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**Youth Initiatives Project**

Report from Prairie Provinces  
and the Northwest Territories

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## EXECUTIVE SUMMARY

As a contribution to the Secretary of State's Youth Initiatives Project this report provides a detailed analysis of 100 youth initiated projects in the three prairie provinces and the Northwest Territories. The report examines the defining characteristics of the projects, highlights the factors which influenced their development and provides recommendations of relevance to the policy mandate of the Secretary of State.

Following an extensive appeal to youth and community groups for assistance in identifying appropriate projects, telephone interviews were conducted with a knowledgeable person who had been involved in the establishment or operation of each of the 100 selected projects. The information gathered from the interviews was then coded and analyzed by computer.

From the interviews it was found that the projects were generally led by articulate intelligent young people who were full-time students. The majority of projects tended to have social as opposed to economic or business goals. Significantly half of the projects were staffed by volunteers.

Sources of support for the project were quite varied, although family and friends were important in providing ideas, moral support and labour power, clearly government funding support, especially from International Youth Year sources, was critical. A third of the projects identified they had encountered difficulties in getting started, while about the same number had had to overcome obstacles during the course of the project.

The participants were generally very positive about the contribution that their projects had made to their communities and to their own personal development, particularly with reference to future work objectives. However there was criticism that schools did not provide students with sufficient preparation for initiating and operating innovative projects. Concern was also expressed about the need for longer term funding and for more advice and encouragement from government departments in preparing project proposals. Finally it was very apparent that many of the projects were important for encouraging the 'empowerment' of youth, and for promoting a more positive public image of youth in Canadian society.

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## INTRODUCTION:

The purpose of this report is to provide an analysis of fieldwork data collected in the Prairie region for the Secretary of State's Youth Initiatives Project. The fieldwork was designed to identify and document a representative group of 100 youth initiated projects in Manitoba, Saskatchewan, Alberta and the Northwest Territories. Consistent with the objectives of the national project, this report focuses on several key policy questions: First, what are the defining characteristics of innovative youth projects?, second, what are the factors which influence the development of innovative projects among youth in the Prairies, and third, what factors appear to enhance or diminish the realization of project goals? We are confident that in carrying out regional data collection we were able to identify a broad range of youth initiated projects which can now be examined to shed considerable light on these important questions.

This report will be organized as follows: Section 1 outlines the fieldwork methodology we employed. Section 2 presents an overview of the characteristics of the individual respondents who provided data on projects. The remaining sections of the report examine the projects, beginning in Section 3 with a description of project characteristics, including their purpose and activities, duration, type of organizational structure and staffing arrangements. Section 4 focuses on project origins, especially the types of support and funding received. The problems encountered by projects are summarized in Section 5 while Section 6 offers the respondents' overall evaluations of the projects. Finally, Section 7 presents our findings regarding respondents' views on how schools, government, business and community organizations can better facilitate youth projects in future. The report ends with concluding comments which highlight findings we deem most relevant to the policy mandate of the Secretary of State.

## 1. FIELDWORK METHODOLOGY

We launched our fieldwork by casting a wide net over the entire region in an effort to develop a contact list of relevant youth initiated projects. A total of 1,482 copies of a letter (included in Appendix 1 along with the mailing schedule) soliciting information on youth projects were mailed to community organizations, community newspapers, radio stations (requesting public service announcements), youth groups and organizations, cable TV stations, and (in Alberta only) daily newspapers. We received 121 useable responses (Alberta 77; Saskatchewan 18; Manitoba 21; N.W.T. 5) plus many more responses informing us there were no youth projects in their area. These letters yielded approximately 400 potential contacts which, in turn, were screened to obtain a fairly representative regional cross-section of youth initiated projects. In addition, once into data collection we asked respondents to provide us with contact information on other projects. The advantage of our shot-gun technique for soliciting nominations of projects is that in many instances several sources named the same project. Even so, some of the projects which we expected would meet a strict youth initiated criterion -- especially those funded through International Youth Year Programs -- were in fact initiated by adults. However on the other hand it was notable how many times we were informed by an adult, most frequently a teacher, that we would have considerable difficulty in discovering projects that were actually youth initiated. We should also point out that projects meeting our selection criteria tended to be fairly recent and relatively successful.

Ultimately we succeeded in identifying 100 projects, 83 of which were unambiguously youth initiated. A project was considered to be "youth initiated" if it was originated and developed by one or more individuals 15 to 24 years of age. In regional terms, we obtained 34 projects in Alberta, 25 in Saskatchewan, 34 in Manitoba and 7 in the N.W.T. Roughly two-thirds of the projects operated in urban centres and one-third were located in small towns or rural areas. We are confident that, at least in terms of location, the 100 projects in our sample reflect the overall population distribution in the Prairie region and N.W.T.

Generally the respondents who provided information on projects were most co-operative. As an indication of this, 96% agreed at the end of the interview to be contacted again should we require further information. An average of three phone calls were needed to set up an interview. Using the standardized questionnaire it took about 50 to 60 minutes to complete the interview. Despite pre-testing, some respondents had trouble understanding the meaning of particular questions and there were widespread objections to the overly "personal" nature of the quality of life questions on pages 19 and 20 of the questionnaire.

Once seventy interviews had been completed, we began developing coding frames for open-ended questions using content analysis techniques. The categories thus developed reflect the range and substance of responses. We are especially impressed at the depth and quality of the data on policy related issues, particularly problems encountered in launching projects and obtaining funding and other forms of support. A coding manual was devised, including only those questions we considered relevant to the projects in our regional sample. Coded data were entered into a file in the University of Alberta computer, cleaned and analyzed using SPSSX.

Following the analysis of the results a 'focus group' meeting was organized in Edmonton for selected representatives of youth initiated projects in Alberta and Saskatchewan. As well representatives of major funding departments in the provincial and federal governments were invited to participate. The purpose of the focus group was to provide an opportunity to review the findings of the study and to allow for discussion on proposed conclusions and recommendations. Comments made during the meeting have been incorporated into this report where it was considered appropriate.

## 2. CHARACTERISTICS OF RESPONDENTS

Our respondents were generally articulate and intelligent youth who left us with the impression that they would probably be "successful" in adult life. A more empirical profile of our 100 respondents can be obtained from Table 1. This group is about evenly split between males and females, with a mean age of about 20 for females and 21 for males. Both sexes have slightly more than 13 years of schooling on average, indicating that most have at least some post-secondary education.

In terms of respondents' economic and social status at the time of the interview, we note that the majority (51%) were full-time students, with the second largest group (36%) being employed full-time. Only 7% were unemployed, considerably less than the national average for this age cohort. Over two-thirds of respondents were full-time students when their project began; only 23% were employed either full or part-time while 9% were unemployed. Interestingly, 62% of respondents reported previous involvement in youth projects. The majority of these youth are single and reside with their parents -- in short, they are still in the process of making the transition to independent adult status. Of those who reported parents' occupations, a fairly high proportion have mothers and fathers in managerial or professional jobs. This suggests a middle or upper-middle class background. Moreover, it appears that self supportive youth and those from less privileged backgrounds do not have the same opportunities to engage in youth projects. As one would expect given the rural projects in the sample, 14% of respondents come from farming families. Finally, the ethnic/linguistic composition of the sample is fairly homogenous: the great majority of respondents, and their parents, were born in Canada and are anglophone (only 6% reported French as their first language).

However it should be noted that while the majority of respondents for each of the projects may have had these particular characteristics it would be incorrect to imply that all of those involved in the youth projects were similar.

TABLE 1: CHARACTERISTICS OF RESPONDENTS

	<u>N</u>	<u>Average Age (years)</u>	<u>Average Education (years)</u>
Female	48	20.4	13.3
Male	52	21.0	13.2

	<u>Current Employment Status</u>	<u>Employment Status When Project Began</u>
Student	51%	68%
Employed F.T.	36%	18%
Employed P.T.	5%	5%
Unemployed	7%	9%
NR	1%	-
	<hr/> 100%	<hr/> 100%

	<u>Marital Status</u>	<u>Residence</u>	
Single	89%	With Parents	55%
Married/Common Law	8%	With Others	29%
Other/NR	3%	Alone	10%
	<hr/> 100%	Other/NR	6%
		<hr/> 100%	

	<u>Father's Occupation</u>	<u>Mother's Occupation</u>
Managerial/Professional	37%	26%
Clerical/Sales/Services	9%	22%
Agriculture	14%	4%
Construction	5%	-
Manufacturing/etc.	2%	-
Other/NR/Retired	33%	48%
	<hr/> 100%	<hr/> 100%

	<u>Respondent</u>	<u>Mother</u>	<u>Father</u>
% Born in Canada	88%	79%	71%

% English as First Language:	81%
% Previously Involved in Youth Projects:	62%



In fact it was suggested that there were often significant differences between the leadership of a project and those who had more minor responsibilities for project activities.

### 3. CHARACTERISTICS OF PROJECTS

Tables 2 through 4 summarize salient organizational characteristics of the 100 projects in our sample. In Table 2 we present a breakdown of the purpose and main activities of projects along regional and rural/urban dimensions. Looking first at major purpose, the largest single category in this regard was education or information sharing (24%). Three other goals each account for 13 to 15% of the projects: providing some form of social, recreational or community service for youth; social action concerning youth issues; and the provision of training or skills development. In other words, the majority of projects had social, as opposed to economic or business, goals. There are some variations across the provinces and territory in this respect. For instance, projects in Alberta were more likely to be providing a general community service or running a business for profit than elsewhere; none of the Saskatchewan projects provided a service specifically for youth while this was the most prevalent purpose in Manitoba. The seven N.W.T. projects concentrated largely on provision of youth services or training and skills development. There are also clear rural/urban differences regarding goals. The largest group of urban-based projects have educational or information sharing goals, followed by cultural awareness goals. Projects in small towns or rural areas are more orientated to the provision of social, recreational or community services for both the youth and general populations. This difference in purpose probably reflects the lack of such services outside major urban centres.

Turning now to consider the main activities engaged in, we find additional evidence of the educational thrust of many of the projects. Recording

TABLE 2: PROJECT PURPOSE AND MAIN ACTIVITIES

Purpose	Alberta	Sask.	Manitoba	N.W.T.	TOTAL	Urban	Small Town/Rural
Social/Recreational/Community Service (General)	6	2	2	-	10	3	7
Social/Recreational/Community Service (for youth)	4	-	8	3	15	7	8
Business (for profit)	6	-	5	-	11	8	3
Education/Information Sharing	10	8	6	-	24	20	4
Training/Skills Development	2	3	5	1	11	7	4
Social Action/Youth Issues	1	6	3	3	13	9	4
Cultural Awareness	4	5	5	-	14	12	2
Other	1	1	-	-	2	2	-
(N)	34	25	34	7	100	68	32
<u>Main Activities</u>							
Outdoor Recreation	4	3	3	2	12	4	8
Drama/Audio-Visual	7	5	4	1	17	11	6
Social Activities/Entertainment	2	7	9	2	20	15	5
Conferences/Workshops/Speakers	13	18	18	2	51	39	12
Demonstrations/Marches	1	-	2	-	3	1	2
Business for Profit	8	1	7	1	17	14	3
Community Service	5	3	5	1	14	9	5
Cultural/Artistic	4	3	3	2	12	10	2
Develop Youth Organizations	1	4	4	3	12	11	1
Other	5	3	9	1	18	12	6
(N)*	50	47	64	15	176	126	50

\* More than one main activity was recorded for a number of cases, so the total is larger than 100.

up to three main activities per project yielded a total of 176 activities, the largest grouping of which was holding conferences, workshops, or sessions with invited speakers. Organizing social activities or entertainment, running a business, or staging a dramatic or audio-visual production were less frequent but nonetheless important activities. It is worth noting that only three projects engaged in demonstrations, marches or other overt forms of social protest. While there are slight variations across the provinces and the territory, as well as along rural/urban lines, for the most part these trends seem generally applicable to the entire sample.

