from NCSA)

PROGRAM DESCRIPTION

The program was coordinated by the family and juvenile courtworker and was staffed by two full-time youth workers and students (several students were involved in the program during the summer months). The energy of Neyunan staff was present in a variety of areas, often great effort was made on institutionalized youth, sometimes with probationers, sometimes with the court and sometimes with street youth.

NEYUNAN PROJECT

PROGRAM DESCRIPTION (Continued)

The youth workers reported to the juvenile courtworker. The Juvenile Courtworker as well as the four family courtworkers reported to the NCSA area Supervisor, Edmonton Family Court. In addition to the regular duties of the juvenile courtworker, she also assumed the added responsibility of supervising and often participating in the Youth Program.

Referrals to the program came from Family and Juvenile Court, social workers, teachers, other agencies, and by self referrals. Some of the activities offered by Neyunan include: sporting activities, movies, camping, cultural events and fundraisings. The main objective of the youth group was to provide creative use of leisure time through constructive activities.

PERCEPTION OF NEYUNAN BY OTHERS

It was obvious that the agencies or services who are involved in family and juvenile court work, associated the Neyunan project with the court services of the NCSA.

To a large degree, the judges were basically unaware of the youth program. They expressed the desire to know more about any such programs and felt it could be used more directly once they were aware of the program content. The judges reported a high percentage of their case load both in Edmonton and in some outlying circuits were Native young people. The estimates varied between 30-50%.

Institutional Staff - those individuals interviewed for the review of Neyunan expressed appreciation for the dedication and hard work of the program staff they had met. Individual Native youngsters appreciated the personal contacts with Neyunan workers.

NEYUNAN PROJECT

PERCEPTION OF NEYUNAN BY OTHERS (Continued)

One major problem which arose between the institutions and programs like Neyunan, is the institution's requirement to have clear and consistent programming schedules which complements their own programs and takes their restrictions into account. Neyunan had failed to keep appointments or to conduct scheduled events on occasion.

The schools, both the separate and public provide services to assist native young people and their families in Edmonton. The schools have also referred students and families to NCSA and encouraged some youngsters to attend Neyunan program activities. There was encouragement and support for the program from the Probation and other social services, however, a few social workers had a number of concerns about the program. Mainly they weren't always sure their referrals were dealt with and they didn't receive much information about the case when it was handled. Other major concerns included programs being cancelled without notification to social workers or youth, lack of supervision, lack of returning telephone calls and lack of contact with social workers.

The youth who participated in the program and interviewed, were generally supportive of the program. Several expressed a desire to include more horseback riding activities during the summer camp.

The staff of NCSA, interviewed for the program review recognized that the program had a number of problems. While there was no doubt the need for such a program existed, there was the realization that the present program was beset with some serious problems as well as possibilities:

- a) the program has been under-funded and the lack of funding and need to acquire funding and hindered the staff.

NEYUNAN PROJECT

PERCEPTION OF NEYUNAN BY OTHERS (Continued)

- b) There does not appear to be a clear place for a program within the larger NCSA program. Reporting lines and relationships have not been clear, especially with the Juvenile and Family Courtworkers.
- c) The program was sought to meet too many needs and consequently has not met many of them well. It is not clear what NCSA's priorities are.
- d) There is a strong belief that the program's recreational emphasis makes sense to establish contact and that the cultural/spiritual part is the crucial companion component.
- e) The program has never offered attractive, well-paid job positions. It has involved long hours, low pay and no job security.
- f) A major strength of the program has been the fact that Native young people can be involved with caring people and positive role models.
- g) The summer camping programs are highly regarded and are seen as very successful.

RECOMMENDATIONS

Some of the major recommendations made in the Kupfer Review are:

- *The program staff often conducted themselves in such a way that the respondents felt that they provided positive role modelling for Native youth.
- * At times the youth staff were able to put on particular activities or report to individual needs in a very competent way.
- * When the youth programs were in full gear, the respondents reported that Native Youth who attended were very excited by them.
- * Though not all respondents were sure that Native youth needed separate programs, most felt that NCSA did provide a special and necessary service.
- * The summer camp was deemed to be one of the program's most positive components. The camp held in the summer months in southern Alberta on the Blood Reserve. The camp's cultural and spiritual component is

NEYUNAN PROJECT

RECOMMENDATIONS (Continued)

offered by an elder, while workers from the youth project participate in supervising the day to day activities of the camp. The respondents who were familiar with this part of the program were in unanimous support and expressed strong desire that it be continued.

