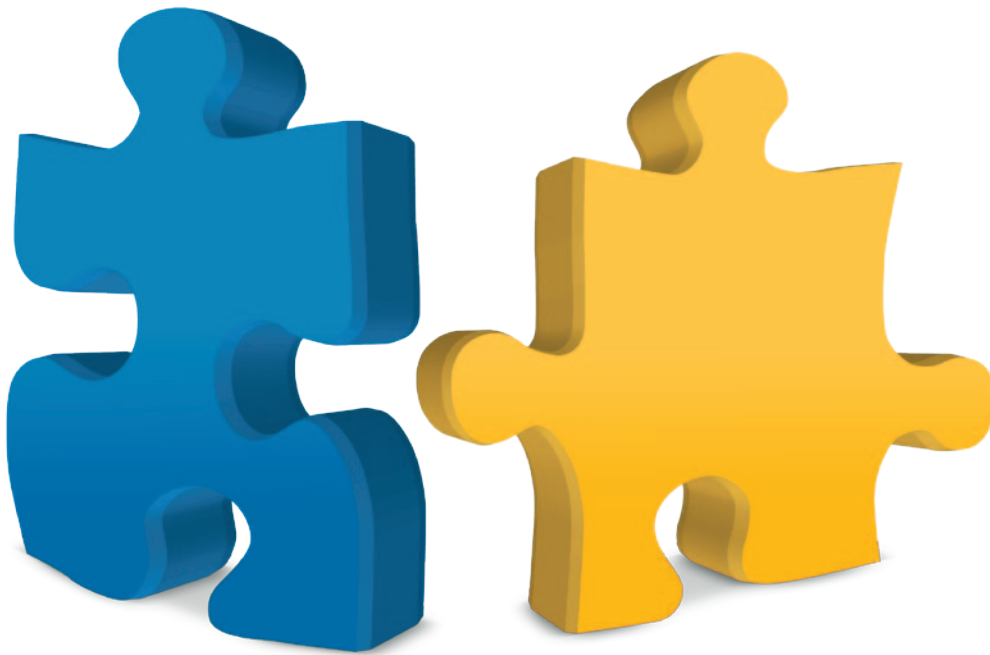


Economic and Social Inclusion Corporation (ESIC)

Overcoming Poverty Together

September/October 2013

OPT 2



Ensemble  pour vaincre
la pauvreté
Overcoming  Together

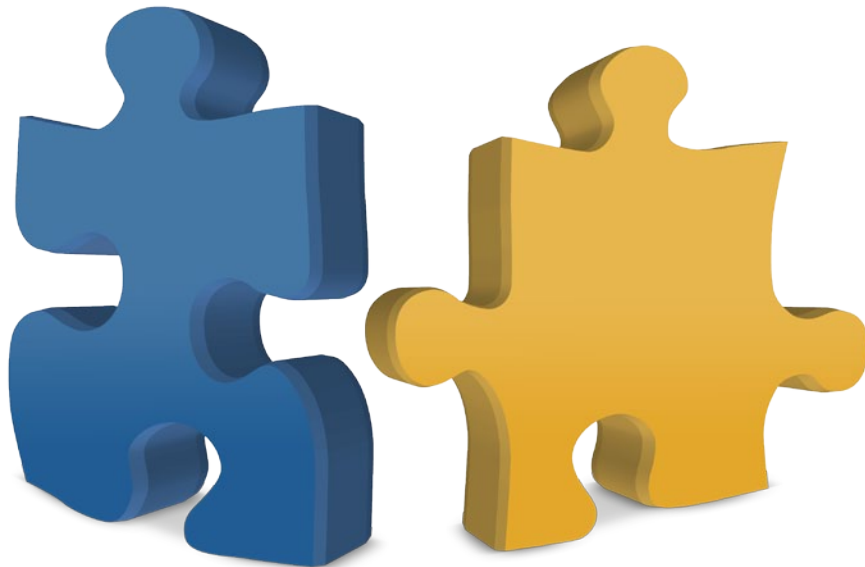
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2014-2019