Table 3 reports information on the duration of the projects in the sample. About half began in 1985, with another 34% being launched in 1984. Fully 79% of all projects were still operating at the time of the interview. Just over half expect to be on-going operations. Projects of this nature are more likely to be found in Manitoba and in urban centres than elsewhere. Of the 47 projects which have a limited lifespan, 30 were designed this way whereas 10 received only limited duration funding. It thus appears that funding restrictions have not placed limitations on the expected duration of the projects in the sample.

Project organizational features are also important to consider. Looking at Table 4 it is clear that projects have adopted a variety of organizational forms, although most are either co-operative or non-profit organizations. In 42% of the projects major decisions are made by participants while another 27% delegate this authority to a single youth manager. We note that 67% of all projects have a manager, even though decision making tends to be largely democratic. More significant is the fact that in only 12 cases does either an adult manager or an adult administrative council make the major decisions. This suggests that youth indeed are responsible for the operations of the majority of projects in our sample.

Several other organizational characteristics deserve mentioning. Typical of most new organizations, 43% of the projects underwent a change in their

TABLE 3: PROJECT DURATION

<u>Year Project Started</u>	<u>%</u>	<u>Year Project Ended</u>	<u>%</u>
1985	49	1985	17
1984	34	1984	1
1983	6	1983	2
1980-82	5	1982	1
pre-1980	4	Project Still Operating	79
NR	2		
			<hr/>
			100%
<b>TOTAL</b>	<b>100%</b>		

<u>Expected Period of Operation</u>	<u>Alberta</u>	<u>Sask.</u>	<u>Manitoba</u>	<u>N.W.T.</u>	<u>TOTAL</u>	<u>Urban</u>	<u>Small Town/Rural</u>
Ongoing	14	13	20	5	52	37	15
Limited Time	19	12	14	2	47	31	16
NR	1	-	-	-	1	-	1
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
(N)	34	25	34	7	100	68	32

<u>Reason for Limited Time of Operation</u>	<u>N</u>
Project designed to last for limited time	30
Funding was for limited time period	10
Other reasons	7
	<hr/>
<b>TOTAL</b>	<b>47</b>

TABLE 4: PROJECT ORGANIZATION

% With Project Managers: 67%  
 % Reporting a Change in Organizational Structure: 43%

<u>Type of Organization</u>	<u>%</u>	<u>Major Decisions by</u>	<u>%</u>	<u>Type of Accommodation</u>	<u>%</u>
Co-operative	30	One (Adult) Manager	7	Office	28
Non-Profit Org.	30	Administration		Residence	12
Non-Incorporated Org.	22	Council (Adult)	5	Church	3
Business	12	Participants	42	Other	42
	<u>100%</u>	One (Youth) Manager	27	No Permanent	
		Administrative		Location	15
		Council (Youth)	8		<u>100%</u>
		Other	11		
			<u>100%</u>		

<u>Staffing Arrangements</u>	<u>%</u>
All Volunteers	48
All Paid	19
Volunteers and Paid Staff	33
	<u>100%</u>

	<u>Mean</u>	<u>(N)</u>
Number of Participants at Outset of Project:	12.1	(99)
Average Number of Participants:	18.1	(98)
Number of Volunteers:	20.1	(67)
Number of Paid Staff:	3.5	(52)

organizational structure (some of the causes of this are explored below, in Section 5). About half of the projects were staffed by volunteers; only 19% had entirely paid staff. Clearly, these projects were not "make-work" activities for unemployed youth. Nonetheless, a considerable number of youth were involved right from the initiation of the projects. Specifically, an average of 12 individuals were involved at the beginning of the typical project and this rose to 18 during peak operation. Volunteer-run projects involved many more youth than those operating with paid staff.

#### 4. PROJECT ORIGINS AND FINANCING

In this section we will examine how projects originated, types of support received and their funding arrangements. These issues are central to an understanding of what facilitates the development of initiative youth projects. From Table 5 it is evident that individual youth were the source of the project idea in over a third of the cases. Next in importance was an existing organized group. In only 19 instances were adults responsible for the project idea. Again, this confirms that the majority of projects in our sample were in fact youth initiated. We should also observe that 57% of the projects were modelled after projects elsewhere in Canada, indicating the importance of a "demonstration effect" in the diffusion of project ideas. It required an average of 15 weeks to organize these projects; only 6% never got beyond the planning stage.

Virtually all projects required a variety of support to get underway successfully. In Table 6 we rank order major sources of support in terms of their perceived importance by respondents. Government organizations rank as most important; business and churches as the least. Interestingly, friends rank second, indicating that peer support among youth is a key ingredient for launching a project. The table also reports the various types of support each of these sources provided. Scanning this panel of the table, we can identify which type of

TABLE 5: PROJECT ORIGINS

<u>Source of Project Idea</u>	<u>N</u>
Individual Youth	37
Respondent and Friends	12
With Help of Organized Group	29
Help From Teacher	9
Help From Other Adult	4
Adults Only	12
Other	3
	<hr/>
TOTAL *	106

% Project was Youth Initiated: 83%  
% Where Similar Project Had Been Done Elsewhere: 57%  
% Project Never Got Beyond Planning Stages: 6%

Average Number of Weeks Needed to Organize Project: 14.8

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\* More than one source was recorded for a number of cases, so the total is larger than 100.

TABLE 6: SUPPORT PROJECT RECEIVED

Importance of Support From:	% Very Important/Important
Government Organizations	85%
Friends	79%
Community Organizations	69%
Family	55%
Teachers	46%
Business Organizations	38%
Church Organizations	29%
Other Sources	14%

Source of Support:

Type of Support:	Friends	Family	Teachers	Community Organizations	Church	Business	Government	Other
Moral Support	27%	58%	16%	10%	8%	3%	-	-
Advice/Ideas (general)	32%	10%	11%	3%	12%	3%	7%	13%
Material Support	4%	11%	9%	30%	23%	44%	10%	25%
Financial Support	-	6%	2%	11%	15%	6%	44%	-
Project Advice	1%	6%	38%	10%	11%	23%	27%	50%
People to Help	29%	9%	5%	10%	8%	-	3%	-
Contacts	-	-	11%	9%	4%	6%	1%	-
Participation	3%	-	-	5%	-	-	2%	-
Advertising/PR	3%	-	4%	12%	19%	15%	6%	12%
Other	1%	-	4%	-	-	-	-	-
(N)	100% (77)	100% (52)	100% (45)	100% (63)	100% (26)	100% (34)	100% (84)	100% (8)



support each source was most likely to provide. Not surprisingly, governments offered financial support and, secondarily, project advice. Friends provided an equal combination of ideas, moral support, and labour power. Community organizations tended to provide material support (space, equipment, etc.). Family members were the largest single source of moral support, as one might expect. Teachers tended to contribute project advice, while business organizations gave mainly material support. Churches were also helpful in terms of material support, as well as advertising and public relations. In short, no single organization or person can offer the diversity of support necessary for a successful youth project.

Undoubtedly the most crucial form of support is funding, especially given that the majority of projects are non-profit and service oriented. The importance of financing is also underlined by the fact that governments, who provide the bulk of funding, rank as the most important source of support. Table 7 summarizes pertinent funding information. We first observe that fully 87% of the projects attempted to get financial assistance. The average amount of funding initially requested was \$13,232, with 22% of these applications made to the federal government, 26% to provincial governments, 24% to several levels of government simultaneously (18% of all projects did not request government funding).

Table 7 also gives details on specific government programs to which funding applications were made. Because only four projects reported receiving any municipal level funding, the table focuses on major funding sources at the federal and provincial levels. Overall, federal and provincial International Youth Year programs were the most frequently mentioned funding source. More specifically, of the 107 funding applications made, no less than 71 were I.Y.Y. programs, 42 of these at the federal level and the remainder fairly evenly split among provincial I.Y.Y. organizations in the three prairie provinces. Obviously the majority of the projects in our regional sample owe their existence -- certainly in terms of having solid funding in place -- to special youth-oriented funding opportunities established by governments in conjunction with

TABLE 7: PROJECT FUNDING APPLICATIONS

		<u>Program From Which Funding Requested</u>	<u>N</u>
Attempted to get Financial Assistance:	87%	<u>Federal:</u>	
Average Amount of Funding Requested:	\$13,232 (n=72)	Secretary of State I.Y.Y.	42
		Challenge '85/S.E.E.D.	4
		C.E.I.C./Summer Canada	3
		U.I.C. Commission	2
		Business Development Branch	2
		Canada Arts Council	1
<u>Funding Requested From:</u>	<u>%</u>	<u>Provincial:</u>	
Federal Government	22	Manitoba I.Y.Y.	10
Provincial Government	26	Manitoba Career Start	5
Several Levels of Government	34	Manitoba Youth Business Start	3
No Request to Government	18	Manitoba Jobs Fund	1
	<hr/> 100%	Saskatchewan Youth Heritage (I.Y.Y.)	10
		Saskatchewan Ministry of Culture	2
		Alberta Youth Year Sec. (I.Y.Y.)	9
		Alberta A.A.D.A.C.	5
		Alberta S.T.E.P.	2
		Alberta Heritage/Alberta Development Corporation	2
		Alberta Native Affairs	1
		Alberta Advanced Education	1
		Other	2
		TOTAL *	<hr/> 107

\* A number of respondents reported funding applications to more than one agency.

TABLE 3: SOURCES OF PROJECT FUNDING AND OTHER HELP

No. Receiving Federal Grant Average Amount Received (\$) (N for Average \$)	Manitoba	Sask.	Alberta	N.W.T.	TOTAL	Urban	Small Town/ Rural	
								13
13,675	13,675	5,262	6,772	16,625	9,005	9,827	6,128	
(13)	(13)	(19)	(9)	(4)	(35)	(35)	(10)	
No. Receiving Provincial Grant Average Amount Received (\$) (N for Average \$)	19	10	15	2	46	31	15	
10,083	10,083	3,920	1,996	-	5,920	7,905	2,347	
(18)	(18)	(10)	(14)	-	(42)	(27)	(15)	
Average Amount (\$) From Non-Government Sources (N for Average \$)	10,051	1,382	2,383	1,233	4,675	6,899	923	
(15)	(15)	(13)	(12)	(3)	(43)	(27)	(16)	
<u>Type of Non-Government Source of Funding</u>								
No. Receiving Funds	Own	Family	Friends	Community Org.	Voluntary Org.	Business	Bank	Other
	35	6	1	12	11	7	4	24
<u>Use of Funds Received</u>								
No. Using \$ For	Salaries	Rent	Equipment	Office Supplies	Public Relations	Other		
	32	36	37	36	41	66		
<u>Source of Additional Help</u>								
<u>Type of Additional Help</u> No Additional Help Facilities & Equipment Funding Advice Other/NR	<u>Federal Government</u>			<u>Provincial Government</u>			<u>Municipal Government</u>	
	73%	56%	81%	5%	10%	10%		
	5%	10%	10%	4%	3%	-		
	18%	31%	9%	100%	100%	100%		
	100%	100%	100%					

International Youth Year. This leads us to speculate that, had this research been conducted several years earlier, it is doubtful that as many youth initiated projects could have been identified.

Additional information, rounding out the picture of project funding, is presented in Table 8. The top panel of the table reports the average amount of grants received from federal, provincial and non-governmental sources broken down by location. Starting with federal grants, 48 projects received an average of \$9,005. The amount of grants were higher than this average in urban areas, and in the N.W.T. and Manitoba. At the provincial level, 46 grants averaging \$5,920 were given. Again, urban projects received more than this average amount. But more remarkable are the disparities among the provinces, with Manitoba projects receiving substantially more than Saskatchewan or, especially, Alberta. Whether this variation reflects availability of funds provincially for youth projects cannot be discerned from our data.

Finally, 43 projects received financial assistance averaging \$4,675 from non-governmental sources. Variations in the amount of these grants follows the above pattern: urban projects and those in Manitoba received more than the average. Major types of non-governmental financial support include project participants themselves, community and voluntary organizations, businesses, family, and a variety of miscellaneous ("other") sources.

