

MANITOBA ASSOCIATION OF FRIENDSHIP CENTRES

Focus on Literacy

A Review and Discussion on Literacy in
Aboriginal Manitoba

2007

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Acknowledgements

I would like to thank the staff and volunteers of Manitoba's Friendship Centres in Portage La Prairie, Brandon, Dauphin, Swan River, The Pas, Thompson, Lynn Lake, Riverton, and Selkirk for taking the time to meet with me and share their dedication, knowledge, expertise and stories.

Thank you.

Dennis Sinclair, Author.

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INTRODUCTION

“The important thing is not so much that every child should be taught, as that every child should be given the wish to learn” ~ John Lubbock

“Get over the idea that only children should spend their time in study. Be a student so long as you still have something to learn, and this will mean all your life” ~ Henry Doherty (1870-1939) American oil & utilities magnate, Cities Service Co.

“Words are the voice of the heart.” ~ Confucius (c. 551-479 BC), Chinese philosopher, founder of Confucianism.

Few would deny the importance of literacy in today's society, or the advantages such as employment equity or health and wellness that are associated and enjoyed by those with advanced literacy skills. Even possessing average or slightly above average literacy levels may equate to increased levels of personal well being.

In reality, however, low literacy remains a rampant pandemic that negatively effects close to half of Canada.

According to a 2003 International Adult Literacy and Skills Survey (IALSS), 48% of the general population aged 16 and over, falls below the minimum literacy levels needed to progressively function in society. This equates to almost 12 million Canadian Adults. Couple this information to the fact that Aboriginal peoples already lag behind the general Canadian populace in areas such as health and wellness, educational levels, and standards of living, and the far reaching complications that literacy, or lack thereof, places on Aboriginal society quickly identify themselves.

What Is Literacy?

Literacy is a complex set of abilities needed to understand and effectively use the dominant symbol systems of a culture – alphabets, numbers, visual icons – for personal and community development.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has defined it in the following manner:

“Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society.”

The aforementioned IALSS surveys reported four scales of competency:

1. Prose Literacy – the ability to understand and use information from texts such as news stories or fiction
2. Document Literacy – the ability to find and use information from documents such as maps or tables
3. Numeracy Literacy – The knowledge and skills required to effectively manage the mathematical demands of diverse situations
4. Quantitative Literacy – the ability to make calculations with numbers imbedded in text, as in balancing a cheque-book.

Of these four, a determination of literacy levels was achieved. These were termed as follows:

1. Level 1 – Persons with very poor skills, where the individual may, for example, be unable to determine the correct amount of medicine to give a child from the information printed on a package.
2. Level 2 – People can only deal with material that is simple, clearly laid out, and in which the tasks involved are not too complex. It denotes a weak level of skill, but more hidden than Level 1. It identifies people who can read, but test poorly. They may have developed coping skills to manage everyday literacy demands but their low level of proficiency makes it difficult for them to face novel demands, such as learning new job skills.
3. Level 3 - The minimum skill level suitable for coping with the demands of everyday life and work in a complex, advanced society. It denotes roughly the skill level required for successful secondary education and college entry. Like higher levels, it requires the ability to integrate several sources of information and solve problems that are more complex.
4. Level 4 & 5 – People demonstrate a command of higher-order information-processing skills.



The purpose of the Manitoba Association of Friendship Centres report: Focus on Literacy – A review and discussion on Literacy in Aboriginal Manitoba – is to examine literacy in Manitoba and how the Aboriginal Community fares in comparison to the rest of the province as well as Canada.

This report will examine the effects that low and intermediate literacy levels have on society, Aboriginals in particular, in Urban and Rural locales both on reserve and off, as related to various categories that contribute to the social success and well being of the population. These focuses will include: Education, Employment, Justice, Health and Wellness.

An examination of best practices across the province in each region will be addressed. We will examine the importance of the programs and partnerships that have been developed in each Centre.

Finally, we will look into the planned practices of each friendship centre. A list of current operational plans will be presented to see how each centre is meeting the needs of their communities.



Causal Effects of Literacy in Manitoba

When looking at the vast array of social problems Aboriginals face in today's world, a single factor cannot be held accountable, as so much a series of identifiers that need to be addressed.

In today's Manitoba, Aboriginals face unique and significant challenges. In the areas of Education, Employment, Justice, and Health and Wellness, the Manitoba Aboriginal population trails significantly as compared to the non-Aboriginal population, and even further behind the non-Aboriginal population of Canada.

Manitoba has the largest Aboriginal population designation amongst its Canadian counterparts. The city of Winnipeg alone has as many Aboriginal peoples as the Nunavut, Yukon, and Northwest Territories combined. Population statistics show that the Aboriginal population in Manitoba and across Canada is growing at a faster rate than the rest of the population, at almost double.

Even with this growth, Manitoba has the smallest percentage of Aboriginal youth aged 15-24 attending school in the country, at 74%. In this same age demographic, only 33.7% of Aboriginal youth have completed high school, compared with 62.7% of the general population.

This low rate of educational attainment reflects greatly on the literacy levels of the aboriginal community. The proportion of the urban Aboriginal population in Manitoba scoring below Level 3 on the

Literacy Scale is close to 60%, compared to 45% of non-Aboriginals.

These lower education levels also have a profound effect on the employability of Aboriginal Manitoba. When we look into labour force participation among Aboriginals designated as living in First Nations, only 47% of the population can boast participation, compared to 68% among non-Aboriginal populations.¹

Even within the Aboriginal population that has identified as employed, the average income is considerably lower than that of the general population. Canadian workers reporting Aboriginal origins earned \$6500 less than Canadian workers as a whole in 1991. For those who identified in 1991 with one of the Aboriginal peoples, their earnings were further \$2900 lower, equating to \$9400 less than Canadian workers.²

As the average income levels of Aboriginals in Manitoba are significantly lower than non-Aboriginals, home ownership rates also suffer. It is estimated that 26.3% of Aboriginals reside in owner-occupied housing, as compared with 77.6 % of non-Aboriginal peoples.³

Community health and wellness issues of peoples living in situations such as these also heighten considerably. Higher mortality rates, alcoholism, chronic diseases such as Type 2 Diabetes, STD's, sexual abuse/assault and Child Pregnancy are all greatly evident in Aboriginal communities.

When one looks at the surface, obvious deficiencies can be seen. An under-employed work force, uneducated populace, and impoverished communities are all evident in society. However, when you look a little deeper, as this report will attempt to do, you can see how each of these aspects, and others, all relate to each other, and ultimately can be traced back, at least in part, to an individual's level of basic functional literacy.

Low levels of literacy alone cannot be laid to blame for the socio-economic state of Aboriginal Manitoba, nor could it be said for the opposite. The two are intertwined in a symbiotic relationship, one having causal effects on the other.

While no magic potion exists that will solve the social inequalities between the Aboriginal community and the average Canadian population, when we are able to identify the sources of the problems and employ actions that will curb the infectious spread of each, an attempt can be made to bridge the social expanse that results from each threat. Clearly, literacy is an important consideration for raising the standard of living among Aboriginals.

Reading, Writing, and Mathematic comprehension are all aspects that factor into personal skills enhancement. Just knowing how to read, write and solve math problems are not enough however, it is the ability to understand, analyze and problem solve that fully

¹ Manitoba Aboriginal and Northern Affairs, Aboriginal People in Manitoba 2000

² Analytical Studies Branch - Research Paper Series / Statistics Canada No. 11F0019MPE No. 109

³ Manitoba Aboriginal and Northern Affairs, Aboriginal People in Manitoba 2000

encompasses what we consider to be Literacy.

No matter how a society defines it, literacy touches every aspect of individual and community life. It is an essential foundation for learning through life, and must be valued as a human right.



Identifying Educational Challenges with Basic Literacy

Education and its relation to literacy have always had a direct correlation to one another. An individual with higher scholastic levels of attainment will most likely showcase higher literacy scores. One is tied to the other; however, literacy can also be addressed on a stand alone basis.

In today's technological society, basic literacy extends beyond the functional skills of reading, writing, speaking and listening to include multiple literacies such as visual, media and information literacy. These new literacies focus on an individual's capacity to use and make critical judgements about the information they encounter on a daily basis.

In the IALSS surveys, 9 million Canadian adults aged 16 to 65, or 42% of the population, scored below Level 3 in prose literacy – the desired threshold for coping with the increasing skill demands of a knowledge society. Even in the top performing jurisdictions (Yukon, Alberta, and Saskatchewan) at least three out of ten adults aged 16 and over performed at the lowest levels in prose and document literacy and at least four out of ten adults performed below level three in numeracy.

Grade Nine completion is generally used as the base indicator of basic functional literacy, and completion of Grade 11 is considered the first point at which further educational attainment is rewarded by increased earnings in the labour market. Certification of graduation from Grade 12 is mandatory for almost all new employment positions, with most requiring some post-secondary education or training.

The Conference Board of Canada reported “corporations expect about 92% of new employees to have at least completed secondary education; 23% should have community college diplomas and 24% university degrees.”⁴

While education has been, and remains, a problematic issue for the Aboriginal peoples, the situation has shown improvement in Canada over the years. Between 1996 and 2001⁵, the proportion of Aboriginal people aged 25 to 64 who did not have a high school diploma went from 45% to 39%. During the same period, the proportion of Aboriginal people with post-secondary qualifications (trades, college and uni-

⁴ S.Loizides and J. Zieminski for the Conference Board of Canada, “Members’ Briefing: Employment Prospects for Aboriginal People,” November 1998

⁵ Statistics Canada, Census 2001

versity certification combined) increased from 33% to 38%.

An observance should be made to the fact that although Aboriginals lag behind non-Aboriginals in traditional scholastic endeavours, Aboriginal people with a trade certificate was higher in 2001 than in the non-Aboriginal working age population: 12.1% of the Aboriginal population compared to 10.8 non-Aboriginal populations.

School Attainment Level of Aboriginal Peoples

People reporting Aboriginal Identity and Non-Aboriginal Population aged 15 and over across Canada

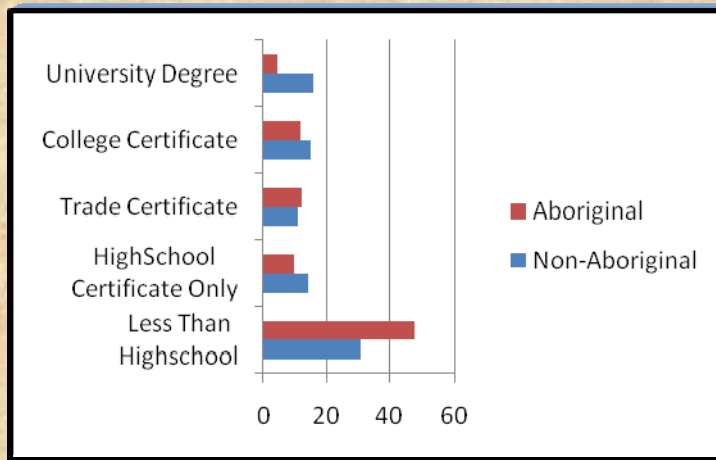


Figure 1: Source Statistics Canada. By Author

These statistics, unfortunately, cannot be shared with Manitoba.

Aboriginal Manitoba is a young population, with a birth rate at twice the non-Aboriginal population. Twenty percent of Manitoba children aged 0-14 are Aboriginal and will comprise 20% of potential new entrants into the labour market in the next 20 years. The dangers that the current educational attainment levels of the Aboriginal population show are that we do not even remotely resemble emerging labour market requirements.

In Manitoba, Aboriginals make up approximately 12% of its population (130,000) and 20% of its school children. Out of all Canadian provinces, Manitoba has the smallest percentage of Aboriginal youth aged 15-24 that attends school, with only 74% likely to be enrolled. Combined with the fact that only 33.7% of Aboriginal youth have completed high school compared to 62.7% of the

general population, and the outlook does not look prosperous. An even more disturbing statistic is the fact that 12.4% of Aboriginal youth have not even completed grade 9 compared to 1.9% of the general population.⁶

When comparing the educational attainment levels of Aboriginal people with that of the non-Aboriginal population, indicators show that much work is still needed to bridge these obvious gaps.

A positive note is that the proportion of Aboriginal people with a trade certificate was close to par in 2001 with the non-Aboriginal working age population: 9.9% in the Aboriginal population compared to 10.9% in the non-Aboriginal population.

The table on the following page displays the programs and major fields of studies by Canadians, both Aboriginal and non-Aboriginal.

⁶ Manitoba Aboriginal and Northern Affairs, Aboriginal People in Manitoba 2000

**Distribution of Canadians with Postsecondary Certificates, Diplomas, or Degrees
By Program or Major Field of Study**

Type of Program & Major Field of Study	Registered Indian			Other Aboriginals			Other Canadians		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Trades and other non-university certificates									
Education, recreation and counselling services	5.3	12.9	9.4	2.8	8.7	5.7	1.6	8.8	5.1
Fine and applied arts	2.8	7.7	5.5	3.8	10.1	6.9	4.5	10.6	3.7
Humanities and related fields	1.9	2.6	2.3	2.0	2.2	2.1	2.5	3.4	3.0
Social sciences and related fields	10.5	11.7	11.1	6.1	8.5	7.3	4.0	4.9	4.4
Commerce, management, and administration	8.9	32.3	21.5	8.5	36.1	22.2	13.1	38.3	25.6
Agricultural and biological sciences/technologies	5.6	5.2	5.4	5.2	5.4	5.3	5.0	4.2	4.6
Engineering and applied sciences	1.0	0.3	0.6	0.8	0.3	0.6	0.6	0.1	0.4
Engineering technologies and trades	58.6	8.9	31.7	66.7	10.3	38.8	64.6	6.6	35.9
Health professions, sciences, and technologies	4.4	17.6	11.5	3.4	17.6	10.5	2.8	22.0	12.3
Mathematics and physical sciences	0.4	0.3	0.4	0.4	0.6	0.5	1.1	0.9	1.0
Other or no specialization	0.4	0.6	0.5	0.2	0.2	0.2	0.2	0.2	0.2
Total (percentage)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (number)	28,250	33,175	61,420	23,245	22,825	46,075	2,753,585	2,692,765	5,446,355
University certificates and degrees									
Education, recreation, and counselling services	25.1	36.6	32.6	18.8	30.6	25.6	11.9	26.4	19.0
Fine and applied arts	1.9	2.1	2.1	3.5	4.0	3.9	1.9	3.5	2.7
Humanities and related fields	10.2	6.8	8.0	11.4	10.3	10.9	9.9	13.3	11.6
Social sciences and related fields	30.3	33.3	32.3	28.3	29.6	29.0	16.8	18.2	17.5
Commerce, management, and administration	16.2	9.4	11.7	14.4	9.7	11.8	20.2	13.8	17.0
Agricultural and biological sciences/technologies	2.7	2.0	2.2	2.6	2.9	2.8	4.8	4.8	4.8
Engineering and applied sciences	6.4	0.7	2.6	8.7	1.5	4.7	17.4	2.4	10.1
Engineering technologies and trades	0.3	0.2	0.2	0.7	0.0	0.3	0.3	0.1	0.2
Health professions, sciences, and technologies	3.1	6.5	5.4	3.6	8.6	6.7	6.8	13.0	9.8
Mathematics and physical sciences	4.0	1.8	2.5	7.0	1.8	4.0	9.9	4.3	7.2
Other or no specialization	0.3	0.5	0.4	0.0	0.4	0.2	0.1	0.1	0.1
Total (percentage)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (number)	4,425	8,655	13,080	4,405	5,850	10,255	1,781,555	1,721,355	3,502,910

Given the existing or looming skills shortages in the construction trades and the propensity for Aboriginal people to work in those trades, efforts to increase their participation and certification in building and construction trades will undoubtedly assist in reducing skills shortages.