Economic and Social Inclusion Corporation (ESIC)

Overcoming Poverty Together

September/October 2013

OPT 2



Economic and Social Inclusion Corporation (ESIC)

Overcoming Poverty Together 2 (OPT2)

September/October 2013

Published by:

Province of New Brunswick
P.O. Box 6000
Fredericton, New Brunswick

Printed in New Brunswick

ISBN: 978-1-4605-0284-6

9375



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Foreword

The Economic and Social Inclusion Corporation is pleased to present this Public Dialogue Summary, as part of the renewal process of the *Overcoming Poverty Together* poverty reduction plan.

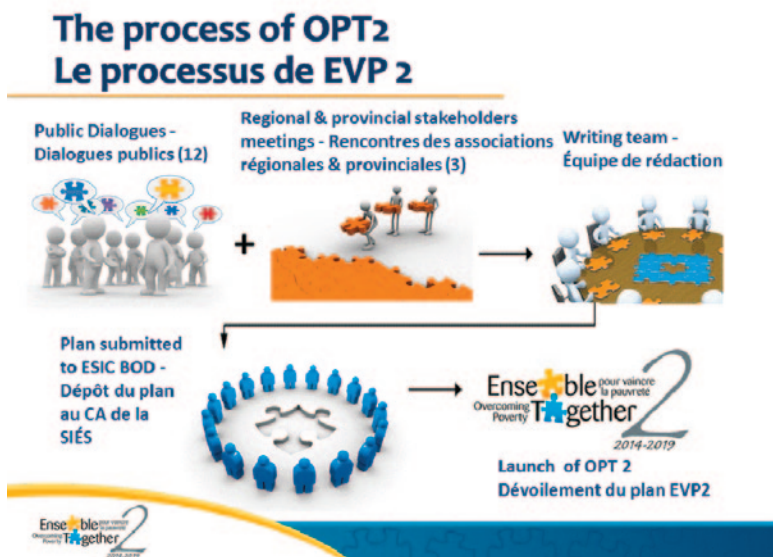
You will find in this report the comments submitted at the 12 public dialogues that were held throughout New Brunswick in September and October 2013. Also included are the comments and feedback received online during that period, as well as comments made at the two regional stakeholders meetings (Bathurst and Moncton) and at the provincial organizations meeting (Fredericton).

The first provincial poverty reduction plan – *Overcoming Poverty Together* – was launched in November 2009 following an extensive and innovative public engagement process. The plan included 22 priority actions to be carried out over a five-year period. Two very important actions under the non-partisan poverty reduction plan were the creation of the Economic and Social Inclusion Corporation (ESIC) to develop, oversee, coordinate and implement strategic initiatives and plans to reduce poverty and assist thousands of New Brunswickers to become more self-sufficient. The second action was the adoption by the government of a proactive legislation – the *Economic and Social Inclusion Act* – designed to encourage the economic and social inclusion of all New Brunswickers. The Act stipulates that ESIC must develop and adopt a new economic and social inclusion plan every five years through a public engagement process successfully conducted by the Corporation.

The unique and non-partisan approach of a collaborative participation of the four main pillars of activity – citizens, businesses, non-profit organizations and government – constitutes the foundation of the poverty reduction plan.

The first four years of the *Overcoming Poverty Together* Plan have produced excellent results, and the last year of the plan is just as promising.

While the initial plan is still in effect, ESIC has commenced its renewal process in the spring of 2013, in order to have the renewed plan ready and approved by the spring 2014. The renewed plan is scheduled to take effect in November 2014.