CONCLUSIONS/SUGGESTIONS

There is a reported need for a Native youth program both for those in trouble with the law and those "at risk" of becoming in conflict with the law.

Neyunan was not well known as a youth program. It was mostly identified through the work of various individuals over the last three years with respect to particular young people or particular programs.

Some of the main recommendations for the Neyunan project are:

- * rather than separate Neyunan from Family and Juvenile Court Services, it should become an extension of the court program
- * NCSA programs should be established around the core functions - that of providing vital courtworker services
- * there is a need for NCSA staff (Family & Juvenile Court Services) to meet with probation personnel in order to exchange concerns and to clarify how they can work together more constructively. This will also serve to clarify the relationship between NCSA courtworker programs and Neyunan.
- * work must be done to identify/prioritize the groups of young people that NCSA can realistically respond to. It may be that NCSA can best meet the needs of kids who come to their attention through the court system and that NCSA can assist and support other youth programs in the city.

FUTURE

As an addendum to the Review by George & Lorraine Kupfer, the Native Counselling Services of Alberta indicated that as a result of the

NEYUNAN PROJECT

FUTURE (Continued)

report a decision has been made to discontinue the program for the time being once the funding ran out at the end of November 1983.

NCSA believes there were good components of the program, many of which were noted in the review, and they have begun to plan how to bring these components back on stream. These include: culture training, role modelling and legal education. These components will tie into NCSA's proposed Juvenile Courtwork Program. The Services carried out by the Juvenile courtworker will not be interrupted.

**POINTS TO CONSIDER WHEN ESTABLISHING
YOUTH CRIME PREVENTION PROJECTS**

The following suggestions may be helpful to those ^{establishing} ~~establishing~~ youth crime prevention projects: ~~for the first time.~~

1. ^{1/4/72} Defence-issue.
2. Research into local social agencies, schools, Probation office, to gather statistics to support actual need for program.
3. Determine nature of Program.
4. Identify target group for which program will be designated.
5. Identify objectives - aims and specific goals making sure to use careful planning so that the stated aims and objectives can be objectively stated.
6. The Board roles and responsibilities should be clearly established so that the program can best meet its goals.
7. Requirements for becoming a Board member.
8. Identify training needs for Board, Staff and others working with program.
9. Before going ahead with the development of a program, make sure to have community involvement and support. In most cases, the communities themselves can best identify what resources are available - both human and natural to the project. Without community support the program cannot make any significant progress.
10. Find a registered body to act as the program's sponsor. The sponsoring agency must take on the responsibility for managing the program's finances and to offer direction.
11. Federal funding can only be used for program operations - (salary, travel and evaluations) not for capital purchases.
12. Establish job description of project manager. (Determine what kind of background and experience you would prefer)
13. Submitting project proposal for funding - research programs/grants available from Federal and Provincial governments, as well, prepare a checklist of items which should be included in your proposal.
14. Don't be afraid to approach private Foundations with your proposal.

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GEORGE KUPFER, LORRAINE KUPFER -

NEYUNAN REVIEW (NATIVE COUNSELLING SERVICES OF ALBERTA'S NATIVE
YOUTH PROJECT)

50 pages, Publisher: The Consultation Centre, Solicitor General of
Canada; November 30, 1983.

This is a review of the Neyunan Youth Project in Edmonton, Alberta.
Although the authors point out the review was done one year later than
they had hoped, consequently, they were reviewing the project in its
final stages of operation.

JOYCE NELMS - MATZKE - REDISCOVERY PROGRAMME: A REVIEW

105 pages, Publisher: The Consultation Centre, Solicitor General of
Canada; December 1982

The review on the Rediscovery Program - outlining in detail the
program's various components and the problems which arose in various
stages of its three-year history. Of particular interest is the
Appendix which gives examples of Letters of Agreement; Budgets;
Application for Admission to the Project; Medical Examination Forms;
Consent Form/legal Guardians.