It is not only in the interest of Aboriginal communities to promote literacy and education amongst its people, the Province of Manitoba sets to gain from proactive programming as well.

The educational profile of today's Aboriginal youth is of crucial importance to the province's economic future.

It is estimated that the annual cost of low literacy to Manitoba society is \$375 million. Unfortunately, current Manitoba indicators are not encouraging to remedy this.

Not only can increased literacy efforts help the current potential workforce, but increased educational levels provide a trickle down effect from parental units to their offspring.

Research has shown that Parental education exerted a strong influence on a child's educational attainment.

A 2.5 year increase in a mother's and father's education reduced the odds of dropping out by approximately 15 percentage points for both men and women.⁷ This draws a strong connection for the importance of family literacy as a companion to basic personal literacy.

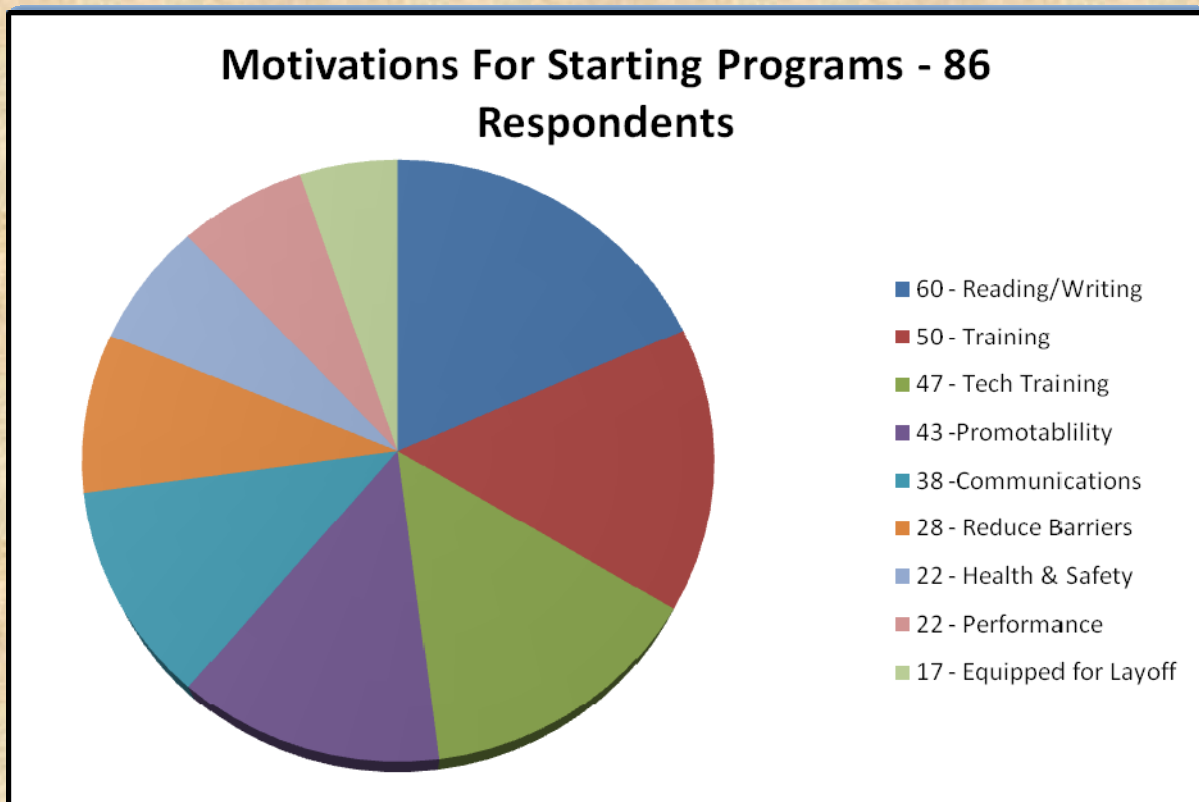


⁷ Statistics Canada – March 2007 Perspectives / Catalogue no. 75-001-XIE

Although literacy and education do go hand in hand, basic functional literacy can be attained on its own and improve an individual's chance of success and well being.

A study of 53 workplaces in Canada has shown⁸ that employers that utilize different basic literacy enhancement programs enjoy a dramatic impact on their workplaces across Canada.

Central among the motivators for Canadian workplaces to start basic skills programs was the increased need for reading, writing, and verbal communication due to training requirements and technological developments.



The overall benefits of these programs spanned the entire spectrum: from training and technological change to job performance and further employability skills.

The impacts of these basic skills programs could be stated, without reservation, as having dramatic positive effects on workplaces in Canada. Regardless of location or industry, the results were the same.

⁸ ABC CANADA Literacy Foundation, "The Impact of Basic Skills Programs on Canadian Workplaces"-Ellen Long

A few of the positive impacts that resulted from the programs included:

Confidence – 97% of respondents reported that basic skills programs increased the confidence levels of participants. Confidence is the engine that drives workers to problem-solve, to communicate, and to lose their fear of technology.

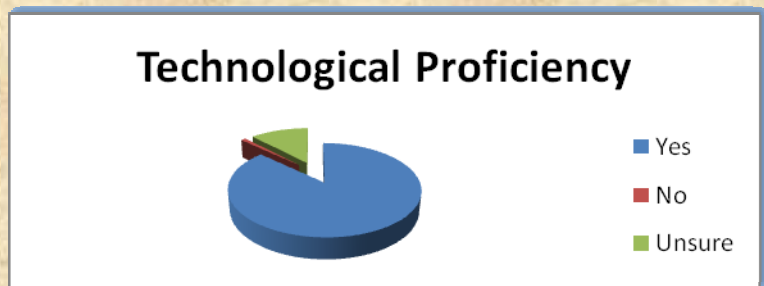
Improved Literacy Skills – 94% of respondents reported that basic skills programs positively influenced participants reading, writing, and oral communication skills.

One respondent noted, “People (now) read from documents during meetings. People will read manuals they wouldn’t before...”

Problem Solving Skills – 91% of respondents indicated that employees who took the basic skills programming showed an increase in the ability to work independently.

Increased ability to use technology – Even though the basic skills programs did not in themselves teach computer skills, the pro-

grams positively influenced the participant’s ability to use technology. 87% of respondents reported an increased ability of participants’ use of workplace-based technology.



Other spin offs from basic skills programming included an enhanced ability towards team work, improved health and safety, increased promotability, employee moral and improved labour relations.

Upon examination of these types of statistics, one begins to realize that although educational attainment is extremely important in today's society, models such as these show that increased basic literacy skills can help begin to bridge the socio-economic gap that exist between the Aboriginal populace and the rest of Canada, especially in the areas of Employability and Income Earnings.



Identifying Employment Challenges with Adult Literacy

Gains in education...but stagnation in employment

We have already examined the effects that increased literacy skills can have on educational attainment. An individual who is able to comprehend the materials and then identify the proper problem solving methods needed to complete tasks and exams will go further in school and enjoy increased levels of success the farther they go through the educational system. The obvious benefit of achieving higher levels of schooling would be enjoying greater and more profitable prospects of employment.

Consider, however, that in Aboriginal Manitoba, 66.3% of the Aboriginal population have not achieved high school certification, and further to that, 12.4% have failed to attain their Grade 9. These numbers do not equate to positive participation in the labour force. What does this mean for employability?

In the first six months of 2007 Manitoba's unemployment rate was 4.6%, fourth lowest among provinces⁹. While the non-Aboriginal unemployment rate is 4.6%, it is 31% among First Nation Aboriginals. Manitoba's Labour Force participation rate amongst Aboriginals designated as living in First Nations is only 47%, compared to 68% among non-Aboriginals. These low numbers are almost identical for Aboriginals living in

the city of Winnipeg. The high unemployment rate is not solely due, as it seems, to the isolated location of many reserves.

While moderate gains in Aboriginal education have been made over the past decade, these have not necessarily been reflected in the employment record of Aboriginal Manitoba, and recent trends suggest that the situation is not improving. During the 1991-2001 periods, the unemployment rate of Aboriginal people relative to that of the non-Aboriginal labour force increased (as shown in Figure 2.)

	Aboriginal Rates %	Canadian Rates %
1991	110	103
1996	223	214
2001	197	120

Source: Statistics Canada, various censuses, reported in Mendelson (2004)

Figure 2

Even for the Aboriginal population that has identified as employed, the average income is considerably lower than that of the general population.

In 2001, the median individual income for Aboriginal people aged 15+ was \$12,497. Men earned a median income of \$13,840, and women \$10,603. The median income for non-Aboriginal people was 74% higher at \$21,684.

⁹ Manitoba Economic Highlights, <http://www.gov.mb.ca/finance/reports/pdf/highlights.pdf>

One reason that Aboriginal incomes are so much lower is that fewer Aboriginal people with employment income work full time, full year (FTFY), as compared to the non-Aboriginal population. The other main reason is higher rates of dependence on government transfer. The gap between wages of Aboriginal and non-Aboriginal persons working FTFY is much less, but large numbers of Aboriginal people are supported by intermittent or part-time employment and/or social assistance.

Income levels vary among Aboriginal groups depending on labour market statistics and source income. The Métis median income was \$16,550, up sharply from \$12,219 in 1996. Part of this startling rise in income is due to Census respondents who identified as Métis in 2001 but not in 1996. The median income for Métis men was \$20,511 and for women \$14,177. The difference between male and female median incomes among the Métis is similar to that of the general population.

The median income for Status Indians across the province was just \$10,431 in 2001. While this is up from just \$8,029 in 1996, it is still less than half of the non-Aboriginal median income. The median incomes of women exceed that of men - \$10,603 versus \$10,263. This highly unusual statistic reflects the large numbers of single mothers on social assistance, at rates often unavoidably exceeding average amounts earned through employment that is often intermittent and/or part-time.

When comparing Status Indian median incomes on-reserve/off-reserve based on geographical location were \$13,925 in southern Manitoba off reserve, \$7,614

in southern Manitoba on reserve, \$12,062 in northern Manitoba off reserve, \$9,345 in Northern Manitoba on reserve and \$11,976 in Winnipeg.

The areas with the lowest median incomes also have the highest rates of dependence on social assistance, with female incomes exceeding male incomes.

Income Inadequacy

With median incomes so far below the norm, one supposes that large numbers of Aboriginal individuals and families are living in poverty by Canadian standards. There is, however, no agreed on definition of poverty.

The most commonly used “poverty” indicators are Statistics Canada’s low-income cutoffs (LICOs), which are based upon the relative proportion of family income spent on food, clothing and shelter, and which vary according to family size and size of community. However, Statistics Canada does not refer to LICOs as poverty indicators, and what they appear to measure is income inequalities, not poverty in any absolute sense.

The distinction between Low Income Cut Offs and Poverty, however, may be unnecessary to the extent that it is a relative or perceived deprivation, and not absolute poverty, which works its deleterious effects on the life chances of low-income people — on health indicators or educational achievement for example.

Regardless of possible inadequacies or biases in the LICO indicator, there are strikingly higher numbers of Aboriginal low-income households in Manitoba and

Saskatchewan than elsewhere in the country. Excluding reserves, 39% of Aboriginal families in Manitoba had incomes below the LICO, compared to the national average of 31.1%.

Among all groups, there is less incidence of low income among couples and children living with their families, and higher incidence among single parents and “non-family” persons.

% of Low-Income Status by Aboriginal Group and Family Status, Off-Reserve Aged 15+, 2001

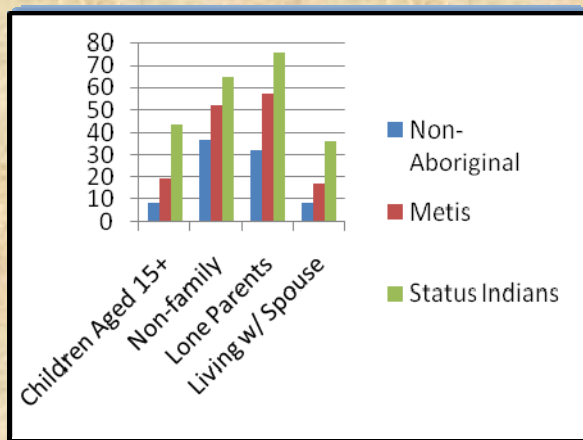


Figure 3: Source Statistics Canada. By Author

In Manitoba, many individuals and families below the low-income cutoff are well below it, and stay below it for greater lengths of time.

In 2001, Manitoba had the highest percentage of low-income households with children that had persisted below the LICO for six or more years – 9.5% as compared to the national average of just over 5%.

Furthermore, in all provinces, the incidence of low income among Aboriginal children is substantially higher in the large cities than other off-reserve locations. Statistics show that 72% of Winni-

peg Aboriginal children live in low-income households, a figure comparable to Regina and Saskatoon.

For perspective, the table below compares how Winnipeg fares compared to other major cities in Canada.