Funds received were used in a variety of ways, but these can be organized into five broad categories: salaries, rent, equipment, office supplies and public relations. Finally, it is interesting to observe that the majority of projects received no additional (non-financial) help from the three levels of government. Very few projects claimed to have received advice about how to obtain funding from government officials.

## 5. PROBLEMS ENCOUNTERED BY PROJECTS

In this section we will discuss respondents' perceptions of those factors which blocked or inhibited the development of the project. Turning to Table 9, we first observe that 65% of the projects reported that nobody tried to prevent them from starting. Of those facing such barriers, specific organizations, schools and teachers, and parents were most frequently cited as throwing up obstacles. The apparent reasons behind these attempts to block projects included the project's perceived lack of credibility (by adults, no doubt), the fact that the project was seen to threaten existing community organizations, personality conflicts (often within the project), and a variety of miscellaneous and fairly ideosyncratic reasons. Overall, then, it appears that the majority of projects in our sample faced few barriers and, in light of our earlier discussions, received considerable support from a wide range of individuals and organizations.

This is not to say, or course, that these projects encountered no difficulties at all. Indeed, a sizeable minority of projects faced one or more problems in attempting to achieve their objectives. More specifically, between 31% and 40% faced obstacles with regard to finding the right participants, obtaining sufficient funds, finding a good location or promoting the necessary level of community awareness about the project. We can extend this analysis by comparing the percentage requiring particular help with the percent reporting refusals of such help. We thus find that while 88% of the projects required a place to locate their activities, only 18% were refused this space. Similarly, 79% required some form of equipment, in contrast to only 11% reporting that their requests for equipment were refused. Lastly, in a reversal of this pattern we note that most of the 11 projects requiring legal or professional assistance had their request turned down.

Even though we found that 43% of projects underwent organizational changes, this often was not the result of the project responding to the above problems. In fact, only 19 of the projects experienced staff changes due to any

TABLE 9: PROBLEMS ENCOUNTERED

<u>Groups/Individuals Attempting to Block Start of Project</u>	<u>%</u>	<u>Reasons for Attempting to Block Start of Project</u>	<u>%</u>
No One Tried to Block Start	65	No One Tried to Block Start	65
Specific Organizations	6	Project Not Seen as Credible	8
Specific Individuals	2	Limited I.Y.Y. Funds	
School/Teachers	6	Threatened Other Community Orgs.	3
Parents	4	Lack of Space	1
Business	1	Personality Conflicts	3
Individuals in Project		No Approval From Authorities	2
(In-Fighting)	2	School Worried	1
Other/NR	14	Other/NR	16
	<hr/>		<hr/>
	100%		100%

Type of Problem Encountered in Running Project

	<u>Right Participants</u>	<u>Enough Funds</u>	<u>Good Location</u>	<u>Community Awareness</u>
No. Encountering Problem	39	36	31	40

% Requiring a Place for Project Activities: 88%  
 % Encountering a Refusal to Provide Place: 18%

% Requiring Legal or Professional Assistance: 11%  
 % Encountering a Refusal to Provide Such Assistance: 9%

% Requiring Equipment: 79%  
 % Encountering a Refusal to Provide Equipment: 11%

Problems Encountered Led to Changes In:

	<u>Staff</u>	<u>Project Organization</u>	<u>Objectives</u>
No. Reporting Changes	19	22	23

of the above problems. Similarly, 22 underwent organizational changes and 23 were forced to change their objectives.

## 6. EVALUATIONS OF THE PROJECTS

Respondents were asked to provide information evaluating the relative success of the project in which they were involved. Pursuing Table 10, we find that 67% of respondents claim that their project was "very successful" while another 29% claimed it to be "somewhat successful". And the fact that fewer than 4% of respondents thought their project was "non successful" is ample evidence that, generally speaking, the projects in our sample were successful.

On a more personal level, the vast majority of respondents viewed their involvement in the project as a good personal experience which will help to achieve their future work objectives. Furthermore, the majority believed that the project contributed to community needs. And even though 59% felt that there were other things they had wished to accomplish through the project 86% would not hesitate to get involved in another project.

Respondents were also asked to list up to three main benefits accruing from the project. A total of 204 benefits were recorded, and these were grouped into five major categories, as well as a residual "other" category for benefits only mentioned once or twice. The most important benefits, at least in terms of frequency of responses, were to provide information on a social issue, to offer work and/or business experience, to develop organizational and other skills among participants, and to provide information on youth issues. These benefits, we might observe, are entirely consistent with initial project objectives discussed in Section 3.

TABLE 10: PROJECT EVALUATIONS

Respondents' Perceptions of Success in Achieving Objectives:

% 'Very Successful'	67%
% 'Somewhat Successful'	29%
% 'Not Successful'/NR	4%
	<hr/>
	100%
% Considering Project Important to Future Work:	89%
% Considering Project Important as Personal Experience:	96%
% Considering Project Important in Meeting Community Needs:	86%
% Who Would get Involved in Another Similar Project:	86%
% Reporting There Were Other Things They had Wished to do, but Could Not:	59%

<u>Major Benefits of Project</u>	<u>N*</u>
Provided Information on Social Issues	38
Provided Work/Business Experience	31
Provided Information on Youth Issues	25
Developed Organizational and Other Skills	22
Promoted Native Cultural Awareness	5
Provided Information on Community Events	5
Other Major Benefits	78
	<hr/>
	204

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\* Respondents listed up to three major benefits for each project.



## 7. RESPONDENTS' RECOMMENDATIONS

The final set of findings we will present concern recommendations respondents provided regarding how schools, government, business and community organizations could facilitate future youth projects. In many respects, the responses to these questions offer some of the most useful policy-relevant information we were able to collect. For this reason, we have taken care to present these data as fully as possible in Tables 11 and 12. These tables capture both the critical evaluations youth provide of existing institutions as well as suggestions that would make it easier for them to launch project initiatives in future.

The first observation emerging from Table 11 is that youth are highly critical of the lack of preparation schools provide for initiating and operating innovation projects. In their view, school could better assist then in such endeavours by, first and foremost, encouraging more critical, creative and independent thinking. Three other important recommendations entail teaching more practical skills, providing direct assistance and/or funding for youth projects, and making a range of specific improvements in the existing curriculum. The remaining categories of recommendations tend to emphasize practical work-oriented changes.

Respondents are somewhat less critical of "big government", with 41% feeling that these institutions actually help youth start projects. While this is a relatively more positive evaluation than the schools received in this regard, it is perhaps less than one might expect considering the dependence of youth projects on government funding sources. Of the 125 recommendations given, 22 mentioned the need for longer-term or on-going funding. Other major response categories also focused on the funding question. For instance, a number of recommendations proposed better advertising of existing funding programs, more advice on project planning and funding, a simplified and faster application process, and more flexible funding. Incidentally, only three respondents mentioned the need to

TABLE 11: HOW SCHOOLS AND 'BIG GOVERNMENT' COULD  
FACILITATE FUTURE YOUTH PROJECTS

<p>% Stating Schools Prepare Youth for Innovative Projects                      29%</p>	<p>% Stating 'Big Government' Helps Youth Start Projects:    41%</p>
<p><u>Recommendations for Schools in Assisting Youth Starting Projects</u>                      <u>N*</u></p>	<p><u>Recommendations for how 'Big Government' Could Help</u>    <u>N*</u></p>
<p>Encourage Critical/Creative/ Independent Thinking    29</p>	<p>Provide Longer-Term/Ongoing Funds    22</p>
<p>Teach More Practical Skills    17</p>	<p>Advertise Existing Programs    19</p>
<p>Directly Assist/Fund Youth Projects    17</p>	<p>Advice on Planning/Funding/etc.    13</p>
<p>Improve Curriculum/Program    16</p>	<p>Simplify/Speed up Application Process    11</p>
<p>Allow Students to Make Decisions in School    13</p>	<p>Consult With Youth    7</p>
<p>Teach More Business Skills    8</p>	<p>More Flexible Funding    7</p>
<p>Provide Work Experience    8</p>	<p>Provide Facilities/Equipment.    4</p>
<p>Teach/Encourage Leadership Skills    7</p>	<p>Place Youth on Decision-Making Bodies    4</p>
<p>Better Career Counselling    4</p>	<p>Promote Community Support for Youth Projects    3</p>
<p>More Information on Community    4</p>	<p>More Funding for Youth Job Creation    3</p>
<p>General Educational Changes    4</p>	<p>Other Recommendations    32</p>
<p>Focus on Personal Development    3</p>	<p><u>125</u></p>
<p>Improve Quality of Teaching    2</p>	
<p>Other Recommendations    24</p>	
<p><u>156</u></p>	

\* Respondents gave up to three recommendations.

TABLE 12: HOW LOCAL GOVERNMENT, BUSINESSES  
AND COMMUNITY ORGANIZATIONS COULD FACILITATE FUTURE YOUTH PROJECTS

<p>% Stating That Local Government Helps Youth Start Project: 27%</p>		<p>% Stating Local Business Helps Youth Start Project: 42%</p>	
<p><u>Recommendation for Local Gov't.</u>      <u>N*</u></p>		<p><u>Recommendation for Local Business</u>      <u>N*</u></p>	
Provide Longer-Term/Ongoing Funds	12	Provide Financial/Material Support	21
Advertise Existing Programs	12	Promote Youth Projects	10
Place Youth on Decision-Making Bodies	11	Be Receptive to Youth Ideas	9
Provide Facilities/Equipment	8	Provide Encouragement/Advice	8
Promote Community Support for Youth Projects	8	Hire More Youth	7
Advice on Planning/Funding/etc.	7	Provide More Work Experience	6
Consult with Youth	7	Increase Wages/Job Opportunities For Youth	3
Simplify/Speed up Application Process	3	Other Recommendations	9
More Flexible Funding	2		<hr style="width: 100%;"/>
More Funding for Youth Job Creation	2		73
Other Recommendations	18		
	<hr style="width: 100%;"/>		
	90		

% Stating Private/Voluntary Organizations Help Youth Start Projects: 60%

<u>Recommendations for Voluntary/Community Organizations</u>	<u>N</u>
Encourage/Support Youth Projects	9
Give Youth More Responsibility on Projects	7
Provide More Funding/Funding Information	5
Show More Concern About Youth Issues	4
Advertise Their Activities/Programs	3
Provide More Paid Employment	1
Other Recommendations	9
	<hr style="width: 100%;"/>
	38

\* Respondents gave up to two recommendations.

increase funding for youth job creation -- despite the high level of youth unemployment.

Now focusing on Table 12, we find recommendations concerning how local government, local business, and voluntary and community organizations can better facilitate youth initiatives. The first notable finding is that youth seem less concerned about these three types of organizations, at least judging by the fewer recommendations are offered here than in Table 11. In terms of local government, respondents are more critical of the support it provides than they are of the two higher levels of government. Major suggestions for how this situation might be rectified include: longer term and/or on-going funding, better advertising of existing programs, involving youth on decision making bodies, offering more facilities and/or equipment, and greater promotion of community support for youth projects.

Local businesses received a slightly more favourable assessment than did local government, with 42% claiming that these firms assist youth projects. Of the 72 suggestions given regarding how this help could be enhanced, the most important were concerned with increased financial and material support. Promoting youth projects, greater receptivity to youths' ideas, and providing more encouragement and advice were also fairly frequent suggestions. Lastly, the most positive evaluation was given to private and voluntary organizations for the assistance they provide youth projects. Only 38 suggestions are given about how these organizations could offer even greater support in the future, including more encouragement and support of youth projects, delegating more responsibility to youth involved in projects, to providing more funding and funding information.

In sum, respondents' experiences with youth projects lead the majority of them to be fairly critical of the assistance provided by schools, government and local businesses for youth to launch innovative projects. There is no shortage of ideas regarding how these institutions could facilitate more youth projects in future. The most important and frequently mentioned of these suggestions fall into several categories: more accessible and permanent funding, better skills for starting and running projects, and better advice and encouragement.