JOYCE NELMS - MATZKE - SKEENA YOUTH WORK INCENTATIVE PROGRAMME: A

REVIEW; 82 pages, Publisher: Solicitor General of Canada; June 1982

More details and observations Skeena Youth Work Incentative Programme
are featured in this review. There is also an appendix which contains
several items which may be of interest to those seeking to set up a
record of Participants' Progress. Sample of the Screening Committee
Referral Form and other relevant forms including the General Contract
which students are required to sign prior to entry to the program are
also found.

BIBLIOGRAPHY (Continued)

LINDSAY STAPLES; WILDERNESS ALTERNATIVES DEMONSTRATION PROJECT FINAL REPORT - 119 pages, January, 1984.

Some excellent information is found in the appendix. These include: Related Wilderness Experience Programs; The Wilderness Alternatives Society's Constitution; Basic Operating Standards for Community Committees; Project Administration; Roles and Responsibilities; Employment Policy; Volunteer Policies and Related Information.

RELATED WILDERNESS EXPERIENCE PROGRAMS

1. OUTWARD BOUND - KERROMEOS, BRITISH COLUMBIA

A 28-day program offering a series of physical and social tasks to solve in a stressful environment. Physical challenges include activities such as backpacking, rock climbing and canoeing, and the social stress is developed within groups called patrols (8-12 people plus a leader). There are five phases to the program - skills training, expedition, solo, final testing events and community service.

2. BOULDER BAY, BRITISH COLUMBIA

Boulder Bay is a leadership training camp which runs a four month course for selected inmates 16-21 years of age. The course is broken into four one-month phases. To pass from one phase to the next, a certain level of acceptable performance must be attained. The participants work 17 hours a day, 7 days a week for a 4 month period. Activities include camp duties, wood cutting, logging, canoeing, first aid, search and rescue.

3. CAMP TRAPPING - PRINCE GEORGE, BRITISH COLUMBIA

Camp Trapping is a wilderness program for juvenile offenders and young adults, utilizing wilderness activities in the Prince George area. Recreational activities such as backpacking, climbing, survival camping are included in their program.

BIBLIOGRAPHY (Continued)

4. NORDEGG "OUTWARD VENTURE"

The Province of Alberta's Nordegg Program handles sentenced inmates in a minimum security classification from Peace River, Fort Saskatchewan, Calgary and Lethbridge. It also conducts programs for probationers, fashioned after the Outward Bound School.

5. HOMEWARD BOUND - STATE OF MASSACHUSETTS

A program paralleling the Nordegg and Boulder Bay experience, on a 7-14 month follow-up study of the Homeward Bound group, a 20.8% recidivism rate was shown, as opposed to 42.7% of their control group.

6. KAMP KLAHANIE - NORTHERN SASKATCHEWAN

A privately run wilderness camp for children and youth in trouble. Activities include survival training, log building, fishing, hunting, correspondence school. This has been used as a placement for some Yukon children with positive results.

7. RAN ERHLO - WILDERNESS CHALLENGE - SASKATCHEWAN

A wilderness program similar in many ways to Kamp Klahanie, with the addition of an extensive residential program in Regina.

8. PROJECT DARE - NORTHERN ONTARIO

A wilderness program for offenders using extensive base camp facilities. Part of the program discontinued due to high costs.

9. PROJECT ADVENTURE - VANCOUVER, BRITISH COLUMBIA

A weekend program for juvenile delinquents who are still attending school; involves activities such as ski trips, winter survival and camping during school holidays.

10. ENVIROS - EDMONTON, ALBERTA

Enviros is based on an adapted Outward Bound model. Course lengths are three months during the spring, summer and fall, and two months in winter. The program is adventure based, using wilderness skills and working towards a final expedition. Maintenance and development work are also covered, along with upgrading of basic academic skills. Participants are 14-16 years old who have consistent and chronic problems with the law, their families and at school.

* Yukon Wilderness Alternatives: Project Proposal, April, 1980.

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