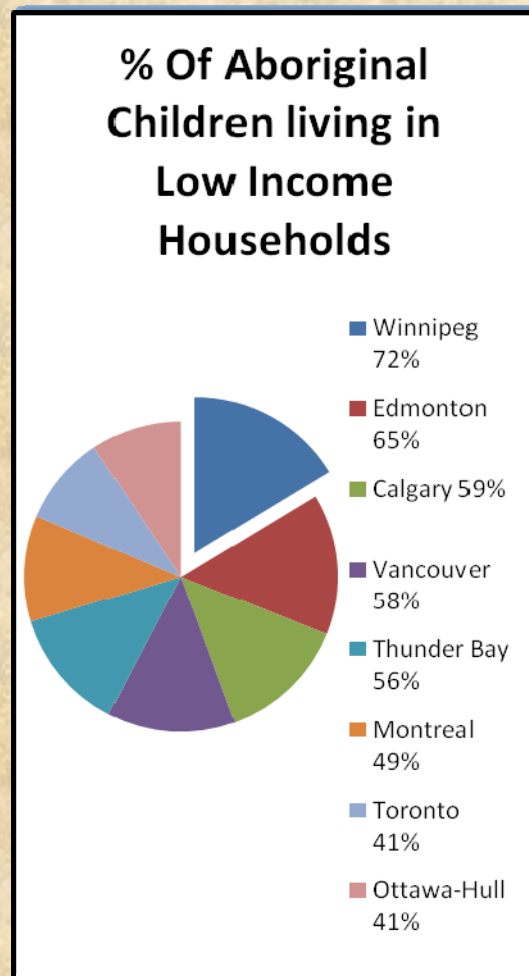


Figure 4: Source Statistics Canada. By Author

In Winnipeg, Aboriginal children are 3.3 times as likely to live in low-income households as non-Aboriginal children, and 1.8 times as likely as Aboriginal children in Toronto.

For non-Aboriginal people, the low-income status rate in Winnipeg is 2-3%

higher than the provincial average, reflecting a higher cost of living and/or a bias in the LICO indicator. But for Aboriginal people, the urban/rural difference is much greater. 51% of Métis in Winnipeg have incomes under the LICO, and only about 30% outside Winnipeg. The Manitoba average for off-reserve Status Indians under the LICO is 66%, and in Winnipeg alone, 75%.

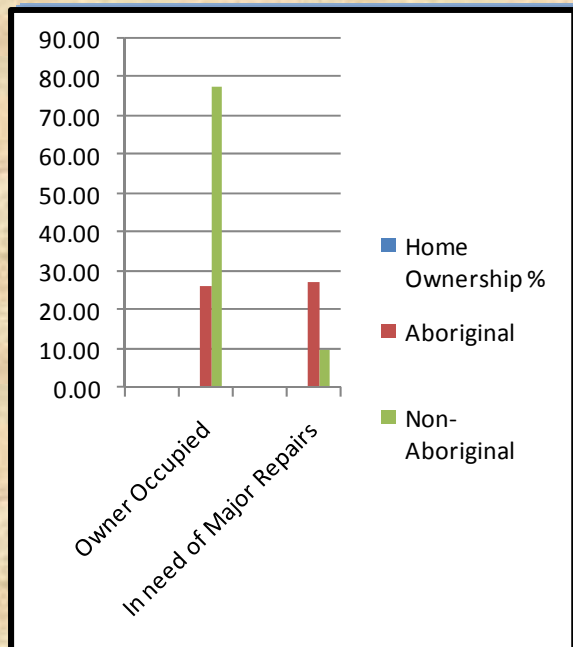
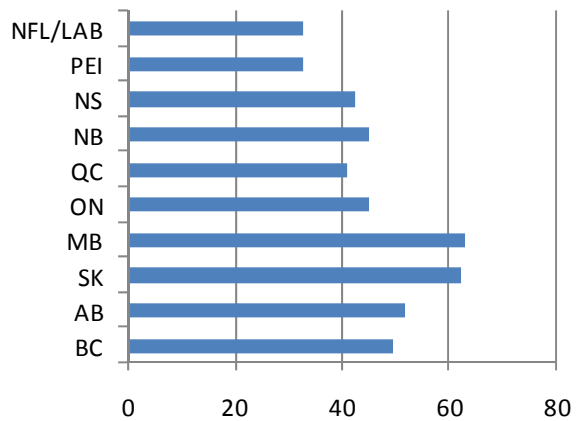
Aboriginal people in Winnipeg clearly have lower average standards of living than their counterparts off reserve outside Winnipeg. This can be seen in Urban Aboriginal Housing Statistics.

26% of Aboriginals reside in owner occupied housing, compared with 77.6% on non-Aboriginal people. Of those homeowners, 27.1 % live in housing which is in need of “major repairs”, compared with 9.6% of the non-Aboriginals.

The low-income rate for Aboriginal single parent families, inside or outside Winnipeg is appalling. Provincially,

89.2% of off-reserve Status Indian single parents (and their children) fall below the LICO, as do 81.7% of Métis single parents. The average figure for all off-reserve Aboriginal single parents is 85.5%.

% Of Off-Reserve Aboriginal Children Residing in Low-Income Households, 1996



The above graph¹⁰ shows a staggering 63% of Manitoba’s Off-Reserve Aboriginal Children reside in Low-Income households, regardless of the number of parental units.

In short, Manitoba is noteworthy among provinces not only for the prevalence of “child poverty,” but also its depth and persistence. This is primarily the result

¹⁰ Manitoba Aboriginal and Northern Affairs, 1996 Census
<http://www.gov.mb.ca/ana/apm2000/6/g.html>



of the literacy, education and labour market characteristics of Manitoba's relatively large Aboriginal population.

In light of Manitoba's lasting unemployment record, and taking into the consideration the gains that have been made in Aboriginal education, the question remains as to whether education is a good predictor of improved labour market – and income – prospects. It begs the question as to whether continued current practices of investment in education and training remain the best approach to increase employment opportunities for Aboriginal peoples or, for that matter, to achieve greater equity among all Canadians.

Many studies have been conducted in regards to the relation and influence that literacy levels have on an individual's

labour market status as compared to education and educational attainment¹¹.

A common theme that surfaced from these reports is that literacy and/or numeracy skills influence labour market status and incomes separately from education, and that educational attainment is at best an imperfect proxy for these abilities¹².

An observation that can be made is an individual who completes high school or post-secondary college or university will possess greater literacy levels and have a greater chance of achieving greater monetary success in the labour market. While this line of thinking cannot be disputed, where does that leave a demographic that has historically failed to achieve the average educational achievements of Canada, namely Aboriginal Manitoba?

In Manitoba, the proportion of the urban Aboriginal population scoring below Level 3 was larger than it was for the non-Aboriginal population. About 60% of the urban Aboriginal population in the province scored below Level 3 on the prose scale, compared to 45% of non-Aboriginals.

How do these numbers reflect back into the Income Equality comparison?

¹¹ Rivera-Baitz, 1990a, 1990b, 1992, Charette and Meng, 1994a, 1998, Murname et. al. 1995, Finnie and Meng, 2001a, 2002, 2005, Pryor and Schaffer, 1999, and Green and Riddell, 2001

¹² In virtually all of these studies cited here, the inclusion of literacy/numeracy measures reduces the magnitude of the effects and statistical significance of the education variables in conventional human capital earnings models.

The table¹³ below shows how an increase in basic literacy skills (prose, document, and quantitative) affects the annual earnings of a labour force participant.

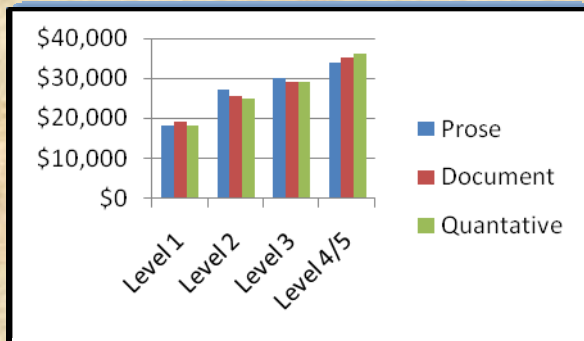


Figure 5: Source Statistics Canada. By Author

An increase from level 1 prose on the literacy scale to level 2 indicates an increase of approximately \$9000.00 per annum.

Consider the 2002 publication of the Social Planning Council of Winnipeg on Child Poverty in Manitoba, where it was noted that:

“Manitoba two-parent families with children living in poverty require, on average, \$9,838 of additional income to meet the poverty line. The situation is even worse for families headed by single women, who require an average of \$10,090 to meet the poverty line. This \$10,090 shortfall represents the greatest depth of poverty among families headed by single women in any province. Poor Manitoba families headed by single women are 18.6% deeper in poverty than the national average.”

¹³ Literacy, Numeracy and Labour Market outcomes in Canada. Statistics Canada Catalogue number 89-552-MIE2001008

Simple deduction shows that an increase in one literacy level could begin to help eliminate this poverty gap.

Furthermore, an increase from level 2 to level 3 (or the minimum skill level suitable for coping with the demands of everyday life and work in a complex, advanced society) shows a further \$3000 increase.

An increase in income, of this scale, can decrease the accounts of poor living conditions amongst Aboriginals. By raising a person’s standard of living, we can also begin to raise their confidence and sense of self-worth.

What would the effect of an additional \$13,000 in annual income, resulting from increased literacy levels, have on the Urban Aboriginal Population?

It means that Aboriginal parents would have the same access to resources to adequately provide a basic level of living for their children as the non-Aboriginal population, beginning with healthy living, clothing, and housing.

The results suggest that a substantial amount of overall impact of education on skills is through its effect on literacy. This is especially the case when looking at earnings of individuals whose highest level of education is high school graduation compared to those with just elementary school.

Without taking literacy scores into consideration, high school graduates earned approximately 50% more than those with an elementary education did, while university graduates earned over 100% more.

In the case of high school graduates, over 60% of the positive impact of high school graduation on earnings was due to the increase of literacy skills associated with the completion of high school.

For post secondary non-university graduates, slightly less than half of the earnings premium associated higher education was accounted for by increased literacy skills.

Literacy has a large effect on earnings and accounts for approximately one-third of the estimated 'return to education.' According to simple ordinary least squares estimates, each additional year of education raises annual earnings by approximately 8.3 % and, of that, approximately 3.1 percentage points result from the combined influences of education on literacy and, in turn, literacy on earnings.

It seems as though wage returns to literacy tend to be highest in countries, such as Canada, where the demand for literacy skills is high and where literacy skills are highly variable. In other words, when literacy skills are in high demand, individuals who possess strong literacy skills are more successful in the labour market than individuals whose literacy skills are weaker.

Those at the bottom end of the economic ladder are not completely trapped in a secondary labour market with few available options. Indeed, skills matter, and helping individuals increase their literacy and numeracy capabilities could be important for improving their labour market opportunities.

By increasing an individual's Literacy level to that of a basic Level 3, a major

gap in the socio-economic indicators could begin to be repaired. Higher incomes would equate to better housing options, increased health and wellness, and positive self-esteem.

Literacy and Self-Determination

We have already deemed literacy to encompass learning, the ability to read, write, and comprehend numeracy. We have come to understand the importance that literacy has on employability and the opportunity to earn sustainable income. We have examined the differences between Aboriginal Manitoba and Non-Aboriginal Manitoba. Now we must realize that education and employment are not the only aspects of social well being that can be affected by literacy.

If we look at Literacy in a broader sense, and shift our thinking about literacy as a set of cognitive skills, to recognize literacy as including socio-cultural practices associated with reading and writing and comprehension, a whole new world opens up before us. This broader view recognizes and values a range of literacies that are based on everyday activities and networks, as well as the traditionally more valued institutional literacies associated with school, work places, government, and similar institutions.

'Everyday' literacies are learned informally in homes and communities to address needs and interests that arise. They include using reading and writing to organize or document life, for personal communications – whether it is written or oral communications, private leisure, expressing one's self, and analyzing information and situations. People

engage in 'Everyday' literacies to get things done, rather than to develop literacy skills per se.

Robert Yagelski¹⁴ states "literacy is central to the ongoing struggle for democracy and *self-determination*. It is a matter of individual empowerment in the way it can enable one to negotiate the complexities of life."

What is self-determination?

The Merriam-Webster online dictionary defines it as:

"Free choice of one's own acts...without external compulsion"

A common feeling in the Aboriginal populace is that due to historical and social inequalities that exist, 'Free Choice' continues to elude a great portion of our communities.

Regardless of the reasoning - poverty, health, racism or what have you - these feelings breed despair. This despair more often than not leads to hopelessness, and it is hopelessness that stokes the social fires that have plagued the Aboriginal communities in the past, and continue to do so today.

Alcoholism and addiction, sexual and mental abuse, child neglect and crime are all symptoms of a people who live in this horrific state of hopelessness.

The key then should be to find a cure for this disease. By employing practices that will aid in increasing a persons self

¹⁴ Robert P. Yagelski is Associate Professor of English Education in the Department of Educational Theory and Practice at the State University of New York at Albany

worth, opening avenues and doors that, through perception or reality, have been closed for generations we can begin to address these issues.

As stated earlier, literacy is not only the function of reading and writing. It encompasses the ability for one's self to identify needs, analyze situations, and find solutions. It puts the power of one's life back into their own hands, allowing them to positively affect Free Choice Of their Own Acts.

Without it, Aboriginal Manitoba will continue down the path that has been laid out for them.

Literacy and Justice

"Without literacy there can be no justice." - Burt Galaway, John Howard Society, 1997.

There is a general consensus in research literature that delinquency is associated with poor educational achievement, particularly poor literacy (Sturge, 1982; Winters, 1997). The relationship has become so widely accepted that a perception exists in some quarters that literacy deficits are almost universal among offenders and that literacy



problems are a major cause of crime.

In 1991 the Manitoba Aboriginal Justice Commission reported, after examining historical reports to Parliament made by the Superintendent of Penitentiaries, that:

*"...The proportion of 'Indians' and of 'Indian half-breeds,' and of the other various equivalent designations that appeared in the reports for 1900, 1913, 1932-33, 1934-35 and annually until the 1949-1950 report, in the Manitoba Penitentiary population reflected no more than the Aboriginal proportion of the Manitoba population during this period. The Aboriginal proportion of the Manitoba penitentiary population increased in an extraordinary fashion during the decades after 1950."*¹⁵

So much so, that by 1965, Aboriginal people comprised 22% of inmates at the Stony Mountain Federal penitentiary. This increased to 33% in 1984 and 45% in 1989. In that same year, the Aboriginal portion of the population in all Provincial and Federal institutions was 56%.

According to the Canadian Centre for Justice Statistics, the national numbers of sentenced admissions to custody peaked in 1992-93 after a decade of growth, however the over representation of Aboriginal persons in Federal prisons continued to worsen. Aboriginals accounted for 11% of admissions to federal penitentiaries in 1991-92, 15% in 1996-97, and 17% in 1997-98. (Aboriginal persons represented 2% of the adult population in Canada at this time.)

¹⁵ Aboriginal Justice Inquiry, November 1991, @ www.ajic.mb.ca/volume1/chapter3.html, p. 20-21.

The Aboriginal proportion of the prison population in Manitoba has increased from 10% in 1950 to as high as 70% in 2000.

According to the Aboriginal executive branch of the correction service Canada, 'Aboriginal people in Manitoba are 5.3 times as likely to be incarcerated in a provincial institution as are non-Aboriginal.'¹⁶

These numbers reflect adult incarceration rates. The reality is that youth related offenders are faring no better. Over 70% of all admissions to youth correctional facilities in 1997-98 were Aboriginal.