## CONCLUSIONS AND RECOMMENDATIONS

Our general assessment of the 100 projects examined in this report is that they provided individual youth participants valuable education and career-related experiences. Moreover, these projects made a socially useful contribution to the communities in which they were located. We now wish to highlight the policy-relevant conclusions flowing from the research and to suggest recommendations which could facilitate more of this type of youth activity in the future.

1) We have documented major differences among the provinces and the N.W.T. regarding the types of project, their activities and the level of funding they received. Lacking adequate data on these issues, we are unable to explain why this is the case. It would be useful for future research to closely examine the nature of provincial youth programs and their funding capabilities so that a more equitable regional distribution of these resources could be obtained.

2) It is also clear that substantial rural-urban differences exist with regard to the types of projects and their activities. Projects located in small towns or rural areas are far more likely to have the provision of social, recreational or community services as their goals, reflecting the lack of such services locally. It is therefore important for funding programs to take this point into account, perhaps even targetting special funds for youth outside large urban centres.

3) The typical project participant was well educated, middle or upper-middle class and still living in their parents' home. Our data cannot illuminate whether these youth are active in projects because they are more "motivated" than their less advantaged peers, or if this has more to do with government programs being more accessible to this segment of the youth population. Regardless of the reason, there is an obvious need to redesign youth programs, or establish new ones, which target less privileged youth.

4) Project participants overwhelmingly report reaping personal benefits, especially in terms of preparation for future work. One can speculate that these youth may therefore be more competitive in the job market. In the context of high youth unemployment it is especially important for policy makers to emphasize the work-relevant aspects of youth projects in developing rationale for future funding programs.

5) Information sharing is a dominant theme throughout the report. Specifically, many of the projects had this as a major goal. Furthermore, the fact that the majority of projects were modelled on previous endeavours underlines the importance of sharing information on youth activities. And it is also noteworthy that many respondents articulated a need for more "networking" among youth. Again, this would facilitate information sharing which, in turn, could spark a greater number and variety of creative youth projects. It thus seems valuable to build in "networking" as a component of all youth projects. In practical terms, this would require funding explicitly for local travel, day-long or weekend workshops and so on. As well government departments should inform all similarly funded youth projects about each other's activities so that a natural form of networking will be encouraged.

6) Our data on funding reveals that, were it not for I.Y.Y. programs, many of the projects in our sample may simply not have begun. There is no doubt an over-riding need for I.Y.Y.-type funding programs in order to ensure the continuation of this level of youth project activity. However, respondents were critical of I.Y.Y. and other funding arrangements for only permitting short-term projects. If government programs are to successfully encourage innovative youth projects then more readily accessible and on-going funding is required. Furthermore, the average 15 week start-up time for projects could be significantly reduced, if funding decisions could be made more quickly. In this way organizational and personnel problems that result from a long delay could be minimized.

7) It is paradoxical that municipal governments, who are closest to the projects studied, are least involved in funding or otherwise supporting them. Certainly more could be done, at both the federal and provincial levels, to involve municipalities in the process of publicizing available youth programs, encouraging and advising potential applicants, and perhaps even administering the funds.

8) Similarly, the schools could be more directly involved in initiating and developing youth projects. Respondents were especially critical of the educational system for not providing the skills required to successfully organize and run a project. By making students more aware of funding programs, discussing models of successful projects, holding workshops on funding applications and project management skills, and even assigning group projects as part of the curriculum, schools could greatly encourage this type of activity.

9) It is evident that improvements are required in the methods that are used by departments of government to inform youth of available programs. Providing consolidated information on funding possibilities, criteria for application, closing dates etc. is recommended. As well the hiring of 'young ambassadors', who are empathetic with the needs and concerns of youth, to visit schools and promote available programs should be encouraged. Departments of government should also stress the importance of providing advice and encouragement before an application is forwarded for review.

10) An appreciation that is necessary on the part of policy makers is the importance of these project activities for the 'empowerment' of youth and for the promotion of a more positive public image of young people in our society. Every effort should be made to provide public relations assistance to youth projects to insure that the public is much better informed about youth issues and youth successes. The development of Youth Resource Centres should be encouraged, as a way of linking up youth projects with professional skills and support that are undoubtedly available in any community.

11) Finally, it is surprising that only a handful of projects engaged in activities or pursued goals which "challenged the system". In short, while some of the projects in our sample may have been innovative, they operated primarily within the context of existing values and institutional arrangements. Debate over alternative ways of doing things -- and, indeed, challenges to the status quo -- are vital in youth, through organized projects, be encouraged to take a more active role in this process.



Appendix 1

Mailing Schedule for Contact Letter

<u>Date</u>	<u>Mailing</u>	<u>Number</u>
April 9 & 11	Initial mailing to community organizations requesting project contacts:	
	Alberta	332
	Saskatchewan	86
	Manitoba	50
	N.W.T.	26
April 18	Mailing to all community newspapers (in Alberta, Saskatchewan, Manitoba and N.W.T.) with press release asking for projects to contact us with information.	224
April 22	Mailing to private and public radio stations (in Alberta, Saskatchewan, Manitoba and N.W.T.) with public service announcement.	106
May 1	Mailing to youth groups and organizations (in Manitoba, Saskatchewan, Alberta and N.W.T.) requesting project contacts.	586
May 1	Mailing to cable stations (in Manitoba, Saskatchewan and Alberta) with public service announcement.	56
May 7	Daily newspapers (Alberta).	16
		<hr/>
	TOTAL	1,482

# Edmonton Social Planning Council



April 3, 1985

TO: Community and Youth Related Organizations

FROM: Peter Faid, Edmonton Social Planning Council

I am writing in the hope that you will be able to assist us in an important study of youth activities being conducted in conjunction with International Youth Year. In these difficult economic times youth can be quite innovative and creative. Despite high unemployment, some young people have developed novel ways of making work for themselves and contributing to society. The Secretary of State has launched a national study to document these positive initiatives. The Edmonton Social Planning Council is assisting by developing an inventory of these projects in Alberta, Saskatchewan, Manitoba and the Northwest Territories.

We must begin by drawing up a list of youth projects. Then we will conduct short telephone interviews with a key contact person in order to fully document each project. These interviews will form the basis of an inventory of socially innovative youth projects, reflecting how young Canadians have adapted to a changing social and economic environment. A national catalogue of innovations will be publicly available so that these experiences may be widely shared, especially among youth.

We require your help in establishing the initial list of youth projects. Using the enclosed form, please identify as many projects as you are aware of. The following criteria should guide your choice of projects, although we would encourage you to list a project that may only fit a few of these criteria if you think it is worthy.

- \* the project involve mainly youth between the ages of 15 and 24
- \* the project operated sometime during the past several years, and is not necessarily operating today
- \* the project may (but not necessarily) be considered "innovative" in the eyes of the youth or by the community
- \* the project could provide either employment for youth or meaningful volunteer work
- \* the project can be a community or social service, a small business, or an advocacy group

It will only take you a few minutes to complete the attached form and return it to us in the envelope provided. We greatly appreciate your co-operation. Please call me at 423-2031 if you have any questions about the study.



YOUTH INNOVATIONS & INITIATIVES

Please provide the following information on any projects in your area in light of the criteria outlined in the letter:

1. Name of Youth Project \_\_\_\_\_  
Major Purpose or Activity \_\_\_\_\_

Key Contact Person:

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_

2. Name of Youth Project \_\_\_\_\_  
Major Purpose or Activity \_\_\_\_\_

Key Contact Person:

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_

3. Name of Youth Project \_\_\_\_\_  
Major Purpose or Activity \_\_\_\_\_

Key Contact Person:

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_

4. Name of Youth Project \_\_\_\_\_  
Major Purpose or Activity \_\_\_\_\_

Key Contact Person:

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_

If you have further comments on this study, or wish to list additional youth projects, please use the reverse side of this form.

Thank you for your assistance.

"LES JEUNES ONT DE BONNES IDEES A  
PARTAGER AVEC LES AUTRES"

En ces temps économiques difficile les jeunes peuvent être très innovateur et créatif. Malgré un taux de chômage élevé, certains jeunes ont développé de nouvelles techniques de création d'emploi tout en contribuant au mieux être de leur communauté.

Si vous, ou un adolescent que vous connaissez avez été impliqué dans un projet du genre, et bien il y a quelqu'un qui aimerait bien le savoir.

En collaboration avec L'Année Internationale De La Jeunesse, le Secrétariat D'État à lancé une étude nationale afin de connaître les initiatives positives des jeunes. Le but de cet inventaire est de relater la façon dont la jeunesse canadienne s'adapte au changement socio-économique. Lorsque le tout sera complété, on mettra à la disposition du public un catalogue répertoriant toutes les initiatives prises par les jeunes. Ainsi ces idées pourront être partagées avec d'autres jeunes.

Les gens qui sont en charge de cette compilation aimerait bien que les jeunes de votre communauté soient représentés dans cette étude. Si vous êtes au courant d'un projet qui:

- \* implique des jeunes de 15 - 24 ans
- \* a opéré au cours des dernières années, (il n'est pas nécessaire que ce projet fonctionne toujours aujourd'hui pour le mentionner.)
- \* A créé de l'emploi pour les jeunes ou qui a demandé un travail bénévole significatif.
- \* a été considéré innovateur aux yeux des jeunes et de la communauté.

...2

Ou encore si vous êtes au courant de tout autre projet qui vous semble valable communiquez avec:

INNOVATIVE YOUTH PROJECTS  
EDMONTON SOCIAL PLANNING COUNCIL  
10010 - 105e Rue, #418  
EDMONTON, ALTA  
T5J 1C4

TEL: (403) 423-2031 \* Vous pouvez appelé a frais viré.

Appendix 2

Youth Initiatives Project Questionnaire

1

**Project Identification**

**Code Number**

**YOUTH INNOVATIONS AND INITIATIVES**

1. **READ:** Hello, my name is \_\_\_\_\_ and I am with \_\_\_\_\_ . We have been commissioned by the Department of the Secretary of State to do research on projects started by youth.

Descriptive information on certain projects will be printed in a National Inventory available to youth.

Other information collected will be used for statistical analysis. All data that is not purely descriptive will be treated confidentially and all named identifiers will be removed.

2. I would like to ask some questions of someone who has been personally involved in the project on \_\_\_\_\_ .

Do you think you could answer these questions?

YES \_\_\_\_\_ → begin interview

NO

3. Could you give me the name of someone who could be interviewed regarding this project?

YES \_\_\_\_\_ → Name:

Tel.:

Other:

Thank you for your help.

NO

4. Could we contact another person (or organization) who might give us the name of someone able to answer questions on this project?

YES \_\_\_\_\_ → Name:

Tel.:

Other:

Thank you for your help.

NO \_\_\_\_\_ Thank you, sorry I bothered you.

**Project Identification**

**Code Number**

**PROJECT DESCRIPTION**

- 1. Would you describe the project to me?... that is,
  - a) what is the major purpose of the project?
  - b) what are the main activities carried out by the project?
  - c) who is the project designed to reach?
  - d) did you see a need for a specific service?
  - e) what were the major benefits to result from the project?

**Probes:**

- a) **Major purpose?**

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- b) **Main activities?**

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- c) **Who is the project designed to reach? (i.e. who did you want to help with the project? To whom did you provide a service?)**

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- d) **Need for a specific service?**

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- e) **Major benefits?**

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2. When did the project activities start? (specify date project started operating)

Month \_\_\_\_\_ 19\_\_\_\_

3. Did you expect this project to be ongoing or to operate only for a limited period of time, such as during the summer?

- Ongoing ..... (Go to Q. 6) ..... 1
- Limited period of time ..... 2

4. How long did you expect the project to operate?

\_\_\_\_\_  
(Specify time period)

5. Why did you expect (plan for) the project only to operate for \_\_\_\_\_ (from previous question)?

- Planned to return to school/college/university ..... 1
- Funding was only for limited amount of time ..... 2
- Project was designed to last only for a specific period of time ..... 3
- Other ..... 4

6a) Does the project still operate?

- YES ..... (Go to Q. 6c) ..... 1
- NO ..... (Go to Q. 6b) ..... 2

6b) When did it stop operations?