Twelve public dialogues were held throughout the province from September 16, 2013 to October 9, 2013. In addition, there were two meetings with regional organizations: one in French in Bathurst on September 25, and one in English in Moncton on October 7. Another meeting was held with provincial organizations on October 24 in Fredericton. New Brunswickers also had the option of sending their comments through ESIC's website. Mini-dialogues were also held within some communities.

Information received is then analyzed by a writing team as well as by a sounding board composed of representatives from the four pillars: citizens, businesses, non-profit and government. The proposed plan will then be submitted to the Board of Directors of ESIC for approval in the spring 2014.

Schedule of public dialogues

Location/Lieu	Date	
Richibucto	16 Sept	Number of public dialogues: 12
Miramichi	17 Sept	Number of participant at public dialogues: 706
Pokemouche	18 Sept	Number of comments received online: 500
Saint-Léonard	23 Sept	Number of participants at:
Campbellton	24 Sept	Regional meetings: 25
Bathurst	25 Sept	Provincial meetings: 22
Florenceville-Bristol	30 Sept	Number of mini-dialogues: 3
Burt's Corner	1 Oct	Number of participants at mini-dialogues: 40
Moncton	2 Oct	Number of presentations to GNB: 1
St. Andrews	7 Oct	Number participants to GNB presentation: 28
Saint John	8 Oct	Number documents submitted: 16
Fredericton	9 Oct	

The content published in this report is a transcription of the comments received during this period. It reflects what has been said. It has been edited only to ensure clarity, and in most cases, are the exact words provided by participants. All the comments received have been translated in the other official language of New Brunswick.

For data integrity purposes, information in the present document is provided solely for general public information purposes and is provided strictly "as is".

Question 1

What can we do together as a province to reduce poverty and contribute to economic and social inclusion?

Monday, September 16, 2013 CIN 11 - Richibucto

- Difficult for groups to acquire the charitable donation number especially in rural communities. No after school activities, nothing for kids to do. Equality.
- Province could fund mentoring program to work with young people to help break the cycle of poverty.
- Province needs to work with groups (educate) all ages to incentivize the need to work. For many it doesn't pay them to go to work as the benefits of staying home are better than if they were employed.
- Life skills education. There are second, third generation that have the mindset that staying home and not working is ok.
- Province needs to focus on areas of the province that really need assistance such as many northern areas.
- Identify the barriers that limit or restrict what communities can do.
- Rethink our education system. Encourage different types of learning which can reduce poverty. Give people the self-esteem that they can be good employees. Mechanics education, shop courses. Trades need to be emphasized.
- More sharing across cultures. More cross-talk between the Anglo and francophone sectors.
- Government doesn't seem to recognize the scope of the problem. The provincial government needs to specifically aim programs.
- The government needs to get out in the communities.
- In rural areas there is not enough available as there are in urban communities. Funding for programs in rural areas.
- There needs to be teamwork among the government and the private sector. It's everybody's problem.
- The ESIC report should be shared with all affected players in the province, public and private sectors.
- The process to become non-profit needs to be less burdensome. Make it easier to be able to help people in the community.
- Province should work more closely with the municipalities to assist and implement programs.
- It's simple and it's complicated. We can do small things. Also, free programs.
- Make sure to have grants to keep offering the programs (provincial and federal). Plan longer term grants instead of going from year to year.
- The government doesn't listen to the people. Its ideas are already formed.
- Problems with unions:
 - the poor can't work
 - * no job creation for the poor
 - Employment insurance.
- Single-parent families – job search outside the province.
- The population is aging. Jobs are being replaced by machines.
- Job cuts.
- Loss of confidence in food banks. People don't want to donate to food banks.
- No access to food bank because of lack of transportation.
- Barrier: urban vs rural environment.
- Lack of knowledge of how to preserve food. Lack of freezers/refrigerators.
- Who subsidizes food banks?
- Inability to get to the food bank more than once a month.
- Families have a hard time budgeting.
- You should have a course on preparing a budget to have access to food banks.
- The school curriculum should include a course on preparing a budget. It's a good way to show what real life is like.
- Teach the basics of cooking.
- It's hard for single mothers. Basic courses should be given at school.
- Working in a partnership.
- Single entry point for organizations:
 - * food banks, family group, VON