Over-representation of Aboriginal people in the criminal justice system does not mean that they have been singled out due to their Aboriginal origin, nor does it necessarily imply systemic discrimination. Federal and Provincial inmates are disproportionately young, male, previously unemployed, and having little formal education – a profile (excluding maleness) shared by Aboriginals as a population.

An increase in positive self-determination is the first step in beginning to fix the Aboriginal social justice issue.

On average, people convicted of breaking the law have lower literacy skills than the general population. It is estimated that as many as 75% of Canadian inmates possess these low literacy skills. Thirty-six percent of offenders have not even completed grade nine.

¹⁶ Correctional Service of Canada, "Aboriginal Initiatives Branch: Facts and Figures," @ www.csc-scc.gc.ca/text/prgr/correctional/abissues/know/4_e.s...

According to the Correctional Service of Canada, the average education level of newly admitted offenders, serving two years or more, is grade seven.

Increased literacy skills also allow people currently involved in the justice system a greater understanding of the legal processes. Accused persons, witnesses and victims with strong literacy skills have better access to justice than those with limited skills. The legal system is very complex, from the time of arrest to the time when a sentence may be given. This makes it particularly difficult for people with limited literacy and they may feel they are excluded or count for nothing.

Low literacy skills can affect both the process and the outcome, often working in favour of those with good literacy skills. Law courts are less effective, less efficient and less just when they do not recognize and address literacy issues. The legal system itself is undermined when people do not understand how it works, and so they lose faith in it.

If low literacy is a contributing factor to an individual's chances of involvement in criminal activity, increasing a person's literacy should relate to decreasing the penchant for crime.

Studies suggest that prisoners who participate in prison-based education are less likely to re-offend, and the cost of running literacy programs in prisons easily pays off, in both social and economic terms, when ex-prisoners do not commit further crimes.

Prisoner completion of literacy upgrading while incarcerated results in a 70% "No re-offend" rate, while prisoner non-completion of literacy upgrading results in only 16% "No re-offend" rate.

A successful example of Prison Literacy programming can be found in the State of Virginia's (USA) 'No Read, No Release' parole policy for adult offenders introduced in 1986 (Williamson, 1997).

Prison literacy and education programs provide inmates with another chance at an honest, healthy and productive life.

Literacy should not just be addressed after the fact, as a reaction to an issue. Effective family literacy programs can lower crime rates. This is especially true for families and youth at risk.

Early prevention plans that include literacy can help reduce the risks of criminal actions that are associated with poverty, unemployment, and isolation.

Identifying Health and Wellness Challenges with Family Literacy

An important issue within Aboriginal communities is health and wellness. Health disparities, such as diabetes, alcoholism and addiction, and sexually transmitted diseases, are common problems found throughout Aboriginal Manitoba, regardless of location or region.

Health inequities point to the underlying cause of many of these health disparities. Many, if not most, of which sit largely outside the typically constituted domain of 'health.' Various literatures indicates that time and time again health disparities are directly and indirectly associated with social, economic, cultural and political inequities; the end result of which is a disproportionate burden of ill health and social suffering upon the Aboriginal populations of Canada.

A press release in 2003 by then-National Chief of the Assembly of First Nations, Matthew Coon Come, said that the most recently published statistical profile of Aboriginal Canadians' health status confirmed:

*'The already well-known disparities in our health compared to non-Aboriginal Canadians. Most importantly, it highlights the health determinants that are directly related to our third world health status; those socio-economic determinants include infrastructure, housing, employment, income, environment, and education.'*¹⁷

Societal inequities exact a high personal toll in the form of disease, disability, violence and premature death.

Manitoba Aboriginal and Northern Affairs report:

"Life expectancy of Aboriginal people nationally continues to lag behind the population at large by 8 years for males and 6.7 years for females. This gap varies widely among Aboriginal groups. On-reserve the gap is more than 10 years while among urban Aboriginal people it is less than two years..."

While we may talk about Aboriginal populations in general terms, we must appreciate the individual effects of the collective burden of a history of discriminatory practices, unjust laws and economic or political disadvantage.

There are, in other words, far too many Aboriginal people in this country who suffer as a result of a shared history of inequality with non-Aboriginal Canadians.



¹⁷ AFN press release, April 3, 2003

The following table shows a list of social problems that face Canada's Aboriginal population.

Selected Social Problems Reported by Aboriginal Population, 1991*					
	Total Aboriginal Population	North American Indian		Métis	Inuit
		On- Reserve	Non- Reserve		
	%	%	%	%	%
Unemployment	67.1	78.3	60.2	66.9	74.5
Family Violence	39.2	44.1	36.4	39.	43.5
Suicide	25.4	34.4	20.4	21.6	41.2
Sexual Abuse	24.5	29.	21.8	23.0	35.1
Rape	15.0	16.4	13.3	14.6	25.
Alcohol Abuse	61.1	73.2	56.0	58.8	57.6
Drug Abuse	47.9	58.8	43.2	45.2	49.0

- From the report of the Royal Commission on Aboriginal People, Vol. 5, Table 5.4
- Note: Percentage of respondents reporting each phenomenon as a problem in their community. Adapted from the Statistics Canada publication, "Language, tradition, health, lifestyle and social issues", Catalogue 89-533, June 29, 1993

Studies have shown that there is a genetic basis for the disproportionate increase in chronic diseases, such as non-insulin-dependant diabetes mellitus (NIDDM) for example, among Aboriginal Canadians¹⁸.

To understand the reasons behind statistics such as this, one must equally examine how the role of changing diets, changing or limited work options, poverty, and access to resources, societal stressors and wellness education relate as part of the more complex picture of disease in the contemporary context.

An increase and focus on community and family literacy can begin to promote health and wellness, and all it encompasses.

While literacy, in a traditional sense, increases an individual's ability to read and write, it also allows for comprehension, analysis and understanding of daily life.



Examples of how addressing various literacy aspects can influence positive self-determination are as follows:

- A young mother who is able to understand and comprehend the ramifications of smoking or drinking while pregnant, may be able to prevent the negative effects that doing so may cause to her unborn child.
- Increasing a parents' ability to earn a living, through increased educational and literacy endeavors, and for them to sustain increased levels of income for greater amounts of time, may allow for better living conditions and healthier diets, thusly subverting illness in the family.
- A parental unit that understands the importance that positive influence may have on the rearing of their child may institute a stronger bond with them and put measures in place that may prevent their child from becoming one of the 70% that end up in the justice system.
- A son caring for an elder is less likely, with increased literacy skills, to dispense inappropriate levels of medicines.

¹⁸ Position Paper: Preventing Non-insulin-dependent Diabetes among Aboriginal Peoples: Is Exercise the Answer? *Roland F Dyck and Helena Cassidy* as found in *Chronic Diseases in Canada*, Volume 16, No.4 –1995

Many of the social inequalities possessed by Aboriginal Manitoba have been deemed as systemic resulting from generations of colonialism, racism, and residential school systems... handed down from generation to generation. While this can't be over looked and is a major contributor to the problems, there is no reason that positive literacy practices that contribute to the health and wellness of the people cannot also be systemic.

By increasing community and family literacy, measures are put into action that can begin the process of creating the change necessary for the positive scenarios listed above to become more commonplace in Aboriginal Manitoba.

It is this focus and direction that Manitoba Friendship Centres have adopted.



Reaching the Community:

How Manitoba's Friendship Centres are addressing the Literacy Needs of Aboriginal Manitoba

Manitoba's Friendship Centres offer direction, guidance, and support to those within the Aboriginal Community who wish to begin to build their own personal capacity and attain their individual goals.



Manitoba's Friendship Centers have striven to become an all encompassing access point for aboriginal Manitobans to develop and build upon their personal capacity.

Much of the programming that is offered by the friendship centres has been developed to put steps in place to address the social barriers that have been identified earlier in this review and discussion paper.

It is difficult to pinpoint any single factor that is responsible for the problems that Manitoba's Aboriginal communities face, however, by tackling the subject of literacy and life long learning, it is felt that the impact of many of these difficulties can be reduced significantly.

Interviews and discussion recently concluded across Manitoba between the author and key individuals involved with the design and implementation of Literacy Programming. These included Friendship Centre Executive Directors, Literacy Practitioners, Employment Councillors and Youth Coordinators.

The meetings were informal in content and facilitated discussion on how each centre addresses and meets the learning needs of their respective communities.

We examined current programs, discussed practices, and reviewed areas in which each centre would like to see improvement.

MANITOBA FRIENDSHIP CENTRES

Best Practices in Addressing Literacy in Manitoba

In Manitoba, there are eleven Friendship Centres located across the province: Winnipeg, Portage La Prairie, Selkirk, Riverton, Brandon, Dauphin, Swan River, The Pas, Flin Flon, Thompson and Lynn Lake.

Ten of these Friendship Centres visited were located in rural Manitoba. Winnipeg's Indian and Métis Friendship Centre is currently under going a transition period and information was not readily available.

The population and community needs within each of these regions vary as widely as their geographic locales. Each Centre services the Aboriginal people in their respective regions, Status, non-Status and Métis alike.

Through the meetings, we discussed some of the programs and initiatives that each of the Friendship Centres has undertaken in an attempt to address their community needs.

A focus was made on the programs and services that directly influence positive traditional and cultural literacy components.

Each of Manitoba's Friendship Centres has discretionary program dollars. Most programs and services address literacy, either directly or indirectly.

Although each centers 2007-2008 operating plans differ slightly, they are

designed to reflect the individual needs of the community in which they are housed. These needs range from education and employment, healthy living, and housing. Literacy is considered a life long journey, from birth to death. Manitoba's Friendship Centres have ensured that their programming addresses this in one fashion or another. Importance has been placed on ensuring that all programs and/or services are approached having holistic and traditional aspects incorporated.

Not only are culturally appropriate principles adopted, but providing services utilizing culturally competent staff has also been given high priority. Providing culturally based programming that is delivered within tradition, allows Manitoba's Friendship Centres to provide a safe, comfortable, reliable and relevant environment for their clients to begin to build upon their own personal capacity.

After meeting with the Program Personnel, one observation that stands out is the importance of building relationships within communities. Friendship Centres have groomed these important contacts, and in doing so have established a strong foundation to which they can deliver their programs and services.

It's these partnerships that allow a wide

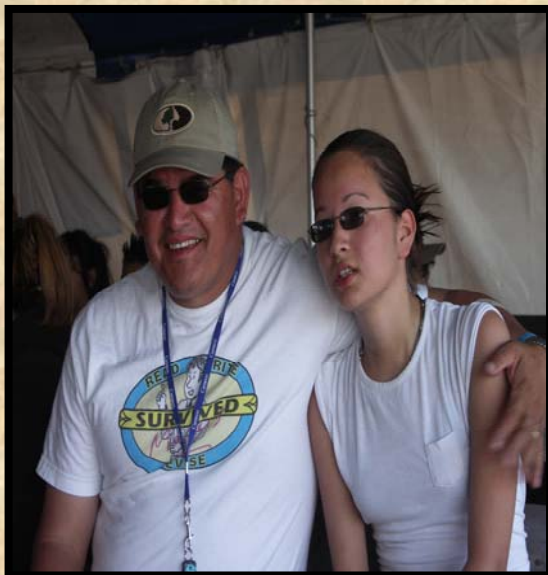


range of services to be provided.

When a Friendship Centre is able to join forces and utilize all resources that are available to them, a broadened spectrum of services and programs become available to the public. These partnerships may include local, Provincial or National organizations and Government Departments.

An excellent example of this is the Partners for Careers Program. This program is offered in ten friendship centres through partnerships that MAC has developed with The Province of Manitoba – Advanced Education and Literacy.

Some Centres have incorporated partnerships with local agencies to expand the range of services that programs such as this offers. An Example of this is the Lynn Lake Friendship Centre. It has partnered with Rural and Northern Employment Services, and The Ma-Mow-We-Tak Friendship Centre in partnering with local employers to provide employer luncheons in order to maximize the potential of the Partners for Careers program.



In addressing Literacy, the Manitoba Association of Friendship Centres realizes that literacy programming can serve as a vital link between two or more services.

One program can, and does, open the doors for another. The Pas is currently in the process of opening a homeless shelter (in partnership with Federal, Provincial, and Municipal Governments). It has been suggested that this shelter might also be able to serve as short term housing for those leaving the prison system. It will also be used in the introduction to the benefits of Literacy in an attempt to begin the healing process for newly released prisoners.

Communication between departments is just as important as combining services. Parent/Child Programs frequently are able to identify parents that may be suffering from poor essential skills and help them increase these basic needs through Adult or Basic Literacy Training.

One student at the Dauphin Friendship Centre completed her G.E.D. In that time, she persuaded her mother, who also possessed low literacy skills to complete hers as well. The former stu-

dent is now the Centre's "Food For Thought" cook, and her Mother, who is now a Grandmother, is extremely active in early learning for her grandchildren. Three generations of Aboriginal Manitobans were positively affected through one program.

In conversation, a common theme was raised by those interviewed. A concern is held that many of the community members that desperately need Literacy services are the one's that do not access it. It's the individuals who are afraid to ask for help, don't identify with the need for help, or do not know how to go about getting the help that are in the greatest need of assistance and support.

These are the reasons why Friendship Centre's take such an active role in recognizing the deficiencies that are common place and are responsibly implementing programming to address the challenges in their communities.

Efforts such as community consultations, community and youth councils, and employer related luncheons, allow Friendship Centres to identify the needs of the community and design programming to service those needs.

In the Pas, a client was enrolled in a basic life skills program that was held through the friendship centre. This man was unable to grasp basic essentials of life, such as handling currency. He would approach the grocery store clerk with his purchase reach into his pocket and hold out his money. The clerk would have to sort through his funds, take what was appropriate, and give the gentleman his change. Through the basic life skills program at the Friendship Centre,

this man was able to learn his currency, understand simple concepts, and begin to take control of his life...starting with creating positive self image and awareness.

This is not a sole case. The Author was told numerous stories of this type all across the province.

Another was a man who would go to the grocery store and purchase the same expensive canned brand name milk every time he needed it. Although a no name can of milk directly beside his choice was significantly cheaper, the man continued to purchase the more expensive brand. He did not buy the expensive milk because it was better, or because he ignored price comparison shopping, but because he couldn't read the cheaper can or its price. He recognized the blue label of his brand, the same milk that had been purchased by his family for years.

In The Pas, it was recognized that this type of scenario was evident in many of the people who live in the region. A program was instituted where basic literacy programs addressed reading and numeracy and then incorporated a Price Comparison Shopping activity. Clients would create a list of items they would normally purchase, and then shop for the best deals between three stores.