Month \_\_\_\_\_ 19\_\_\_\_

6c) Is/was the project administered from a permanent location?

- YES ..... 1
- NO ..... 2

IF YES, specify type of accommodation:

- Office ..... 1
- Residence ..... 2
- Church ..... 3
- Other \_\_\_\_\_ 4

(specify)



**PROJECT ORGANIZATION, HUMAN RESOURCES**

- 7. Was the project organized as...
  - ... a cooperative venture ..... 1
  - ... a non-profit organization ..... 2
  - ... a business; that is, a profit making enterprise ..... 3
  - ... an organization not formally incorporated or registered .. 4
  - ... or something else \_\_\_\_\_  
(specify)
  
- 8. Does the project have a manager?
  - YES ..... 1
  - NO ..... 2
  
- 9. Who makes the major decisions concerning the project? Is it...
  - ... one manager or one director ..... 1
  - ... an administrative council ..... 2
  - ... the project participants together, or ..... 3
  - ... in some other way \_\_\_\_\_  
(specify) 4
  
- 10. How many people were involved when the project first started operations?  
Record number involved \_\_\_\_\_
  
- 11a) What is the average number of people involved in the project since it first started operations?  
Record average number involved \_\_\_\_\_
  
- 11b) Of these people, how many are/were volunteer and how many are/were paid?  
If all volunteer staff (Go to Q. 12a) \_\_\_\_\_ record number volunteer \_\_\_\_\_  
Record number paid \_\_\_\_\_
  
- 11c) How many of the people who are now paid started out as volunteers?  
record number \_\_\_\_\_
  
- 12a) Did the project participants need any specific skills, or have to meet any specific requirements - such as age or education - to be involved in the project?
  - YES ..... 1
  - NO ..... (Go to Q. 13) ..... 2
  
- 12b) What were these skills and/or requirements?
 

**Skills:** \_\_\_\_\_  
\_\_\_\_\_

**Special Requirements**  
(probe: age, education  
personality traits) \_\_\_\_\_  
\_\_\_\_\_

13. What were you doing when the project got started? (i.e. began operations)  
 Were you...
- ... studying full-time ..... 1
  - ... studying part-time ..... 2
  - ... working full-time ..... 3
  - ... working part time ..... 4
  - ... unemployed ..... 5
  - or ... other (specify) \_\_\_\_\_ 6

14. Has the organizational structure changed over time?
- YES ..... 1
  - NO ..... 2

IF YES, what has changed?

\_\_\_\_\_

- 15a) Where did the idea for this project come from?

\_\_\_\_\_

\_\_\_\_\_

- 15b) From the time the idea for the project, occurred how long did it take to get things organized and ready to start?  
 Specify number of weeks ..... \_\_\_\_\_

- 16a) To your knowledge, has this type of project been done before?
- YES ..... 1
  - NO ..... (Go to Q. 17) ..... 2

- 16b) Did this other project take place in Canada or outside Canada?
- ... Canada ..... 1
  - ... Outside Canada...(Go to Q. 17) ..... 2

- 16c) Does your current project differ in any ways from this other project?
- YES ..... 1
  - NO ..... 2

IF YES, in what ways does this project differ from the other project?

\_\_\_\_\_

\_\_\_\_\_

17. Did the idea for starting this project originate with one individual or a group of people?
- One person ..... 1
  - A group ..... 2
  - Other ..... 3

18. Have you previously participated in other projects organized with, or by young people?
- YES ..... 1
- NO ..... 2

IF YES, what was/were the project(s)?

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_

19. Does the project have any connection with your educational interests (i.e. course work)?
- YES ..... 1
- NO ..... 2

IF YES, which educational interests are these?

\_\_\_\_\_

\_\_\_\_\_

20. Does the project have any connection with your work related interests?
- YES ..... 1
- NO ..... 2

IF YES, which work related interests are these?

\_\_\_\_\_

\_\_\_\_\_

- 21a) On an average week, how much time do you spend on the project?
- Specify number of hours ..... \_\_\_\_\_
- or Not presently working on the project ..... \_\_\_\_\_

- 21b) On average, how much time did/do you spend on the project when it was/is the most active?
- Specify number of hours ..... \_\_\_\_\_

22. Before the start of the project, did you discuss your involvement in it with...
- |                                    | Yes | No |
|------------------------------------|-----|----|
| ... your parents .....             | 1   | 2  |
| ... your teachers/professors ..... | 1   | 2  |
| ... your friends .....             | 1   | 2  |
| ... a religious counsellor .....   | 1   | 2  |
| ... a legal counsellor .....       | 1   | 2  |
| ... a financial counsellor .....   | 1   | 2  |
| ... other (specify) _____          | 1   | 2  |

23. What would you say was the most important reason for your involvement in this project?

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**SUPPORT AND FUNDING**

24. Now, could you tell me how important the following kinds of support and help were in starting your project? (By support and help we mean advice, inspiration, information and professional and financial assistance.)

Very Important	Important	Not Very Important	Not Important at all
1	2	3	4

- a) Support and help from friends: was this very important, important, not very important, or not important at all? .....
- b) Support and help from family, was this very important, important, not very important, or not important at all? .....
- c) Support and help from teachers (repeat if necessary: was this very important, important, not very important or not important at all? ...
- d) Support and help from community organizations? .....
- e) Support and help from a church or other religious organization? .....
- f) Support and help from a business organization? .....
- g) Support and help from government agencies? .....

(Specify level of agencies, e.g. federal, provincial, municipal)

- h) Support and help from other sources .....

(Specify)

**Note to Interviewer: (from Q. 24)**

**For all sources of support and help considered to be very important or important, probe about type of support/help received.**

- i) Source of support/help \_\_\_\_\_  
Type of support/help \_\_\_\_\_
- ii) Source of support/help \_\_\_\_\_  
Type of support/help \_\_\_\_\_
- iii) Source of support/help \_\_\_\_\_  
Type of support/help \_\_\_\_\_

- 25a) Did you try to get financial assistance when the project started?  
 YES ..... 1  
 NO ..... (Go to Q. 33a) ..... 2
- 25b) How much money did you try to get?  
 Record amount ..... \$ \_\_\_\_\_
- 26a) Did you make a request for funding from any government agency or program?  
 YES ..... (Go to Q. 27) ..... 1  
 NO ..... 2
- 26b) Why did you not make a request?  
 Did not know that programmes existed ..... 1  
 Did not want to have government funding ..... 2  
 Did not think there was any chance that funding would be approved ..... 3  
 Other ..... 4  
 \_\_\_\_\_  
 (Specify)
27. At which level of government did you ask for financial assistance?  
 Federal ..... (Go to Q. 28a) ..... 1  
 Provincial ..... (Go to Q. 29a) ..... 2  
 Municipal ..... (Go to Q. 30a) ..... 3  
 Unsure of level of government .. (Go to Q. 31a) ..... 4  
**(Interviewer: remember to go to each series of funding questions if more than one level of government is reported.)**

**If Federal monies were sought:**

- 28a) Did you receive a federal grant?  
 YES ..... 1  
 NO ..... (Go to Q. 28g) ..... 2  
 D.K. .... 8
- 28b) Through which program did you apply?  
 \_\_\_\_\_
- 28c) **If unsure of federal programme name: Where did you apply for help?**  
 \_\_\_\_\_
- 28d) What was the amount of the first federal grant? ..... \$ \_\_\_\_\_  
 D.K. .... 8
- 28e) Have you received more federal funding since?  
 YES ..... 1  
 NO ..... 2  
 D.K. .... 8

OBSTACLES

Now, with regard to the difficulties you may have had in getting the project going:

34. Did you have any problems in...		Yes	No
... getting the right participants .....	1	2	
... getting enough funding .....	1	2	
... finding a good spot to serve as a project location .....	1	2	
... making the community aware of the project .....	1	2	
... Other (specify) _____	1	2	

35a) Did you need a place for the project activities to be carried out?

YES .....	1
NO ..... (Go to Q. 36) .....	2

35b) From whom did you obtain space?

From government agency (specify) _____	1
From social agency (specify) _____	2
From business groups (specify) _____	3
From schools (specify) _____	4
Other (specify) _____	5

35c) Did anyone who you asked for space refuse to help you out?

YES .....	1
NO ..... (Go to Q. 36) .....	2

35d) Who refused to help you with space?

---



---

35e) How did you resolve this?

---



---

36a) Did you need legal or other professional assistance for the project activities to be carried out?

- YES ..... 1
- NO ..... (Go to Q. 37) ..... 2

36b) From whom did you obtain legal or other professional assistance?

- From government agency (specify) \_\_\_\_\_ 1
- From social agency (specify) \_\_\_\_\_ 2
- From business groups (specify) \_\_\_\_\_ 3
- From schools (specify) \_\_\_\_\_ 4
- Other (specify) \_\_\_\_\_ 5

36c) Did anyone who you asked for legal or other professional assistance refuse to help you out?

- YES ..... 1
- NO ..... (Go to Q. 37) ..... 2

36d) Who refused to help you with legal assistance or other professional assistance?

---

---

36e) How did you resolve this?

---

---

37a) Did you need any equipment for the project activities to be carried out?

- YES ..... 1
- NO ..... (Go to Q. 38 ) ..... 2

37b) From whom did you obtain the equipment?

- From government agency (specify) \_\_\_\_\_ 1
- From social agency (specify) \_\_\_\_\_ 2
- From business groups (specify) \_\_\_\_\_ 3
- From schools (specify) \_\_\_\_\_ 4
- Other (specify) \_\_\_\_\_ 5

37c) Did anyone who you asked for equipment refuse to help you out?

- YES ..... 1
- NO ..... (Go to Q. 38) ..... 2

37d) Who refused to help you with equipment needs?

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44. How important a contribution was this project to meeting community needs? Was it ...
- ... Very important ..... 1
  - ... Somewhat important ..... 2
  - ... Not very important ..... 3
  - ... Not important at all ..... 4
  - ... D.K. .... 8
45. Were there any other things you really wanted to do that you could not do for one reason or another?
- YES ..... 1
  - NO ..... (Go to Q. 46) ..... 2
  - D.K. .... 8

**IF YES, what were these things?**

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---

**POLICY RELEVANT INFORMATION**

Now we would like to ask you about some things that you feel may need to change so the young people would have a better chance to start creative projects.

- 46a) Does school prepare youth to undertake innovative or creative projects?  
YES ..... (Go to Q. 46b) ..... 1  
NO ..... 2  
Briefly, what could schools do to help other youth to start projects such as yours?

.....  
D.K. .... 8

- 46b) Does the way local government works, make it possible for youth to start creative projects?  
YES ..... (Go to Q. 46c) ..... 1  
NO ..... 2  
Briefly, what could local governments do to help youth to start projects such as yours?

.....  
D.K. .... 8

- 46c) Does the way big government works, make it possible for youth to start creative projects?  
YES ..... (Go to Q. 46d) ..... 1  
NO ..... 2  
Briefly, what could big government do to help youth start projects such as yours?

.....  
D.K. .... 8

- 46d) Does the local business community make it possible for youth to start creative projects?  
YES ..... (Go to Q. 46e) ..... 1  
NO ..... 2  
Briefly, what could the local business community do to help youth start projects such as yours?

.....  
D.K. .... 8

- 46e) Do private or volunteer organizations make it possible for youth to start creative projects?  
YES ..... (Go to Q. 47) ..... 1  
NO ..... 2  
Briefly, what could these organizations do to help youth start projects such as yours?

.....  
D.K. .... 8

**VALUES AND MOTIVATION**

47. Now we would like to know what sorts of problems you have to deal with in your daily life. Can you indicate the single most important problem you face today?

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48. Generally speaking, how happy would you say you are...

... very happy .....	1
... fairly happy, or .....	2
... not too happy .....	3
... D.K. ....	8

49. Right now would you say your own life is getting better, getting worse, or staying about the same?

Better .....	1
Worse .....	2
Same .....	3
D.K. ....	8

50. Some people have certain goals in life -- certain things are more important to them than others. We would like to find out what the most important goals in your life are. I am going to read you a list of goals, for each I would like you to tell me whether that goal or objective is of "utmost importance", "very important", "fairly important" or "not important" to you.