Programs such as these help to allow a person to take control of their life. Many times a person cannot identify their need for basic literacy. Many of the people who could benefit from increased literacy skills have functionally 'gotten by' through life without them. They may have others read directions for them, or make their purchases. Perhaps their

jobs didn't require much reading and relied more on verbal direction. They possess what is called functional illiteracy, and although they may be able to 'get by' in life, many opportunities have and will continue to pass them by. It is important to reach out to these people and explain the importance of increasing these basic literacy skills.

On more than one occasion the author was told, "The one's who could benefit the most from our services can't garner the desire to upgrade because they can't look into the future. They are more concerned with surviving today. Where they are going to sleep...What they are going to eat..."

Adult Literacy, Education and Training and Youth Centres all serve as positive and important services, but they only reach a portion of the people, the ones that are ready to access to programs.

Every community has an independent library available and most, if not all, have community and drop in centres in place.



These community resources may or may not address the cultural needs that Manitoba's Aboriginal community is in need of. MAC and its friendship centres embrace and encourage integrating culture and traditions into all of their programming. This creates a safe and familiar setting for its learners and clients. Clients who participate in programming do so because they feel culturally confident within the Centre's approach to learning and services.

Swan River's Breakfast program is held within the centre, supervised by mentors. Not only in Swan River, but in other centres as well, local schools have noted that attendance and attention on Hot Breakfast or Hot Lunch Days improves measurably.

When asked what each Centre feels it needs to correctly address the social problems of their communities, a greater focus on Essential Skills tended to be near the top of the list every time. One reason that this area seems to be under-represented is a lack of staff and funding available to dedicate to such endeavours. Within the Friendship Centre Movement Literacy is an essential skill.

Often programs such as those previously noted are additions to programs that are currently available. Manitoba's Friendship Centres do not have the resources, funding, or personnel available to dedicate to such beneficial programs or initiatives.

Friendship Centres' funding and resources are already stretched thin, to the point that many of their community reference or resource materials are outdated. Centres' computers are not reflective of today's needs; and programs have been either shortened or abandoned outright.

In Centres without funding for literacy programming, Adult Literacy programs suffer. In Lynn Lake, literacy programs run through the school but are underutilized due to the hesitancy of Aboriginals to go to the school. Centres that are funded for Adult Literacy cannot include families learning together. This is not by choice. Each Centre stated that they would like to provide more Family Literacy, but funding restrictions have forced them to shift their focus to adult needs. Larger Centres tend to promote Adult Literacy and Education/Training initiatives, whereas, smaller Centres must direct their resources towards community programming.¹⁹

After meeting with all the Friendship Centres, and after viewing the programs and initiatives being delivered throughout the province, it was evident to the author that a strong emphasis is placed on Education and Training, Adult Literacy Upgrading, and providing support for early childhood development. However, a properly resourced, formalized,

relevant approach to addressing an individual's literacy and essential skills is necessary.

Friendship Centre personnel expressed a strong desire for Family Literacy programming to address this avenue of social responsibility.

Manitoba's Friendship Centres and the Manitoba Association of Friendship Centres, in conjunction with municipal, provincial and Federal agencies, need to develop and implement a formalized directional approach to addressing the essential skills that are needed to begin the healing process throughout Manitoba's Aboriginal communities.

Development of programs such as a Community Outreach Essential Literacy Skills program would be an efficient and proactive way to address the needs of the community.

Programs such as this would be encouraged to build on the partnerships already developed by the Friendship Centres. These would include Corrections, Manitoba Justice, Health Canada, Federal Aboriginal Diabetes Initiatives, and Manitoba Culture, Heritage & Tourism. A community outreach program could focus a directed effort towards specific social problems that plague each community respectively.

¹⁹ When speaking of Friendship Centre size, reference is made in regards to community size.

Regardless of the format, program or initiative, setting the ground work for generational healing and wellness through the promotion of Essential Skills can and should be a priority for all Friendship Centres, agencies and levels of government.

Once this path has been laid, the road to self-determination can once again be travelled.

The following section will highlight the programs and initiatives that are currently employed by Manitoba's Friendship Centres (excluding the Winnipeg Indian and Métis Friendship Centre) for the 2007-2008 fiscal year.

Listed are the programs, partners and funding sources, as well as number of expected participants for each program.



*Manitoba's Friendship Centres
2007-2008 Operational Plans*

Winnipeg Friendship Centre

2007-2008 Operational Plans

Funded Programs Addressing Literacy

Program	Funding Sources	Forecasted Participants
Youth Drop In	1. United Way	200 per week
Program Mandates: Nutrition, Recreation, Education and Prevention		

Program	Funding Sources	Forecasted Participants
Lighthouse Program	1. Province of Manitoba	30 per week
Program Mandates: To improve youth, police/justice personnel and community partnerships through development of crime prevention and pro-social activities.		

Program	Funding Sources	Forecasted Participants
Healthy Baby Program Sweet Grass & Little Braids	1. Province of Manitoba	30 per week
Program Mandate: Education and support for new and expecting mothers		

Program	Funding Sources	Forecasted Participants
Parent Child Centre	1. Province of Manitoba 2. Various Sources	1400
Program Mandate: A new parent centered approach to families and children To facilitate the following programs: Parent Child Mother Goose, story sacks, Aboriginal Rock & Read, Birthday Book, Aboriginal literacy and Parenting Skills, Family Learning Kits and At Home in the Community, Family Resource Room.		

Program	Funding Sources	Forecasted Participants
Aboriginal Solvent Abuse Program	1. Mamawiwichitata Centre inc.	15 per week
Program Mandate:		
Teach youth to be aware of solvent abuse and prevention		

Program	Funding Sources	Forecasted Participants
Aboriginal Girl Guides	1. Neighbourhoods Alive! 2. United Way 3. Winnipeg Foundation	100
Program Mandate:		
To provide young girls and women with the benefits received through guiding with the inclusion of the Aboriginal Culture, Traditions and Values.		

Program	Funding Sources	Forecasted Participants
Rotary Leadership	1. Boys and Girls Club	12 Youth per session
Program Mandate:		
Youth Leadership Development		

Program	Funding Sources	Forecasted Participants
Urban Green Team	1. Province of Manitoba	4 per year
Program Mandate:		
Summer employment program for student youth in the community.		
Utilized to clean up Centre grounds and surrounding community.		

Program	Funding Sources	Forecasted Participants
Sport Recreation Program	1. Kathleen Richardson Foundation	100 Sponsors
Program Mandate:		
To provide adults and children with sponsorships for sporting activities.		

Program	Funding Sources	Forecasted Participants
Aboriginal Elders	1. FACT Coalition	25 Bi-weekly
Program Mandate:		
Provide Nutritional information for Elders		

Program	Funding Sources	Forecasted Participants
Young Canada Works	1. NAFC	3 students
Program Mandate: To provide students in the community with a place to work over the summer, gain work experience and learning about the Aboriginal Culture, traditions and heritage.		

Portage La Prairie Friendship Centre

2007-2008 Operational Plans

Funded Programs Addressing Literacy

Program	Funding Sources	Forecasted Participants
Youth	<ol style="list-style-type: none"> 1. U.M.A.Y.C. 2. Lighthouses 3. Young Canada Works 	<p style="text-align: right;">1,468</p> <p style="text-align: right;">720</p>
<p>Program Mandates:</p> <p>To provide diverse cultural, educational and recreational activities and programs in order to encourage positive growth and development.</p>		

Program	Funding Sources	Forecasted Participants
Partners for Careers	<ol style="list-style-type: none"> 1. Province of Manitoba 	<p style="text-align: right;">1,585</p>
<p>Program Mandates:</p> <p>To assist recent graduates with career choices and to attain gainful employment.</p>		

Program	Funding Sources	Forecasted Participants
Addictions Counsellor		<p style="text-align: right;">4,307</p>
<p>Program Mandate:</p> <p>To reduce the high levels of alcohol and other substance abuse within our population and build capacity within the community to develop and deliver culturally appropriate community based addictions services.</p>		

Program	Funding Sources	Forecasted Participants
Family Counselling Services	<ol style="list-style-type: none"> 1. Province of Manitoba 	<p style="text-align: right;">703</p>
<p>Program Mandate:</p> <p>To provide clientele with counselling and counselling services that incorporate both contemporary and mainstream counselling practices and traditional Aboriginal perspectives on self-healing. Services provided to individuals, adult or children, couples and families.</p>		

Program	Funding Sources	Forecasted Participants
Portage Friendship Centre Housing Inc.	1. Manitoba Housing	912
Program Mandate:		
To provide affordable, good quality housing for clients.		

Program Delivery

Functions and Services to be provided and events held

Objective:
Portage Friendship Centre Sweat Lodge
Activities:
PFC has erected a sweat lodge approximately 10 minutes outside of city. A staff member who is both a counsellor and a traditional pipe carrier facilitates the sweat.
Expected Outcomes:
PFC clients in need of counselling are given the opportunity to experience traditional healing methods; people of every background have a chance to experience one of the key ceremonies of First Nations Societies. The sweat lodge hosts upwards of 200 people per year

Objective:
Cross Cultural Workshops
Activities:
Various community organizations and educational facilities approach PFC throughout the year for workshops pertaining to traditional Aboriginal societies. Past workshops have included: traditional parenting, sweat lodge and tepee teachings, impact of colonization, traditional aspects on death, anger management, comparative views of traditional and contemporary justice systems and others.
Expected Outcomes/Results:
Develop a better understanding of Aboriginal lifestyles, both traditional and contemporary within the mainstream culture. Foster a greater level of understanding between diverse groups in the community.

Objective:

Aboriginal Day Celebration

Activities:

PFC hosts the only Aboriginal; Day celebration in the city of Portage. An outdoor event, which showcases the beauty and generosity of aboriginal cultures with drumming, pow-wow dancing, games for children and adults, and a community feast.

Expected outcomes/Results:

Aboriginal culture is displayed for all to enjoy along with a social gathering that is attended by 200-400 people of all ages.

Objective:

Luncheon and a lesson

Activities:

Staff invites various social agencies to come out and purchase a lunch prepared by the PFC. During the lunch we deliver cultural teachings and a lesson to garner better understanding of our people with agencies that provide them with service.

Expected Outcomes/Results:

The various social agencies staff members become sensitized to our people and culture and the funds raised help with our after school program costs.

Objective:

Sharing/Healing Circles

Activities:

PFC addictions counselling staff hold sharing and healing circles where all are welcome. These are an opportunity for members of the community to engage in a healing journey in a safe, confidential and traditional environment.

Expected Outcomes/Results:

Clients continue to manage their lives alcohol and drug free. These sessions are integral to these individuals' self-healing and often chance to take a meaningful place in the community.

Objective:

Elders' Visits

Activities:

PFC engages the assistance of area elders to come in and offer traditional teachings and healing ceremonies. The elders work in conjunction with PFC staff members.

Expected Outcomes/Results:

Community members are given an opportunity to learn from first hand experts about their traditional cultures while embarking upon a healing path or simply to enhance their personal knowledge of a traditional way of life.

Brandon Friendship Centre

2007-2008 Operational Plans

Funded Programs Addressing Literacy

Program	Funding Sources	Forecasted Participants
Aboriginal Headstart	<ol style="list-style-type: none"> 1. Public Health Agency 2. MB Child Daycare 	80 160 Parents, Caregivers
<p>Program Mandates:</p> <p>To provide a culturally based pre-school to 80 Aboriginal children. Children attend 4 half days per week. Part of the program is based on parental participation where the parents come to class one day per week with the children. This program is also offered in Portage La Prairie as a satellite of the Brandon Friendship Centre</p>		

Program	Funding Sources	Forecasted Participants
Canada Prenatal Nutrition Program	<ol style="list-style-type: none"> 1. Public Health Agency 	100 pre and post natal women
<p>Program Mandates:</p> <p>To provide pre and postnatal services to women in the community. The women learn about nutrition, parenting, community kitchen, cooking and receive supplements and healthy food. The women come once every two weeks and an evening class also runs bi-weekly.</p>		

Program	Funding Sources	Forecasted Participants
In A Good Way	<ol style="list-style-type: none"> 1. Public Health Agency 2. Healthy Child Manitoba 	100 families 12 – 3 year old children
<p>Program Mandate:</p> <p>To provide parenting classes, children's programs, toy lending library and to do home visits for the young families and pre and postnatal women.</p> <p>A new program under this department is the SEEDLINGS Program. Twelve 3 year old children come two mornings or two afternoons per week to learn the basic skills needed to move on to Aboriginal Head Start or Preschool.</p>		

Program	Funding Sources	Forecasted Participants
Urban Multipurpose Aboriginal Youth Centre	<ol style="list-style-type: none"> 1. Canadian Heritage 2. MB Justice Lighthouses 	1400
<p>Program Mandate:</p> <p>To provide a safe, non-threatening environment for youth ages twelve to twenty-four by allowing them access to programs and services on a daily basis. They provide an alternative suspension program to the youth in the school division where they can come and do homework while suspended from the school.</p> <p>Funding is also received from the Manitoba Government Justice to offer longer drop in hours on weekends and to rent the school gyms for activities.</p>		

Program	Funding Sources	Forecasted Participants
Parent Child Centre	<ol style="list-style-type: none"> 1. Healthy Child Manitoba 	500
<p>Program Mandate:</p> <p>To work with children ages 6-12 and their parents to offer programs and services twice per week. The children also learn how to cook simple nutritious meals once per week.</p>		

Program	Funding Sources	Forecasted Participants
Red Prairie AIDS	<ol style="list-style-type: none"> 1. Health Canada 	300
<p>Program Mandate:</p> <p>To provide information and education to persons living with or affected by HIV/AIDS. To provide awareness to the prison population in the nine correctional facilities in Manitoba about HIV/AIDS.</p>		

Program	Funding Sources	Forecasted Participants
Adult Upgrading Program	<ol style="list-style-type: none"> 1. Manitoba Education and Training 2. Indian Affairs 	50
<p>Program Mandate:</p> <p>To help adult learners how to read, write and learn basic computer skills to enable them to move on to further education or employment. These programs also offer an evening program for those wanting to upgrade their skills but are unable to do so during the day.</p> <p>A tutor has been hired to assist the instructor through a fee for service contract with Indian Affairs.</p>		

Program	Funding Sources	Forecasted Participants
Ototema	1. Manitoba Justice	20
Program Mandate: This program matches female young offenders with positive female role models in the community. The girls and their mentors get together for social activities once per week.		

Program	Funding Sources	Forecasted Participants
Aboriginal Mental Health Services	1. Brandon Regional Health Authority 2. United Church of Canada	30
Program Mandate: To deal with the legacy of Residential Schools. Clients can come in to talk, visit, socialize and get counselling. This program also has a part-time Addictions worker. This program applied for dollars through United Church of Canada to honour those people that did not survive the Residential Schools. A monument will be erected in their honour.		

Program	Funding Sources	Forecasted Participants
Brandon Friendship Housing Authority	1. Manitoba Housing 2. Tenants	42 Families
Program Mandate: The FC provides affordable, quality housing for 42 low-income families. The rent is based on 27% of their annual household income.		

Program	Funding Sources	Forecasted Participants
Brandon Access Exchange Service	1. Family Violence Prevention Branch 2. Fee for Service	25 Families
Program Mandate: This program is set up to assist families in domestic violence situations a safe, neutral place for the exchange or supervision of their children		

Program	Funding Sources	Forecasted Participants
CORE Funding	1. Heritage Canada	75,000
Program Mandate: This program provides the funding necessary for the CORE operations of the Centre.		

Program	Funding Sources	Forecasted Participants
Partners for Careers	1. Manitoba Education and Training	300
Program Mandate: To provide employment skills to anyone in the community. Clients will learn resume skills, Interview Skills, and job search skills. Staff travels to nearby communities to offer employment workshops.		

Program	Funding Sources	Forecasted Participants
Kokum's Little Friends Daycare	1. Government of Manitoba 2. Parent Fees	36 Children and Families
Program Mandate: BFC provides quality childcare to children aged 0 -6, five days per week. Parents pay according to their income levels.		

Program	Funding Sources	Forecasted Participants
Computer Training Centre	1. Education and Training	50 People
Program Mandate: To provide basic computer skills to enable clients to access better jobs.		

Selkirk Friendship Centre

2007-2008 Operational Plans

Funded Programs Addressing Literacy

Program	Funding Sources	Forecasted Participants
Aboriginal Headstart	1. Public Health Agency of Canada	40 Children 55 Parents
Program Mandates: To meet the spiritual, emotional, intellectual and physical needs of the child		

Program	Funding Sources	Forecasted Participants
Daycare	1. Provincial/Parent Fees	32 Children
Program Mandates: To provide professional education, dependable childcare services at a reasonable cost. There will be a safe, clean, healthy and socialistic environment that will promote individual growth within each child.		

Program	Funding Sources	Forecasted Participants
Young Minds Program (Youth)	1. PCH/NAFC	218 Youth
Program Mandate: To provide structure, opportunities and experience for Aboriginal youth to develop their individual and collective sense of belonging and capacity, enabling and empowering them to grow, to learn and pass on gifts in a positive and nurturing environment.		

Program	Funding Sources	Forecasted Participants
Partner for Careers	1. Province of Manitoba	100 + clients
Program Mandate: To provide employment/employer matching: <ol style="list-style-type: none"> 1. Developing Networks, partnerships and program funding 2. To deliver employment/career-planning workshops 3. To provide professional career counselling 		

Program	Funding Sources	Forecasted Participants
“After School Club” – Parent Child Centre	1. Province of Manitoba	45 Children 10 Parents
Program Mandate: To provide a safe place for children (6-12 years old) after school. The program is designed to fill a gap for this age group. Activities, events and workshops are provided to the children and parents whom wish to attend.		

Program	Funding Sources	Forecasted Participants
Family Life / Addictions Counsellor	1. Province of Manitoba	100 + clients
Volunteer/Seniors/ Elders Coordinator		50+
Program Mandate: To provide support, advocacy, information and resources to individuals who; are experiencing emotional distress; have experienced a disruption in their lives or family unit; are attempting to promote a change in their behaviour and/or addiction. To organize and coordinate activities, events and programs with keeping the participants in mind.		

Program	Funding Sources	Forecasted Participants
Summer Playground	1. Young Canada 2. HRDC	4 Students Employed 40 Children
Program Mandate: To provide students the opportunity to gain valuable work experience, allows them the chance to participate in the community with planning activities and events for the children and most importantly empowers them. The summer playground program is for children 5-11 years old. The children get to experience many activities and events in and around the community that they may not have experienced without this program.		

Program	Funding Sources	Forecasted Participants
Youth Program	1. House of Economy	218 Youth
Program Mandate: To provide youth with the experience in tutoring and to supplement Young Minds Program. Volunteers run the House of Economy, selling donated articles, clothes, dishes, furniture, etc. The Selkirk Friendship Centre Inc. provides free booking to this program.		

Program	Funding Sources	Forecasted Participants
Adult Literacy Program		94 Clients
Program Mandate: To provide Adults in the community with basic literacy skills such as math, reading, writing, spelling, preparation for GED and computer awareness. The Selkirk Friendship Centre Inc provides facility and office space to the facilitators and students.		

Program Delivery

Functions and Services to be provided and events held

Objective: Early Intervention Program for Aboriginal pre-school children and their families. To implement and deliver six key components of the program, which are: culture and language, education, nutrition, health, social supports, and parental/family involvement
Activities: Métis week / Aboriginal week, Ojibwe Language classes, school readiness activities. Developmental activities: fine motor, large motor, language enrichment, social skills, cognitive development. Developmental Assessments, Audiology testing, Cooking classes and workshops, Brain Development (how nutrition affects children’s brain development from 0-5 years of age) Networking with local agencies – workshops including: <ol style="list-style-type: none"> 1. Addictions Foundation of Manitoba, 2. Mental Health – Mood disorders, anxiety and depression 3. Nova House – Family Violence 4. Parent Advisory Committee – Monthly meetings

Expected Outcomes:

The AHS Program children/families will have exposure to their culture and will have a better understanding of healthier lifestyles that they can promote for the rest of their lives. The children will be better prepared for kindergarten as they enter the school system. The families will gain knowledge through workshops and positive role modelling.

Objective:

To provide safe, reliable and quality child care to families in the community and the surrounding area. Act as a support system to parents and children on an on-going basis.

Activities:

1. Normal early childcare activities and events which include field trips, a healthy environment, nutrition, outside play area, school preparation, printing, cutting, painting, arts and crafts.

Expected Outcomes:

Children will be provided a range of experiences to enhance their development.

Objective:

The objective of the Young Minds Program is to assist the Urban Aboriginal youth of the community to enhance life skills by providing them access to a safe and structured environment. Implement programming around the six pillars of UMAC which are: culture, sports and recreation, social and health, leadership, community awareness and personal development.

Activities:

Gym nights, craft nights, traditional drumming, traditional teaching, youth council meetings, girls outreach group, workshops, computer skills and access to computers to complete school assignments, dances and pow-wow dancing. Youth council meets on a continuous basis.

Expected Outcomes:

To provide the youth with positive peer mentoring and alternatives to healthier choices and lifestyles. Allow the youth access to learning more about their culture and heritage. To give youth in the community a safe and secure environment and allow youth to participate in activities that will help build their self-esteem.

Objective:

To provide service to First Nations, Métis, Inuit and non-Aboriginal graduates who are looking to make the best of their education; non graduates or seasonal workers needing job search assistance and/or individuals seeking information on how to finish high school or in attending college, university and/or other training.

Activities:

Professional Career counselling, employment referrals, resources for job search, provide access to computers, fax machines, photocopiers, telephones, and access to HRSDC Job bank, Internet, resume writing, interview skills and career planning.

Expected Outcomes:

Clients will find suitable employment and/or get into training that will increase his/her employment opportunities.

Objective:

To provide safe place for children 6-12 to go after school, have a healthy snack and participate in activities

Activities:

Arts and Crafts, movie nights, dance and movement games, gym nights, nutritious snacks, and homework help.

Expected Outcomes:

The children have a safe and positive environment and do not have to be home alone after school.

Riverton Friendship Centre

2007-2008 Operational Plans

Funded Programs Addressing Literacy

Program	Funding Sources	Forecasted Participants
AUYSOP	1. Young Canada Works	200+
<p>Program Mandates:</p> <p>To provide summer employment to aboriginal students who run our summer day camp program. Activities include sports, crafts, cooking, and weekly field trips.</p>		

Program	Funding Sources	Forecasted Participants
Community Access Program	1. Community Connections 2. CAP Youth Initiative	150+
<p>Program Mandates:</p> <p>Provides computer training and access to computers and the internet for community members who may not have other access.</p>		

Program	Funding Sources	Forecasted Participants
Parent Child Program	1. Healthy Child Manitoba	200+
<p>Program Mandate:</p> <p>To provide programs and activities and their children can do together. The program focuses on literacy, nutrition, parenting, recreational activities, and development of social skills. There are also programs for younger youth on school in-service days, after school, and on the weekend.</p>		

Program	Funding Sources	Forecasted Participants
Partners for Careers	1. M.A.C.	200+
Program Mandate: To assist people with employment opportunities. To develop and coordinate training programs and create skill development workshops. To assist people with resume writing, business plan development, and training plans.		

Program	Funding Sources	Forecasted Participants
Urban Multipurpose Aboriginal youth Centre	1. NAFC 2. Fundraising	850+
Program Mandate: To provide and promote personal growth, creativity, and community participation for the Riverton and district youth by creating a wide range of recreation, sports, cultural, and educational programming in an environment where youth can establish trusting relationships that aid in developing a healthy lifestyle and self-confidence.		

Program Delivery

Functions and Services to be provided and events held

Objective:
Hot Supper Program
Activities: <ul style="list-style-type: none"> - To provide youth with education regarding nutrition, cooking, and food safety and cleanliness. - To provide a hot nutritious supper (at no cost) for youth who may not otherwise receive one.
Expected Outcomes: Youth and children are able to help their families in the kitchen. Youth and children receive a hot nutritious supper in a positive environment with their peers and older mentors.

Objective:

After School Programs

Activities:

- To provide opportunities for physical activity through sports programming, for creativity through arts and crafts, and for social interaction through friendly tournaments and competitive games.

Expected Outcomes:

Youth will have a safe environment to have fun, get physically active, and develop positive friendships. Youth will learn about health and social issues and have the opportunity to make healthy choices in their lives.

Objective:

Day Camps

Activities:

To provide the opportunity for youth to be physically active and to develop social skills through water play, nature walks and children's games, to be creative through various arts and crafts, to learn food preparation skills through preparation of snacks and light meals, and to enjoy the use of computers through network games and internet instruction.

To provide the opportunity to be socially active in other communities through field trips.

Expected Outcomes:

Children will have a safe environment to have fun, get physically fit, and learn to interact with each other and develop positive friendships. Youth are able to help their families in the kitchen.

Objective:

Fitness and Sports Activities

Activities:

To provide fun activities such as fun & fit hour and dance classes to get youth and adult moving and active to promote positive lifestyle changes. To provide clinics to teach people skills with various sports.

Expected Outcomes:

Participating youth and adults will be fit and will have a more positive attitude about fitness and sports.

Objective:

Seniors Programs

Activities:

To create a better quality of life for elders and to offer encouragement and opportunities for participation in activities such as bingos, crib, and whist tournaments and outings in surrounding communities. To host and annual feast for the elders.

Expected Outcomes:

Seniors have the opportunity to participate in social events with their peers in a recreational environment.

Objective:

Seniors Programs

Activities:

To create a better quality of life for elders and to offer encouragement and opportunities for participation in activities such as bingos, crib, and whist tournaments and outings in surrounding communities. To host and annual feast for the elders.

Expected Outcomes:

Seniors have the opportunity to participate in social events with their peers in a recreational environment.

Objective:

Community Events

Activities:

To provide recreational opportunities for the different cultures to interact and learn about each other by hosting and participating in annual events such as National Aboriginal Day. To provide leadership opportunities for youth through their involvement in planning and facilitating games and activities during community events.

Expected Outcomes:

RDFC will participate in community events with community partners. Partnerships will be created and strengthened. Community members will become more aware of Aboriginal culture. Youth will have the opportunity to be leaders in their community.

Dauphin Friendship Centre

2007-2008 Operational Plans

Funded Programs Addressing Literacy

Program	Funding Sources	Forecasted Participants
Urban Multi-purpose Aboriginal Youth Centre	<ol style="list-style-type: none"> 1. NAFC 2. Lighthouses 3. Fundraising 	400 Registered 200 non-registered
<p>Program Mandates:</p> <p>To provide and encourage Aboriginal youth with the opportunities to learn and develop skills through cultural, recreational, and educational, healthy social activities. To support youth in their social, economical and personal growth. To encourage positive community relations, work with youth to address issues relating to youth and provide opportunities for youth to learn and develop leadership skills.</p>		

Program	Funding Sources	Forecasted Participants
Little Steps head Start Family Program	1. Gov. of Canada Population & Public Health Branch	50 families
<p>Program Mandates:</p> <p>To promote pride in the children and their parents' Aboriginal culture. Give children a head start –school readiness, promote good nutrition and healthy lifestyles. Provide parents with opportunities to develop skills in parenting and promote the value of education.</p>		

Program	Funding Sources	Forecasted Participants
Laverne Morrissette Adult Education Centre	1. Manitoba Ad- vanced Education and Training	60 Adults
<p>Program Mandate:</p> <p>To provide adults the opportunity to meet their specific educational goals in basic literacy. Provide a safe, secure, non-threatening learning environment. Provide opportunities for adults to upgrade their educational levels and become confident learners. To assist in preparing adults to challenge the G.E.D. or further their education.</p>		

Program	Funding Sources	Forecasted Participants
Family Group Decision Making	1. Family Services and Housing	15 families with over 120 people involved
<p>Program Mandate:</p> <p>To work with the Child and Family Services Mandate to provide an alternative approach to families involved in the child welfare system. Provide families the opportunity to participate in the planning process of their children's care plan. To offer individuals, family, and the community a model that respects individual needs.</p>		

Program	Funding Sources	Forecasted Participants
Healthy Baby	1. Healthy Child Manitoba	300 Clients
<p>Program Mandate:</p> <p>Provide a community support program that is friendly, informal and offers pre-natal and post natal outreach. Offer social supports and informal learning opportunities to encourage early, regular prenatal care and promote healthy infant development. Encourage healthy eating through cooking and nutrition activities; build women's confidence, increase the awareness of health and parenting choices, and foster awareness of babies nurturing needs.</p>		

Program	Funding Sources	Forecasted Participants
Partners for Careers	1. Province of Manitoba Advanced Education and Training	180
<p>Program Mandate:</p> <p>Provide a free service to individuals who are seeking assistance with writing resumes, cover letters, and contacts to job leads or potential training opportunities. Assisting clients in marketing their skills. Provide free income tax preparation for qualifying low-income individuals / families.</p>		

Program	Funding Sources	Forecasted Participants
Parent Child Program	1. Healthy Child 2. Manitoba Fundraising	360 Children and Parents
<p>Program Mandate:</p> <p>To support and promote early child development and parenting activities that complement, build upon and enrich existing programs or introduce new programs to address identified gaps in services or resources. To promote healthy outcomes for children and families through priority activities of parenting, nutrition, literacy and capacity building.</p>		