	Utmost Importance	Very Important	Fairly Important	Not Very Important	D.K.
	1	2	3	4	8
a. Prosperity	Having plenty of money to afford the better things in life. ....				_____
b. Excitement	Having a stimulating and active life .....				_____
c. Friendship	Having close friends and companions .....				_____
d. Independence	Controlling your own life, free from interference by others .....				_____
e. Spiritual Understanding	Living a life based on religious principles .....				_____
f. Achievement	Having a sense of accomplishment, being successful .....				_____
g. Love	Having the affection and romantic love of a man or woman .....				_____

- h.    Economic Stability      Having a steady, secure income to provide for your basic needs and those of your family ..... \_\_\_\_\_
- i.    Self-Development        Being able to improve your skills and abilities, to keep improving yourself ..... \_\_\_\_\_
- j.    Helping Others        Serving other people who need your help ..... \_\_\_\_\_
- k.    Family Security        Providing love and care for family members ..... \_\_\_\_\_

**BIOGRAPHICAL INFORMATION**

Now to finish, some standard questions about yourself and then it's over.

51. In what year were you born? ..... \_\_\_\_\_

52. How old were you when the project started? ..... \_\_\_\_\_

53. How many years of formal education have you completed? ..... \_\_\_\_\_

54. What further education do you wish to acquire? ..... \_\_\_\_\_

55. What is your marital status?

Single .....	1
Married .....	2
Separated .....	3
Divorced .....	4
Other (specify) _____	5

56. Currently, what is your principal occupation?...

... employed full time .....	1
(specify occupation) _____	
(Go to Q. 58)	
... employed part time .....	2
(specify occupation) _____	
(Go to Q. 58)	
... unemployed ..... (Go to Q. 57a ) .....	3
... full time student ..... (Go to Q. 58) .....	4
... part time student ..... (Go to Q. 58) .....	5
... Other (specify) ..... (Go to Q. 58) .....	6

---

57a. What is the total number of months you have been unemployed over the past year?  
Specify number of months ..... \_\_\_\_\_

57b. What kind of employment do you hope to get in the future?  
\_\_\_\_\_

58. What was your total income in 1984? ..... \_\_\_\_\_

- 59a) Are either of your parents employed?
- |         |           |   |
|---------|-----------|---|
| Mother: | YES ..... | 1 |
|         | NO .....  | 2 |
|         | D.K. .... | 8 |
| Father: | YES ..... | 1 |
|         | NO .....  | 2 |
|         | D.K. .... | 8 |
- 59b) **IF YES** to either, what are their jobs?
- Mother: \_\_\_\_\_
- Father: \_\_\_\_\_
60. What clubs or social organizations are you a member of, or have you been a member of?
- \_\_\_\_\_
- \_\_\_\_\_
61. Where is your primary place of residence? .....
- |  |   |
|--|---|
| With parents or family .....                 | 1 |
| With others (shared accommodation) .....     | 2 |
| On your own (individual accommodation) ..... | 3 |
| Other .....                                  | 4 |
- (Specify)
62. Which language(s) did you first learn as a child? .....
- |                       |   |
|-----------------------|---|
| English .....         | 1 |
| French .....          | 2 |
| Other (specify) ..... | 3 |
- 63a) Where were you born? .....
- |                                     |   |
|-------------------------------------|---|
| Canada .....                        | 1 |
| Outside Canada (Go to Q. 63b) ..... | 2 |
- IF Canada, specify province:**
- |                             |    |
|-----------------------------|----|
| British Columbia .....      | 1  |
| Alberta .....               | 2  |
| Saskatchewan .....          | 3  |
| Manitoba .....              | 4  |
| Ontario .....               | 5  |
| Quebec .....                | 6  |
| New Brunswick .....         | 7  |
| Nova Scotia .....           | 8  |
| Prince Edward Island .....  | 9  |
| Newfoundland .....          | 10 |
| Yukon .....                 | 11 |
| Northwest Territories ..... | 12 |
- 63b) If outside Canada, specify country:
- \_\_\_\_\_

- 64a) Where were your parents born?
- |         |                      |   |
|---------|----------------------|---|
| Mother: | Canada .....         | 1 |
|         | Outside Canada ..... | 2 |
| -----   |                      |   |
|         | (Specify country)    |   |
| Father: | Canada .....         | 1 |
|         | Outside Canada ..... | 2 |
| -----   |                      |   |
|         | (Specify country)    |   |

65. Sex of respondent:
- |              |   |
|--------------|---|
| Male .....   | 1 |
| Female ..... | 2 |

66. Is there anything else about the project which we have not discussed that you would like to talk about?
- |                                   |   |
|-----------------------------------|---|
| YES ..... (use space below) ..... | 1 |
| NO ..... (Go to Q. 67) .....      | 2 |

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Finally, we would like to get back in touch with some of the people who have answered this questionnaire so we can get further information on some items.

67. Would you agree to being contacted again, if necessary, for further information?
- |           |   |
|-----------|---|
| YES ..... | 1 |
| NO .....  | 2 |

Thank you very much for your help, it will help make my project a success.

68. Do you know of any other youth project which might fit the criteria of our study, that you would like to tell us about?
- i.e. Projects which:
- might be considered "innovative"
  - youth aged 15-24 initiated and/or implemented

PROJECT NAME:

CONTACT: Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

PROJECT NAME:

CONTACT: Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_



Appendix 3

Purpose and Description of Projects

**SOCIAL/RECREATIONAL/COMMUNITY SERVICE (GENERAL)**

#002 Forum For Young Albertans Association Urban: Alberta

The Forum was designed to introduce Alberta high school students to the dynamics of government at both the municipal and provincial levels.

#003 Byeses Multicultural Youth Group Urban: Alberta

Byeses is a multicultural social club for young recent immigrants that aims to fulfil social and educational needs for its members by providing workshops and speakers on issues such as discrimination, peace and alcohol and drug abuse.

#008 Viking Ship Building Project Small Town/Rural: Alberta

Youth members of the Frontier Venture Company of Cold Lake, Alberta, acting on a dream, designed and built a one-quarter scale Viking boat and sailed it on a 400 mile trip.

#009 "The Elite" Small Town/Rural: Alberta

"The Elite" youth group provides a positive, innovative recreational program for youth of the Northern Alberta town of Fort McMurray. Through the group, youth have the opportunity to engage in activities run for them and by them.

#015 See Teens Small Town/Rural: Alberta

"See Teens" was a youth initiated project which operated in conjunction with Block Partents in Sylvan Lake, a small Alberta lakeside town. In response to recent problems of children being lost or bullied on the beach, the project organized a program of Junior High students to watch out for younger children.

#022 "Community Computer Calendar" Small Town/Rural: Alberta

Youth of Cold Lake, Alberta established a computer service which provides information on current and up-coming events in the community.

#024 Tree Project Urban: Alberta

A committee of Baha'i youth organized a tree planting project with the aim of improving the natural environment in and near Edmonton. Volunteers proceeded to plant 10,000 tree seedlings during a weekend along freeway embankments.

#054 Youth Unlimited: "Bicycle Works" Urban: Saskatchewan

"Bicycle Works" is a youth-run bicycle rental service and concession booth in Wascana Park in Regina. Business activities include renting bicycles and running the concession as well as contacting groups to attract business. As well, the young employees perform an outreach function by providing support and information to youths who frequent the park.

#066 Minnedosa Beach Improvement Project Small Town/Rural: Manitoba

A committee of Minnedosa, Manitoba youth organized and implemented a week long beach improvement project. The committee also made recommendations to the Department of Parks and Recreation for future improvements.

#080 Kilarney - Town Beautification Project Small Town/Rural: Manitoba

The youth of Kilarney, Manitoba wanted to mark their contribution to their community by beautifying it. A youth committee organized teams of young people who planted trees on municipal land, resanded the beach and painted public buildings.

#094 St. Denis Dramatic Production "Chouclacque" Small Town/Rural:  
Saskatchewan

When the group was turned down on applications to Youth Year funding sources, they began to generate alternative fund raising ideas. Youth have volunteered time to organize a snowmobile rally, car rally and have produced a play to raise money. The group will eventually use funds to purchase building materials and construct the town's only children's playground.

## SOCIAL/RECREATIONAL/COMMUNITY SERVICE (FOR YOUTH)

#001 Midnight Sun Youth Group Small Town/Rural: N.W.T.

This project originally aimed to establish a community youth center, but now operates as an ongoing youth group providing a youth drop-in, as well as planned recreational and cross cultural activities. The Midnight Sun fulfills functions of education, job skill training, improvement of communication skills, personal counselling, and social service referral for local youth.

#007 Bonnyville High School Furniture Building Project Small Town/Rural:  
Alberta

This student initiated project involved building furniture for a large unfurnished open student area at the Bonnyville, Alberta high school.

#019 "Teen Rap Sessions" Urban: Alberta

This project aims to provide teens aged 12 to 19 with the opportunity to discuss and share concerns regarding numerous teen issues independent of adults. The project provides confidential listening by peers to youth who might feel uncomfortable expressing emotions to adults.

#026 Taber Outdoor Club Small Town/Rural: Alberta

Students of St. Mary's Junior-Senior High School in Taber, Alberta established an outdoor club for youth aged 14 to 18. The club organizes outdoor recreational activities such as camping, fishing, canoeing and skiing and sponsors fund raising events to buy recreational equipment.

#027 "Days of Terror" Small Town/Rural: Saskatchewan

To celebrate the eightieth anniversary of Rosthern Junior College, students produced a play about the struggles of their Mennonite ancestors at the time of the Russian Revolution. Participants hoped that by making young people aware of the political and religious difficulties faced by their ancestors, they could better appreciate the options and choices they now possess. The play was toured through Mennonite communities in Alberta and Saskatchewan.

#058 Nobleford High School Drama Club Small Town/Rural: Alberta

Project initiators saw a need for recreational activity for the youth of their community. The club formed a stage band, organized workshops on stage management and lighting, and produced a variety night.

#064 Youth Access Centre Urban: Manitoba

The Manitoba Youth Action Group (M.Y.A.G.) has developed a service to provide information to youth on services and events in a non-bureaucratic manner. The center has developed services around themes of access, assistance, activities, action and advocacy as they relate to youth. The centre disseminates information about youth events and social services to callers and facilitates networking among youth by providing contacts.

#067 "Folkal Point" Small Town/Rural: Manitoba

The Manitoba Mennonite Youth Organization annually stages a single evening Christian rock festival. The event, which draws primarily high school students from across Manitoba, features secular and Christian rock music.

#068 "Youth Look at the Future of Agriculture" Conference Small Town/  
Rural: Manitoba

Youth have planned a three day conference to explore the future role and welfare of Manitoba agriculture for young people. The conference has been designed to give youth an opportunity to learn and share ideas on agricultural issues and concerns. The conference will feature workshops, speakers, panel discussions, debates and films.

#076 Student's Union Building, University of Brandon Urban: Manitoba

Students have chosen to renovate an older building on campus to be used as a Student's Union building. Youth are responsible for all organizational tasks, including political and legal lobbying, necessary to achieve their goal.

#078 Riverton Moto-Cross Club Small Town/Rural: Manitoba

A committee of youth are endeavouring to establish a motocross track near the town of Riverton, Manitoba. Youth are responsible for all aspects of project development, including organizing fund raising events, applying for government grants, acquiring land, and designing and constructing the track.

#082 Winnipeg Youth Community Participation Award Urban: Manitoba

Youths associated with the Volunteer Centre of Winnipeg implemented a first annual Youth Community Participation Award in 1985. The project was designed to increase community awareness of the significant contributions Winnipeg youths make to their community through volunteer work and to encourage more youth volunteers in the city.

#089 Rainbow Valley Dene Youth Group Urban: N.W.T.