Program	Funding Sources	Forecasted Participants
Community Mobilization Worker	1. Crime Prevention Action Fund	1200
<p>Program Mandate:</p> <p>To educate, promote awareness and understanding as well as show the general public how racism of age, gender, sexuality and culture can and does effect business, education, crime/justice, mental health, well being and general life in the community.</p>		

Program	Funding Sources	Forecasted Participants
Youth Education and Summer Fun Camp	1. Canadian Heritage 2. Fundraising 3. DFC Contribution	70 Youth
<p>Program Mandate:</p> <p>To provide opportunities for the children/youth to broaden their knowledge in regards to the Aboriginal culture, learn employability skills, education opportunities regarding team building and outdoor activities (cooking/camping.) Give Aboriginal youth continuing their education a positive employment opportunity and training to assist them with their educational needs.</p>		

Program	Funding Sources	Forecasted Participants
Food for Thought	1. Provincial Core Funding	456 Students
	2. Dauphin Friendship Centre	65 Volunteers
	3. Fundraising	
<p>Program Mandate:</p> <p>To provide hot nutritious meals twice weekly to students attending school in the city of Dauphin. Program also provides nutritional information to parent volunteers and work experience in the food preparation industry.</p>		

Program	Funding Sources	Forecasted Participants
Evening and Special Programs	1. Dauphin Friendship Centre	510
<p>Program Mandate:</p> <p>To enhance the quality of life for all people in the community by providing social, educational and cultural activities. These activities include: Agency Luncheons, Monday Night Adult Activities, Aboriginal Advisory Councils, Parenting Programs, and Aboriginal Solidarity Day event, among others.</p>		

Program	Funding Sources	Forecasted Participants
Diabetes Initiative	1. Aboriginal Diabetes initiative Chronic Disease Prevention	500 people
<p>Program Mandate:</p> <p>To provide information/hands on activities to clients and the Aboriginal community regarding diabetes prevention and education.</p>		

Program	Funding Sources	Forecasted Participants
Fine Option Program	1. Department of Justice	200 people

Program Delivery

Functions and Services to be provided and events held

Objective:
<p>Educational and Employment Opportunities</p> <p>Activities:</p> <p>To provide opportunities for aboriginal people to enhance their levels of education and enable them to further their employment goals.</p> <p>Expected Outcomes:</p> <p>Community Liaison will work with clients providing them with the training on basic skills such as; budgeting, parenting classes (Nobody's Perfect and Ready or Not) as well as assisting clients in developing community supports.</p> <p>Programs offered through the centre work together to the benefit of the client to ensure a holistic approach is being taken to assist people using our programs.</p> <p>More Aboriginal people are given the skills that will empower them to continue their education, find suitable employment or take leadership roles within the community.</p>

Objective:

Cultural Enhancement

Activities:

To promote an understanding of the Aboriginal culture in the Dauphin Region and create opportunities to educate the community on the diversity of the culture. To work with Elders in the area to enhance the programs and services that the Friendship Centre offers.

Expected Outcomes/Results:

To work with the Aboriginal Advisory Council to ensure that the Aboriginal culture is engrained in all programs that the Friendship Centre offers/provides. The Cultural Youth Coordinator will ensure that programs relating to youth engage activities that will enhance the knowledge and cultural values of the region. They will provide opportunities for youth to take an active role in: square dancing, Pow-wow, Fiddling and Traditional Drum/Singing. Events such as medicine harvesting, construction of a tipi, tipi teachings, story telling, and feasts are just some of the cultural events scheduled.

Programs are held Monday evenings for adults to share skills, ideas, and laughter as well as facilitate traditional crafts (beading, bannock making, carving...)

Programs provide opportunities for individuals to take part in smudging, sharing and facilitating opportunities to educate the general public regarding the Aboriginal culture.

A display area is provided for Aboriginal artisans to display and sell their wares.

Expected to increase knowledge and respect of the Aboriginal culture in this region. All programs through the Friendship Centre have an identified cultural component. Individuals in the region continue to develop and share Aboriginal traditions, teachings, activities and crafts.

Objective:

Promote the development of Community Leaders

Activities:

Development of community leaders is encouraged through many of the programs and services that the Friendship Centre offers. The youth council is encouraged to assist in the development of programs and services for youth in the community. The aboriginal advisory council is made up of elders from the region that assists in providing direction to the Friendship Centre.

Issues that affect or relate to Aboriginal people and youth are addressed through community partnerships.

Expected outcomes/Results:

It is expected that more youth that are aboriginal take an active role in planning for youth in the community.

The advisory council continues to provide opportunities for Elders to share their knowledge and expertise.

Swan River Friendship Centre

2007-2008 Operational Plans

Funded Programs Addressing Literacy

Program	Funding Sources	Forecasted Participants
Housing	1. Province of Manitoba	166
Program Mandates: To provide affordable housing to Aboriginal low income people in the community		

Program	Funding Sources	Forecasted Participants
Aboriginal Head Start	1. Federal Government	125
Program Mandates: To provide pre-school Aboriginal Children and parents a forum for child development through education and information		

Program	Funding Sources	Forecasted Participants
Adult Partnership School	1. Sapotaweyak Nation 2. Wuskwwi Sipiik Band	
Program Mandate: To provide S1 to S4 to Aboriginal clients in a more conducive surrounding for Aboriginal students who do not fit the regular education system.		

Program	Funding Sources	Forecasted Participants
Employment Outreach	1. MMF	500
Program Mandate: To provide employment and other services to surrounding communities i.e. Income Tax Preparation, training and other application forms, workshops,, etc.		

Program	Funding Sources	Forecasted Participants
Partners for Careers	1. Province of Manitoba	54
Program Mandate:		
To provide job placements and training opportunities for Aboriginals.		

Program	Funding Sources	Forecasted Participants
UMAYC YOUTH Centre	1. NAFC	12800
Program Mandate:		
To provide youth in the community a place where that can feel comfortable and have a sense of belonging by offering a place for educational, recreational and cultural programs.		

Program	Funding Sources	Forecasted Participants
S.U.C.C.E.E.D.	1. Province of Manitoba 2. Dept of Justice	35
Program Mandate:		
To provide youth with credits towards education		

Program	Funding Sources	Forecasted Participants
Parent/Child Program	1. Province of Manitoba	11000
Program Mandate:		
To provide social, educational and cultural activities and programming to parents and children ages 6-12 years of age.		

Program	Funding Sources	Forecasted Participants
Recreational and Sports Programming	1. Fundraising	210
Program Mandate:		
To subsidize the athletic programs delivered in the Swan Valley to encourage participation by the membership		

Program	Funding Sources	Forecasted Participants
Cultural Programs	1. Fundraising 2. New Horizons 3. Culture and Heritage	150 2000 500
Program Mandate: To provide access to cultural activities for the membership including Aboriginal arts and crafts, and Aboriginal Day activities.		

Program	Funding Sources	Forecasted Participants
Hot Lunch Program	1. Fundraising	7200
Program Mandate: To provide low cost nutritional meals to membership and students		

Program	Funding Sources	Forecasted Participants
Scholarships and Educational Awards	1. Fundraising	40
Program Mandate: To provide two Post Secondary scholarships to two Aboriginal High School graduates. Provision of awards to k-12 for excellent grades and attendance.		

Program	Funding Sources	Forecasted Participants
Youth Mentorship and Tutorial Program	1. Swan Valley School Division 2. Fundraising	350
Program Mandate: Hire two youth to help mentor students and provide tutorial services to students at the junior high level.		

Program	Funding Sources	Forecasted Participants
Youth Career Connections	1. HRSD – Service Canada 2. MMF	16
Program Mandate: To provide high risk youth ages 18-29 years with pre-employment skills.		

The Pas Friendship Centre

2007-2008 Operational Plans

Funded Programs Addressing Literacy

Program	Funding Sources	Forecasted Participants
Life Long Learning Centre	1. Adult Learning & Literacy	300
<p>Program Mandates:</p> <p>To provide adults with the skills and learning needed to upgrade their educations and contribute to family and work in their every day lives. Program offers basic life skills counselling and interaction with people in similar situations and at similar education levels.</p>		

Program	Funding Sources	Forecasted Participants
Parent/Child Centred Program	1. Healthy Child (MB)	300
<p>Program Mandates:</p> <p>To provide services and resources for families with children ages 6 to 12. Offers various workshops, group outings, a breakfast program, and assistance with housing and advocacy.</p>		

Program	Funding Sources	Forecasted Participants
Aboriginal Partnerships for Healthy Living	1. Health Canada	1000
<p>Program Mandate:</p> <p>To provide Diabetes prevention and awareness information and workshops while coordinating efforts with other local diabetes services.</p>		

Program	Funding Sources	Forecasted Participants
Partners for Careers	1. M.A.C.	300
<p>Program Mandate:</p> <p>To provide a job placement service that offers assistance to high school, college and/or University graduates in identifying strengths, skills and evaluating prior job experience. The program also offers resume and cover letter development with a job board that contains job listings.</p> <p>Program also coordinates with employers and other community employment services to assist in employing graduates.</p>		

Program	Funding Sources	Forecasted Participants
Club 53 youth centre	1. Heritage Canada (NAFC)	8742
<p>Program Mandate:</p> <p>To provide a safe alternative for youth ages 14 to 24, by using community resources, implementing work shops and programming that is for youth designed by youth. Program is working on several partnerships within the community to have more resources and programs for the youth.</p>		

Program	Funding Sources	Forecasted Participants
Corrections Liaison	1. MB Justice	825
<p>Program Mandate:</p> <p>To provide assistance during assessments and intakes, as well as cultural programs for inmates at The Pas Correctional Centre. Also provides inmates with access to income tax preparation, advocacy and one-on-one counselling.</p>		

Program	Funding Sources	Forecasted Participants
Summer Student Program (AUY SOP-Young Canada Works)	1. NAFC	3 Students 400 Participants
<p>Program Mandate:</p> <p>To provide out youth with work experience, while creating summer programs for the community. Hold an annual Summer Camp at Camp Whitney, partnering with MMF to take 30-40 youth for a week camping.</p>		

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Program	Funding Sources	Forecasted Participants
Sweetgrass Aboriginal Head Start	1. Health Canada	150
<p>Program Mandates:</p> <p>Aboriginal Head Start promotes early childhood development through providing early learning strategies which support a positive sense of self, a desire for life-long learning, and opportunities for success for Aboriginal children (up to 6 years of age) and their families, with primary emphasis on preschoolers, 3-5 years of age.</p>		

Program	Funding Sources	Forecasted Participants
Partners for Careers	1. MAC –MB Competitiveness Training & Trades 2. MAC-MB Education, Citizenship & Youth	120
<p>Program Mandates:</p> <p>To assist unemployed Aboriginal graduates and job seekers by providing employment assistance services connecting ability with opportunity through Employer contacts, Employment prospects research, promoting Educational opportunities, Resume development, and assisting with interview preparations.</p>		

Program	Funding Sources	Forecasted Participants
Parent Child Centred Initiative	<ol style="list-style-type: none"> 1. MAC – Healthy Child MB 2. Northern Neighbours Foundation 3. Flin Flon School Division 	200
<p>Program Mandate:</p> <p>To provide community based accessible, culturally relevant and supportive programs and services for families with children ages 6-12 through activities to address Physical & Emotional Health, Safety & Security, Successful Learning, and Social Engagement & Responsibility.</p> <p>Activities to include Weekend fun (theme crafts, an education components, social components, nutritional components, children gym nights, and a family friendship night.)</p>		

Program	Funding Sources	Forecasted Participants
Lighthouses Initiative	<ol style="list-style-type: none"> 1. MB Justice 	150
<p>Program Mandate:</p> <p>To provide opportunities for Youth ages 12-17 to be involved in pro-social, recreational, and crime prevention activities by encouraging and promoting physical activity, social/recreational involvement and leadership.</p>		

Program	Funding Sources	Forecasted Participants
Employment Links Development Centres	<ol style="list-style-type: none"> 1. MB Competitive Training & Trades 2. HRSDC – Service Canada 	135
<p>Program Mandate:</p> <p>To strengthen the region’s capacity to reduce the unemployment rate by providing opportunities to enhance and develop personal and pre-employment skills; and by providing technical and technological support services to assist with job search strategies, employment maintenance and career decision making.</p>		

Program	Funding Sources	Forecasted Participants
Community Youth Resource Centre	<ol style="list-style-type: none"> 1. UMAC Initiative 2. Rent Revenue 3. Royal Bank foundation 4. Lighthouses Initiative 5. SK Community Initiatives 6. NOR-MAN RHA 7. MB Culture, Heritage & Tourism 	300
<p>Program Mandate:</p> <p>To equip and enhance Youth capacity in their economic, social and personal prospects through and infrastructure driven by Youth providing a diverse range of opportunity and tools through programs, services and activities.</p>		

Program	Funding Sources	Forecasted Participants
Camp Mochikun	<ol style="list-style-type: none"> 1. Manitoba Education and Training 2. Indian Affairs 	60
<p>Program Mandate:</p> <p>To provide positive alternatives for vulnerable children through a Summer Day Camp focusing on developing healthy lifestyles (healthy eating, active living, developing positive social skills) cultural awareness, and education related skills. To develop and/or enhance employment skills and experience.</p>		

Program	Funding Sources	Forecasted Participants
Community Diabetes Resource Centre	<ol style="list-style-type: none"> 1. Aboriginal Diabetes Initiative 	400
<p>Program Mandate:</p> <p>To provide Diabetes primary prevention and health promotion activities to: increase awareness of Diabetes, Diabetes risk factors and complications, and ways to prevent Diabetes and Diabetes complications; increase practice of healthy eating and active living behaviours; to increase capacity to combat Diabetes.</p>		

Program	Funding Sources	Forecasted Participants
National Aboriginal Day	<ol style="list-style-type: none"> 1. Dept of Canadian Heritage 2. Manitoba Métis Federation 3. Province of MB CORE Funding 	300
Program Mandate: To develop awareness of and celebrate Aboriginal culture through music, games, dance, crafts and food.		

Program	Funding Sources	Forecasted Participants
Handicraft outlet	<ol style="list-style-type: none"> 1. Sales 	250
Program Mandate: Economic Development. To promote Aboriginal Arts.		

Program	Funding Sources	Forecasted Participants
Bursaries	<ol style="list-style-type: none"> 1. Estate 	3
Program Mandate: To provide educational assistance. Three bursaries are awarded annually to graduating students.		

Program Delivery

Functions and Services to be provided and events held

Objective:

To initiate, coordinate, and implement programs and activities to promote and encourage community and social development; with a primary focus on promoting Aboriginal cultural awareness and understanding in the community.