Dene youth of Yellowknife, N.W.T. have founded a group to promote and maintain their traditional culture. The group is lobbying to secure a Dene language program in the Yellowknife school system. Youth plan recreational activities as well as programs to develop traditional skills such as sewing and dancing.

#091 "Northern Haze" Rock Band Small Town/Rural: N.W.T.

At twelve years of age, Kolitalik Innuksuk and his friends of Igloodik, N.W.T., wanted to be rock stars. Today, in their early 20's they are writing songs and still playing. Known as "Northern Haze", the rock group plays concerts and dances across N.W.T. and, in fulfillment of a fantasy, cut their first album in 1985 with CBC Ottawa. The music of these youths is characterized by a melding of traditional Inuit music and that of white North American culture.

#095 "Care Centre" Urban: Manitoba

A young Winnipeg woman, Claire LaFreniere, has initiated a major project to address the needs of core area native youth. The project implements programs promoting social and life skills and recreation. It also provides the "Care Centre", a safe shelter facility for core area native youth.

#099 Young Parent's Group Urban: Manitoba

A nineteen year old Winnipeg mother has initiated a support group for adolescent parents. The group aims to help reorient young parents to their community, educational opportunities, and employment while increasing their awareness of available services. The project was designed to fill a gap in services.

## BUSINESS (FOR PROFIT)

### #004 Funky Punks Urban: Alberta

In 1982, two high school graduates from Calgary, working as grocery clerks, decided to turn their creativity and innovation into money. Three years later, their efforts have grown into a busy company called "Funky Punks". Through a retail store, the women market original, fun fashions of their own creation as well as fashions imported from Europe.

### #006 Youth Video Business Small Town/Rural: Alberta

Two brothers who are high school students established and run a part-time video business. Originally the brothers invested in video equipment to use for their own recreation, but soon discovered a commercial demand for video tapes of local events such as parties, hockey games, and community activities.

### #011 Peters Soft Products Limited Urban: Alberta

Cam Peters began his own software firm after he invented a computer program to help his teachers in the small Alberta town of Carstairs store and tabulate marks. His business, now located in Calgary and called "Peters Soft Products Ltd." has since sold the program to over 100 schools, with at least 500 more buyers expected in 1985. Peters' business aim is to use his creativity and computer wizardry to design his own products which he then markets and monitors after the sale.

### #021 Earring Making Business Urban: Alberta

At 19, a young Edmontonian, Michelle Petifer, found she could generate enough part-time income to pay her education costs by making and marketing earrings. This young entrepreneur creates products of her own design from stock supplied by craft wholesalers. The product is then sold wholesale to shops, and retailed from a booth downtown or at local events.

### #031 "For Arts Sake" Urban: Alberta

A young graphic arts student, Ronan Kennedy, began to do contract work when he initiated his own summer graphic arts company. Kennedy hoped that his own business would provide him with work experience as well as help him to develop personal contacts in media related businesses.

### #047 Sign Painting Business Small Town/Rural: Manitoba

A young Manitoba man, Lindon Edkins, has initiated a business which allows him to use his college training while providing a needed service to his community. Edkins creates signs and paints on a contract basis.

#048 All Terrain Vehicle Accessory Business Urban: Manitoba

Three Winnipeg youths have initiated a business to supply accessories for all-terrain vehicles (A.T.V.'s). Prior to the opening of this retail shop these accessories were only available to Manitobans through mail order. In addition to retailing, the youth rent A.T.V.'s and design and custom build accessories (such as trailers) to specifications.

#049 "Alarm - All" Security Systems Urban: Manitoba

The young initiator of the Alarm-All business, Kevin Lumb, desired a self-employed work situation. His business markets and installs security systems for residences and commercial and recreational vehicles. Working out of his home, Lumb markets his product door to door.

#063 Retail Hobby Shop Urban: Manitoba

A young Winnipeg entrepreneur, Gord McCallum has established a hobby shop to retail model kits and radio-controlled model railroading equipment. To promote the business, he has also become active in a variety of hobby enthusiast clubs.

#084 St. Andrew's Estate Care Small Town/Rural: Manitoba

High school student Geoff Sahulka has initiated a student business to provide security and home maintenance for holidaying residents in St. Andrew's, Manitoba. Project participants contract with holidayers on a fee for service basis for tasks such as watering plants, yard care, and monitoring of homes. Youths also confer with local police about houses of vacationers to be watched.

#100 "Battle Gear Enterprise" Urban: Alberta

Two Edmonton high school graduates have developed a business which hand-produces custom sports equipment. The business is currently supplying a number of major league hockey and football teams. The young entrepreneurs designed new systems of equipment for hockey and football through consultation with professional teams and development of design prototypes. Youth also examined statistics of sport injuries to determine design needs for prevention of injuries.

## EDUCATION/INFORMATION SHARING

### #010 T.I.P. - Teen Information Program Small Town/Rural: Alberta

The "T.I.P." project was designed to benefit teens of Sylvan Lake by reaching them with resources and information. A series of workshops and lectures covered topics such as teens and the law, teen drug and alcohol abuse, availability of social services and the rights and responsibilities of youth. The youths in the project set up workshops and promoted the program to their peers.

### #017 "Just Gotta": Collective Collaboration About Youth and/or Pressure Urban: Alberta

Students at Calgary's Bishop Grandin High School wanted to produce a play with a youth theme for a highschool drama festival. After screening prospective scripts, they found that those reviewed generally overemphasized themes of drugs and sex. They therefore set about to write and produce their own play. The production was performed in the Bishop Grandin High School and on tour.

### #020 Analysis and Action Urban: Alberta

A young Edmonton woman, Glenda Henley, has developed a project to promote leadership among Edmonton youth while providing young people with an opportunity to analyze social issues which concern and affect them. The project aims to encourage reflection among youth on their potential to impact these social issues at present and in the future. Students' analysis and discussion of selected social issues will be video-taped and made available for use by community groups.

### #023 Youth for World Peace Conference Urban: Alberta

A committee of Baha'i youths are planning a weekend conference for Northern Alberta in Edmonton in October, 1985. The purpose of this conference is to increase the awareness of youth of their potential and role in achieving world unity.

### #025 Pro-Life Demonstration Urban: Alberta

A young Edmonton woman initiated an event to encourage the sanctity of human life ethic and to spread awareness of the occurrence of abortion in Canada. The project entailed organizing a demonstration and large information fair featuring displays, speakers and videos at the University of Alberta to coincide with a visit by Dr. Henry Morgentaler.

### #029 "Life on the Street" Urban: Alberta

A team of three youths spent the summer of 1983 researching and producing an audio-visual about native adolescents and street life in the Edmonton core. Project staff promoted the production and the results of their research through interviews with various radio stations.



#032 "Saskatchewan Youth Fest" Urban: Saskatchewan

Members of the Saskatoon Public Library's Youth Advisory Committee are planning a weekend fair to make youth information more accessible. The fair will combine workshops on youth issues with informative displays by agencies which serve youths. Young organizers hope the fair will increase awareness among youths and adults of youth issues.

#033 Saskatchewan Youth Parliament: "Summer Resource Camp"  
Urban: Saskatchewan

Four times per year the Saskatchewan Youth Parliament meets in the Legislature to debate issues. Organizers planned a summer resource camp featuring seminars.

#034 1985 Peace Festival For Youth - Saskatoon Urban: Saskatchewan

A young Saskatchewan woman, Terry Harris, organized a Peace Festival with an International Youth Year theme in conjunction with University of Saskatchewan's Student Union. Harris' aim is to educate youth about nuclear war, social development and world peace and to provide youth with tools to act on these issues.

#041 Wakaw High School Conference Small Town/Rural: Saskatchewan

Student Council members of the rural Wakaw, Saskatchewan high school, planned a one day conference. The conference aimed to provide information on youth relevant topics such as Cults, Sexual Abuse, and Drugs and Alcohol. Youths chose topics, contacted speakers, and arranged workshops.

#042 Model S.A.L.T. Conference Urban: Alberta

A young resident of Lethbridge, Alberta planned a project to bring youth together at a model S.A.L.T. conference based on a hypothetical nuclear crisis. The project was designed to give youth a chance to voice their opinions on nuclear war, while gaining some insight to the complexity of the issues involved. This project did not progress beyond a planning stage, but may be implemented in the future.

#043 Head Injury Youth Association (H.I.Y.A.): Weekend Conference  
Urban: Saskatchewan

A retreat and conference has been planned to bring together head injured youth from across Saskatchewan to share common experiences, problems and methods of coping. At the conference youths will design a brochure and public awareness package on behalf of head injured youth. The conference agenda also includes workshops, rap sessions, and recreational activities.

#044 Young Women's Conference and Career Training Urban: Saskatchewan

This project was designed to increase awareness among young women of the real position of women in Canadian society. Young women employed by the project visited urban and rural Saskatchewan schools to present seminars sensitizing high school age women to a variety of women's issues. To follow up the outreach effort, an open conference was held for young women.

#046 Canadian Hostelling Association: "Saskatchewan Youth Tours"  
Urban: Saskatchewan

This project was designed to orient rural youth to urban life including opportunities for employment and post-secondary education. The project provided a four day tour in August, 1985 which brought youth from their rural homes to Saskatoon to enjoy social, cultural and recreational activities.

#060 Third World Awareness Day and Starvathon Small Town/Rural: Manitoba

A youth committee of a Manitoba high school staged a Third World Day and Starvathon to create awareness among students of third world issues. The event entailed speakers, displays and a starvathon to raise funds for third world development.

#061 Gay and Lesbian Youth Group Urban: Alberta

A committee of Edmonton young people have established a group to create public awareness of issues affecting gay and lesbian youth. The group offers emotional support to members and has undertaken production and distribution of T-shirts and buttons. Public awareness material including a pamphlet, book, and video are also in production.

#074 "Grade Eleven Service Project" Urban: Alberta

The 1985 project took students to the Rehoboth camp for the mentally handicapped. Their project involved arranging a pre-camp orientation workshop on the needs and lifestyles of the mentally handicapped. At the camp students lived with the residents and participated in camp activities.

#075 "R.A.R.E." - Core Area Recycling Project Urban: Manitoba

Project participants are touring schools, community groups and churches to present a seminar on recycling wastes and the "conserve ethic". The project aims to increase community awareness of the importance of recycling and how it relates to other environmental issues.

#077 "The Plague" Urban: Saskatchewan

The intention of participants was to produce a paper which would transcend traditional boundaries between schools and give students an opportunity to express their views and ideas on all issues, city-wide, and with potentially national distribution of articles. "The Plague" was to be a parallel publication to other student newspapers by the same name in other Canadian cities. Three editions of "The Plague" were produced during the 1984-85 school year. Any high school student was welcome to submit articles or work on production.

#086 Interlake Awareness Committee for Peace Small Town/Rural: Manitoba

In 1982, a group of Selkirk, Manitoba youths formed a committee with the purpose of increasing awareness of issues of nuclear disarmament and world peace. The group successfully undertook a high school nuclear awareness week featuring displays, speakers and a peace walk. The committee also provided rural support and promotion of Winnipeg peace activities.

#087 Youth Unemployment - Cause-Effect-Solution Urban: Manitoba

A team of youth are producing a three part video series on youth unemployment. These documentaries are designed to provide senior high school students with a current, realistic perspective of the youth job market, while presenting strategies and options to help youth prepare for employment. They hope to eventually distribute the production through the Manitoba educational system and youth drop-in centres.

#088 Youth Research Project: "High School's Role in the Preparation for Work" Urban: Manitoba

University student, Michael Stinson, is developing a discussion paper to present at the Manitoba Youth Congress in November, 1985. The purpose of the paper is to lend weight to the argument that career education should be offered as a component of every high school subject. The author is complementing his academic research by interviews with youth and adults involved in the educational system.

#092 "Living in the Core" I.Y.Y. Task Group Urban: Manitoba

Youths initiated a group with the purpose of dispelling negative stereotypes and improving the image of core area youth. Members are exploring ways for inner city youth to network and are planning recreational events. The group has sponsored a city-wide meeting to facilitate communication among Winnipeg youth groups. A video documentary, "Another Day", is in process.

## TRAINING/SKILLS DEVELOPMENT

### #005 City Survival Urban: Saskatchewan

"City Survival" is a project designed by young people to familiarize rural youth with the vagaries of city living. The program takes the form of a week long spring orientation, aimed at easing the adjustment from family to independence. In this project, rural Saskatchewan youth visit Saskatoon or Regina.

### #012 "Young Roots" Small Town/Rural: Alberta

Young people in St. Albert planned a multi-media production that would compare the pressures, issues and concerns of teens during a number of historical time periods. It was intended that youths would control all elements of production including planning, scripting and performance. They were unable, however, to secure funding for the project to develop it beyond the planning stage.

### #014 Young Executives Club Urban: Alberta

The Young Executives Club was founded by two University of Alberta students to teach students how to generate their own income through small business. The club disseminates business information through seminars on topics such as marketing and guest lectures featuring entrepreneurs. Regular general membership meetings are held to generate ideas as to how the project may best meet its goals.

### #035 Last Touch Regional Youth Council: Play Leadership Training Program Small Town/Rural: Saskatchewan

The Last Touch Regional Youth Council holds a Play Leadership Training Program every year. The program, run for youth by youth, is designed to prepare prospective leaders for community play programs. The skills taught in the program enable successful participants to work in settings such as children's camps and playgrounds.

### #037 Neutral Ground: "Youth Initiatives" Urban: Saskatchewan

As a young artist, Patricia Lupton knows how difficult it can be for youth to gain an opportunity to show their artistic work. That awareness was sufficient motivation for her to volunteer time to organize "Youth Initiatives", a Saskatchewan provincial showing of youth art. The opportunity to show work is open to any young Saskatchewan artist, and the exhibit is open to the general public.

#056 Stages de Formation 1985 - Festival de la Musique Jeunesse Manitoba  
Urban: Manitoba

This project was designed to provide an opportunity for young Francophone musicians to play with older more experienced musicians and to gain public exposure by performing in public. The project is structured around three workshops of three weeks duration, each of which culminates in a musical performance by youths in St. Boniface's Le Sonneau cultural centre.

#065 Winnipeg Boys and Girls Club - "Media Collective" Urban: Manitoba

The "Media Collective" has been developed to provide inner city youth with new skills in areas of theatre, journalism, and video production. A network has been established by core area youth to collect youth information to be used in producing a newsletter, video and theatrical presentation.

#070 Bridges Youth Initiative Centre Urban: Manitoba

Twenty-two year old Sid Weidman initiated a project to establish a youth-run music and performing arts centre in Winnipeg. The project held a nine-day dry Cabaret in Winnipeg in May, 1985 involving about 170 volunteers. On an ongoing basis, Bridges Centre undertakes a variety of fund raising activities, performing arts workshops and publishes a bi-weekly newspaper.

#083 Selkirk Youth Radio Small Town/Rural: Manitoba

High school students of Selkirk, Manitoba participated in a project which was designed to give them first hand journalistic experience. As a requirement for credit in a Journalism course, youths were entirely responsible for writing and producing a live radio series on topics which they selected. The result was a series of radio documentaries which were broadcast locally.

#090 Winnipeg High School Newspaper - "The Plague" Urban: Manitoba

High school student, Michelle Elvers, has initiated a project to produce a youth-run inter-high school newspaper in Winnipeg without adult involvement. Elvers has recruited volunteers, incorporated the project as a non-shareholder business, and has contacted initiators in other cities of a youth-run paper, "The Plague".

#097 "The Arctic Gold Venture" Small Town/Rural: N.W.T.

An Inuvik high school student, Martha Billingsley, initiated a project to fulfill requirements for Girl Guiding's Duke of Edinburgh award. As part of the project, five young Canadian women undertook a five day, 51 mile arctic winter camping expedition along the Mackenzie Delta.

## SOCIAL ACTION/YOUTH ISSUES

### #028 Francophone Youth Dramatic Production Small Town/Rural: Saskatchewan

Three Saskatchewan Francophone youths are endeavouring to produce a play which is entirely youth initiated and controlled. The production will explore restraints placed on youth by society and demonstrate how society rejects youth through a failure to listen. Youths in the project are writing the script and will produce the play.

### #030 "The Sky is Gray" Urban: Saskatchewan

A youth advisory committee to the Saskatoon Public Library initiated a theatrical production concerning the production concerning the problems of youth. The play focused on "relationships" and aimed to sensitize the public to youths' particular needs and problems.

### #045 Last Touch Regional Youth Council: Annual Spring Conference Small Town/Rural: Saskatchewan

Since 1976, Saskatchewan's Last Touch Regional Youth Council has held an annual youth conference for their region. The conference typically focuses on social issues and problem solving skills, and provides rural youth with information they may otherwise have less access to than urban youth.

### #050 Saskatchewan Youth Network Urban: Saskatchewan

A committee of Saskatchewan youths is attempting to establish a provincial youth network that has local, regional and provincial representation. The purpose of the network is to provide a vehicle for Saskatchewan youth to share ideas and information as well as advocate youth issues.

### #053 Youth Unlimited: "Street Worker Program" Urban: Saskatchewan

Young people associated with "Youth Unlimited", a Regina social agency, have established a street worker program. The project provides information and referral services to street youth. It also runs a worker co-operative in which street youths are contracted to do paid work for community members.

### #055 U.N. Association: "Flags for Peace" Urban: Manitoba

A committee of youths has designed and implemented a project to promote peace and understanding among students in U.N. countries. The project organizes high school and junior high students in Winnipeg to exchange flags, and gifts with high school students in 159 countries.

#057 Mega-Mall Mania - Social Action Theatre About Community Impact  
Urban: Alberta

"Mega-Mall Mania" is a social action theatre production about the impact the mega-sized West Edmonton Mall has had on the youth of the neighbourhood. The project brought together alumni and students of Thorncliffe school who improvised, wrote and performed a play under the artistic direction of an adult.

#062 Deloraine Peace Walk and Festival Small Town/Rural: Manitoba

Consistent with the theme of peace designated for International Youth Year, young people of the small Manitoba town organized a peace walk and festival. The event involved a peace walk through Deloraine and the release of 400 helium balloons carrying messages of peace. The walk was followed by a picnic in the park with live folk music.

#069 Northern Youth Forum Small Town/Rural: Manitoba

Youth are planning a conference for Northern Manitoba youth 15-24 to gather and address social and economic issues which affect them. The conference will address topics such as pornography, teen suicide, adolescent drug abuse, youth apathy, and youth's satisfaction with the school system. A variety of speakers, workshops and debates are planned.

#079 Manitoba Youth Action Group Urban: Manitoba

The Manitoba Youth Action Group (M.Y.A.G.) is an organization with regional representation which aims to advocate for and take action on the needs and concerns of youth. The group acts to facilitate access and communication between young people and youth serving agencies.

#085 Alberta Youth Theatre Association: Youth Television Workshop  
Urban: Alberta

Calgary's Alberta Youth Theatre Association has initiated a project which aims to enhance the public image of youth. The project entails creating, developing and producing a television pilot program that examines current aspects of teenage behavior.

#093 Quyta Youth Group Urban: N.W.T.

The Quyta Youth Group aims to improve entertainment, facilities, and counselling services for youth. The group organized a meeting of schools, agencies, organizations, and government departments that serve youth to address youth concerns and solicit support.

#096 Medicine Hat Youth Mayor Position Urban: Alberta

A project was undertaken in 1985 in Medicine Hat, Alberta to give youth representation on the municipal government level through the position of youth mayor. The project creating the position aimed to elevate civic consciousness of youth needs and issues. The youth mayor serves diplomatic and advisory roles to city council.



## CULTURAL AWARENESS

### #013 Calgary Youth Theatre Urban: Alberta

A steering committee of youths developed a project to get more youth of Calgary involved in theatre. As an initial project, youths are preparing a theatre production to run in Calgary in September, 1985. In preparation for their play, the committee has held six workshops on all aspects of theatre production.

### #016 "Junior Museum Project" Small Town/Rural: Alberta

Students of the Kehewin Band's Junior High School collected pictures and artifacts unique to their band from elders, community organizations, and teachers. They then built a display case to permanently house the items. The display was designed to be enjoyed by students of the Kehewin Junior High and visitors to the Reserve.

### #018 "Back to Batoche" Urban: Alberta

This project is designed to involve Metis Youth in activities which enhance understanding and awareness of their culture. The club focuses mainly on minimum impact survival activities and planned a major camping/canoe trip from Edmonton, Alberta to Batoche, Manitoba in the summer of 1985.

### #038 Saskatchewan Francophone Youth Rally Urban: Saskatchewan

Members of Saskatchewan's L'Association Jeunesse la Francoise planned and conducted a conference in Spring, 1985 to reunite Saskatchewan's Francophone Youth. The primary purpose of the conference was to explore problems and issues of Francophone youth.

### #039 Saskatchewan Indian Youth Council Urban: Saskatchewan

The Saskatchewan Indian Youth Council was formed to unite all Saskatchewan youth of treaty status. Young organizers of the council wanted an opportunity to plan events and projects independent of adults. The council undertakes fund raising activities, plans youth trips and outings and runs a life skills training program for Indian youth.

### #040 Saskatchewan Indian Youth Heritage Days Urban: Saskatchewan

In 1985, the annual Saskatchewan Indian Heritage Days is being planned and organized by a council of young people. The celebration will bring together 69 Saskatchewan bands. The celebration will provide an opportunity for youths and elders to talk with each other.

#051 "Together We Can Do It": Italian Student Youth Association Conference  
Urban: Manitoba

The Italian Student Youth Association of Winnipeg organized a conference to celebrate International Youth Year. Conference topics focused on youth in the Italian community, the structure of this community in Manitoba, and the generation gap. Conference planners hoped to attract Italian youth not currently involved in the youth organization.

#071 "International Film Festival" Urban: Manitoba

Youths belonging to an international students organization have organized an international film festival for Autumn, 1985. Youth representing 10 different cultures have each chosen films they feel most accurately reflect their homelands. Films viewed at the festival will be followed by a workshop on the topic depicted in the film.

#072 "Youth Present and Future" Urban: Manitoba

Youths involved in an immigrant support group designed a project to address the concerns immigrant youths have in adapting to a new country. The project took the form of a conference with workshops and speakers on topics related to youth, including discrimination, the generation gap, multiculturalism in education, employment, and peace.

#073 Culturama and Heritage Conservation Display Urban: Manitoba

Students of Selkirk, Manitoba's Lord Selkirk Regional Comprehensive School continued an annual tradition in May, 1985 by planning an event to create student awareness of other cultures. Students developed pavilions throughout the school with displays highlighting various cultures represented in the student body.

#081 Challenges Chinese Canadians Youth '85 Urban: Manitoba

Chinese Canadian youths of Winnipeg held a conference to review their cultural past, and explore their present and future potential. The one day conference was entirely planned and organized by a committee of youths.

#098 Edith Butler School: Multicultural Awareness Week Urban: Alberta

Students of Edmonton's Edith Rogers Junior High School initiated a project to help students appreciate the richness of a variety of cultures and their part in Canada's multicultural society. A committee of youth organized a week of school events and displays on a multicultural theme including speakers, films, dancing, and cooking. Students also compiled a commemorative book.

OTHER

#036 Saskatchewan Provincial Synodical Youth Conference  
Urban: Saskatchewan

A youth committee planned a conference in August, 1985 intended to draw Lutheran youth together to form a Saskatchewan provincial Lutheran youth group. The agenda for the conference was designed to provide leadership development experiences for participants and enable youths to support each other better in the face of pressure and crisis.

#059 Young Canada Television - Television Programming Channels Designed for Children and Youth Urban: Canada-wide

"Young Canada Television" has filed an application with the C.R.T.C. for a license to operate a national television service. The proposed service would offer English and French programming channels designed specifically for Canadian children and youth. This television service would encourage youth to express themselves and would provide a showcase for their creative abilities by involving them directly in all aspects of production.