Activities:

- Camp Moochikin (Summer Day Camp) – children are identifying and choosing healthy snacks and actively engaging in pro-social activities; students are developing employment standards, gaining work experience and exposure, and potentially developing career related skills; 60 participants
- Cree Language Instruction – learning basic conversational Cree; 20 participants
- Cultural Presentations – crafts, traditional ceremony demonstrations, legends. – Cultural growth; respect; equality; unity; reduced racism; 50 participants.
- Emergency Services – meals, rooms, clothing, transportation – short term basic needs are met; 20 participants
- National Aboriginal Day – music, games, dance, crafts, food – community interaction; cultural growth; 250 participants
- Friendship Play Day – ‘value of play’ activities for children, parents and families – community interaction; family unity; families participating in pro-social & recreational activities; 150 participants
- Aboriginal Arts Symposium – Aboriginal Cultural awareness & celebration; cultural growth; 30 participants
- Aboriginal Awareness Week – presentation & education sessions – Aboriginal Culture education; cultural growth; respect; equality; reduced racism; 200 participants

Objective:

To provide assistance to and advocate n behalf of Clients with respect to Social, Health and Justice Services; through supportive interviewing, assisting with forms, interpreting procedures of various services, providing practical support, and net-working.

Activities:

- Client application assistance
- Referrals
- Advocacy
- Practical support
- Assistance regarding social services
- Assistance accessing health services
- Justice assistance
- Fine option program / community service order program
- Agency networking – Fetal Alcohol Spectrum Disorder, Community Justice, Free to Be Me, Interagency, Play it safer network communities.
- Prevention & Education services

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Program	Funding Sources	Forecasted Participants
New Beginnings – The Connection for Aboriginal Children	1. Public Health Agency of Canada – Aboriginal Head Start Initiative	12,976
<p>Program Mandates:</p> <p>To provide cultural, spiritual, intellectual, emotional and physical programming to Aboriginal children 0-6 years of age, with emphasis on 3-5 year olds in order to prepare them for success in school, in a culturally appropriate manner. The program is intended to provide education, supports and resources to children and parents and to support parents in their role as being the most important teacher. Training for parents is provided and is offered based on the needs and desires of the parents and families. The program is offered in Thompson and in the communities of Waboden and Thicket Portage.</p> <p>Seeking Renewal</p>		

Program	Funding Sources	Forecasted Participants
Northern youth councils Project	1. Healthy Child Initiative – Province of Manitoba	1657
<p>Program Mandates:</p> <p>To assist in the development of strategies to reduce adolescent pregnancies in Northern Manitoba, through the creation and delivery of alternative activities.</p> <p>Seeking Renewal</p>		

Program	Funding Sources	Forecasted Participants
Northern Circle of Youth	<ol style="list-style-type: none"> 1. NAFC 2. Federal, Urban Multi-purpose youth centre initiative 	6302
<p>Program Mandate:</p> <p>The Northern Circle of Youth is designed to meet the needs of urban Aboriginal youth 12-24 years of age and is delivered utilizing a holistic, inclusive approach. This is achieved through the provision of programs, services and activities with emphasis on culture, education, recreation, employment, justice and social issues.</p> <p>The Northern Circle of Youth works in partnership with other community youth programs and agencies / organizations that have a vested interest in youth to provide a one-stop-shop environment for the urban youth population.</p> <p>Seeking Renewal</p>		

Program	Funding Sources	Forecasted Participants
Partners for Careers	<ol style="list-style-type: none"> 1. M.A.C. 	2764
<p>Program Mandate:</p> <p>An innovative job placement program to place Aboriginal graduates in meaningful employment. This program networks with employers to match potential graduates with employment needs of the employer.</p> <p>In addition, related employment, education and training services and workshops are delivered to students/graduates.</p> <p>Partnerships have been established to provide other employment related activities such as Employer Luncheons, etc.</p>		

Program	Funding Sources	Forecasted Participants
Mino-Ayaw (Feeling Healthy) Project	<ol style="list-style-type: none"> 1. Federal – Aboriginal Diabetes initiative 	1370
<p>Program Mandate:</p> <p>This project is designed to meet the needs of Aboriginal people who have or are at a risk of diabetes. Mino-Ayaw focuses on education, prevention, and intervention of diabetes through the promotion of healthy lifestyles, physical fitness, nutrition, cooking classes, diabetes management information, substance abuse, etc.</p>		

Program	Funding Sources	Forecasted Participants
Adult Basic Education program	1. Province – Department of Education and Training	1156
<p>Program Mandate:</p> <p>To provide basic education training to adults who endeavour to further their education, employment or training opportunities through post-secondary education, training programs, to obtain gainful employment or to advance in their place of employment.</p> <p>Some students attend the program to enhance their skills and abilities in assisting their own children with their educational/homework needs.</p> <p>Extra-curricular activities such as tours, field trips, workshops, guest speakers, etc. Are also offered in addition to the academic component of the program.</p>		

Program	Funding Sources	Forecasted Participants
Employment Assistance Service	1. Province – Thompson Employment Services	3592
<p>Program Mandate:</p> <p>This program offers employment and economic related services such as employment readiness workshops, resume preparation, interview preparation, job search techniques, Manitoba Labour Laws, labour market information, business plan development workshops/referrals, etc.</p>		

Program	Funding Sources	Forecasted Participants
Parent/Child Centre Program	1. M.A.C. through the Department of Healthy Child Manitoba – Province	1061
<p>Program Mandate:</p> <p>This is a new initiative administered through the Manitoba Association of Friendship Centres to provide programs and services for children 6-12 and their parents. The program focuses on advocacy, referral and liaison supports to children and their parents to ensure accessibility and provision of special services as identified.</p>		

Program	Funding Sources	Forecasted Participants
Community Liaison Services	1. Province of Manitoba	2476
Program Mandate: To provide liaison, advocacy and referral services, counselling services, Elders program, relocating and housing, income tax preparation, government forms assistance and inquiries, commissioner of oaths, crisis intervention, etc.		

Program	Funding Sources	Forecasted Participants
Youth employment Counselling Services	1. Province of Manitoba	425
Program Mandate: This program is specific to youth ages 16-24 years of age and offers employment, education and training services such as employment readiness workshops, resume preparation, interview preparation, job search techniques, Manitoba Labour Laws, labour market information, workshop/referrals, etc/ Life skills are an essential component of the program and workshop topics include self-esteem, time management, conflict resolution, anger management, etc.		

Program Delivery

Functions and Services to be provided and events held

Objective:

To expand the current Elders Program and community involvement

Activities:

The Elders program will increase to include weekly activities and will include but not be limited to arts & crafts, workshops, monthly dinners, luncheons, cultural activities and events.

The Elders will also be introduced to community activities and will be encouraged and supported to become involved.

Elders are encouraged to share their knowledge and experience, especially with the children and youth and they will be introduced to the school so that they may participate in school activities and events.

Expected Outcomes:

The Elders will increase their participation in extra-curricular activities and will become more involved with the community, thereby enhancing their quality of life and building on generational capacity.

Objective:

To increase the retention of the diverse Aboriginal traditions and values and enhance awareness and sensitivity of such while building on the capacity of local cultural resources

Activities:

This is to include, but limited to, hosting the annual Aboriginal Awareness Days events and activities, hosting cultural events at Thompson's annual Nickel Days summer festival, hosting conferences for children, youth, parents/elders and holding various cultural workshops throughout the year, fiddling program, drumming and singing program, square dance program, etc.

Expected Outcomes/Results:

The community will have the opportunity to participate in enhanced cultural programming thereby increasing the retention of cultural traditions, values and language. The capacity of local resources will have increased as well as overall awareness and

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Program	Funding Sources	Forecasted Participants
Aboriginal Friendship Centre Program	1. Department of Canadian Heritage	1400
<p>Program Mandates:</p> <p>To provide programs and services to Aboriginal and Non Aboriginal people in Lynn Lake and surrounding areas.</p>		

Program	Funding Sources	Forecasted Participants
Designated Place of Safety for Children	<ol style="list-style-type: none"> 1. Cree Nation Child and Family Services 2. Nelson House Cree Nation Child and Family services 3. Awasis Agency of Northern Manitoba 	30
<p>Program Mandates:</p> <p>To provide emergency short placement for children in care when no other appropriate foster care is available.</p>		

Program	Funding Sources	Forecasted Participants
Youth Program	<ol style="list-style-type: none"> 1. Department of Canadian Heritage 2. Human Resource Development Canada Youth Skills 	260
<p>Program Mandate:</p> <p>To provide a variety of organized activities, resources and opportunities that will enhance the quality of life for Aboriginal youth of Lynn Lake, Leaf Rapids and surrounding communities.</p>		

Program	Funding Sources	Forecasted Participants
Family Group Conferencing	1. Province of Manitoba, Department of Family Services	10 Families
<p>Program Mandate:</p> <p>To empower and support families in the development of a family plan that may prevent children from entering the foster care system or may reunite families whose children have already entered the system. To promote Community Development services and programs for all people residing in the community resulting in healthier lifestyles.</p>		

Program	Funding Sources	Forecasted Participants
Parent Child Centre	1. Province of Manitoba, Healthy Child Manitoba 2. Community School Partnership Initiative	100
<p>Program Mandate:</p> <p>To increase and enhance existing resources providing specialized services and activities to children aged 6-12 years old and their parents. The Parent Child Centre Program focuses on the areas of nutrition, literacy, parenting, and capacity building.</p>		

Program	Funding Sources	Forecasted Participants
Partners for Careers Program	1. Province of Manitoba 2. Manitoba Education and Training 3. Youth Programs 4. Rural and Northern Employment Services	95
<p>Program Mandate:</p> <p>To match Aboriginal graduates with employers, serving Lynn Lake and surrounding areas. Activities include resume development, job searches, career planning, information sharing, training opportunities, and an annual Career Fair.</p>		

Program Delivery

Functions and Services to be provided and events held

Objective:

To provide resources to clients that will promote awareness of addictions and the effects of alcohol abuse, drug abuse and gambling

Activities:

National addiction awareness week activities, support groups, individual and family counselling, referral services, awareness and information workshops, resource library, assistance with completing various forms and accessing appropriate services.

Expected Outcomes:

- Individual and family counselling sessions and crisis interventions with a client base of 35
- Monthly coffee houses with 75 people at each gathering
- To host four community awareness workshops with 25 participants in attendance at each presentation
- To continue to assist clients in the Alternative dispute resolution process with 25 clients accessing this service
- To update the resources library with new materials adding twelve new videos

Objective:

To provide emergency services and support to individuals and families

Activities:

Hot Lunch Program, Christmas Hampers, provision of emergency shelters, food, clothing, travel and accommodations.

Expected Outcomes/Results:

- To provide the Hot Lunch program three days per week throughout the school year serving an average of 35 children per lunch
- To deliver 45 Christmas hampers to families in the community
- To provide emergency assistance to individuals or families on an as needed basis on 25 occasions

Objective:

To promote community networking with existing organizations and agencies ensuring full access and awareness of services for clients.

Activities:

Develop new partnerships and maintain existing ones. Develop and implement community projects. Update current community resource booklet. Attendance at all local service provider meetings, Lynn Lake Chamber of Commerce, Community School Partnership initiative meetings.

Expected outcomes/Results:

- Increased opportunities, increased awareness of the Friendship Centre activities and clear communications with local service providers
- To revise the existing Community Resource booklet, distribute 600 copies within the community and surrounding areas
- To complete a community development project within the next twelve months that involves participation and input from all local service providers

Resources and References

ABC Canada

http://www.abc-can-ada.org/media_room/news/all_survey_summary.shtml

http://www.abc-can-ada.org/media_room/news/ialss_2005_r1.shtml

Aboriginal Canada Portal

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao20028.html>

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/en-frames/index.html>

National Adult Literacy Database

<http://www.nald.ca/rfl/>

Literacy Partners of Manitoba

<http://www.health.mb.literacy.ca/schedule.htm>

Literacy Assistance Centre

http://www.lacnyc.org/about/pressreleases/pr_familylit.htm

Statistics Canada

<http://www.statcan.ca/english/research/89-552-MIE/89-552-MIE2007016.htm>

<http://www.statcan.ca/Daily/English/051109/d051109a.htm>

<http://www.statcan.ca/english/freepub/89F0116XIE/high016.htm>

<http://www.statcan.ca/english/freepub/89F0100XIE/value.htm>

<http://www12.statcan.ca/english/Profil01/AP01/Details/Page.cfm?Lang=E&Geo1=PR&Code1=47&Geo2=PR&Code2=01&Data=Count&SearchText=Skatchewan&SearchType=Begins&SearchPR=01&B1=All&GeoLevel=&GeoCode=47>

<http://www12.statcan.ca/english/census01/Products/Analytic/companion/abor/canada.cfm>

<http://www.statcan.ca/english/freepub/71-001-XIE/2007001/part1.htm>

<http://www.statcan.ca/english/freepub/75-001-XIE/10307/art-1.htm#Pryor>

<http://www.statcan.ca/Daily/English/040728/d040728a.htm>

Government of Canada

<http://news.gc.ca/web/view/en/index.jsp?articleid=175249&>

Human resources and Social Development Canada

<http://www.hrsdc.gc.ca/en/hip/lld/nls/Publications/indexpublication.shtml>

http://www.hrsdc.gc.ca/en/hip/lld/nls/Resources/04_alrbib.shtml

Aboriginal Institutes' Consortium

<http://www.aboriginalinstitute.com/research.html>

Aboriginal Education Directorate

<http://www.edu.gov.mb.ca/aed/research.html>

Adopt- a-Library Literacy Program

http://www.fightingcrime.ca/index.php?option=com_content&task=view&id=29&Itemid=37

York University

http://www.library.yorku.ca/ccm/LibraryDataServices/SubjectGuides/crime_justice.htm

Indian and Northern Affairs Canada

http://www.ainc-inac.gc.ca/ch/rcap/sg/sim5_e.html

http://www.ainc-inac.gc.ca/pr/ra/cwb4_e.html

Perspectives on Indigenous Literacy: by Ningwakwe/E. Priscilla George

<http://www.literacyjournal.ca/literacies/2-2003/making/2/1.htm>

QUILL Learning Network

<http://www.quillnet.org/stats.html>

Manitoba Aboriginal and Northern Affairs

<http://www.gov.mb.ca/ana/apm2000/highlights.html>

Canadian Council on Learning

<http://www.ccl-cca.ca/CCL/Reports/StateofLearning/SOLRLiteracy.htm>

<http://www.ccl-cca.ca/CCL/Reports/CLI2007/CompositeLearningIndex/CLIIndicators.htm>