- ❑ Multipurpose centre starting here in Richibucto. Unique model of a centre with several services under the same roof. If the town doesn't support it, the province should get involved.
- ❑ Community transportation: difficult to recruit volunteers.
- ❑ Move into a multipurpose centre.
- ❑ Improve access to mental health services. Reduce waiting lists, increase resources to meet mental health needs.
- ❑ Poverty causes a lot of stress. Vicious circle; no self-esteem.
- ❑ Cut trades, night courses, e.g. carpentry.
- ❑ Dropouts : We are not all suited to going to school.
- ❑ Learning in the workplace instead of going to school.
- ❑ Test for attention deficit disorder: it's very expensive in the private sector and there is a three-year waiting list in the school system.
- ❑ Support program for children with learning disabilities.
- ❑ Mobile food banks; follow the bookmobile model. Volunteer transportation.
- ❑ All children should have access to daycare services at a reasonable cost (in order to be prepared). Change enrolment criteria (ability to qualify before starting work).
- ❑ Pay equity (poverty often involves women). With a law on mandatory equity, women would earn more.
- ❑ Training- not always easy to go back to school. People often start with minimum wage. Extension of employment insurance is cut. We need more funding for travel and childcare services. We feel the effects in post-secondary education; the criteria should be expanded and bureaucracy should be reduced.
- ❑ Either increase the minimum wage by \$0.25 per year or index to the cost of living for the next four years.
- ❑ Increase income assistance for everyone, including single people who are able to work. Those people also have difficulty finding accommodations with N.B. Housing.
- ❑ The person, not the accommodation, should be identified with N.B. Housing. The subsidy follows the person. Possibility of moving to be closer to services and jobs.
- ❑ Children's income should not be included in the family income.
- ❑ Revise and change the definition of an economic unit.
- ❑ Change regulations concerning RRSPs in applying for a health card.
- ❑ The spouse's income should not be taken into consideration in a forced placement in a nursing home.
- ❑ Work-study program to enable people to improve their skills and find a better job. Otherwise, they may not be able to quit their job to take training.
- ❑ Health and nutrition-related prevention. Breakfast programs in the schools.
- ❑ Daycares in the high schools to enable single mothers to stay in school. Lack of spaces for babies in daycares.
- ❑ Increase the amount allocated to social assistance recipients who work. \$150-\$250 is not an incentive to make people want to enter the labour market.
- ❑ Education is the basis for everything. New Brunswick adults must be given access to a proper education. Education is a way out.
- ❑ Develop a family policy and a social policy as in Quebec.
- ❑ Revise the social assistance service. Cost of living vs the true amount received. Standardize the system, deal more with individual cases, policies and rules.
- ❑ Reevaluate, comment, support having prisoners living on social assistance.
- ❑ Support for mental health.
- ❑ Bullying in the schools. More support for the schools.
- ❑ Reintroduce home economists into the public service to guide families in managing their resources better.
- ❑ Teach nutrition basics (learn how to follow a recipe). Learn to pay bills on time. Open to everyone without any reference to poverty.
- ❑ Grocery stores could identify items needed at food banks according to the needs identified by the New Brunswick Association of Food Banks.
- ❑ Reevaluate the minimum wage. Establish a partnership. Analyze the issue in terms of poverty reduction. Poverty should be a priority political issue.
- ❑ Maximize the level of education of our residents.
- ❑ Make the public aware of the reality of poverty and of everyone's responsibility to get involved.
- ❑ Don't stop the support of people with special needs after having started to help them.

Tuesday, September 17, 2013 CIN 7 – Miramichi

- ❑ The schizophrenia society-Miramichi Chapter has created a program called ACHIEVES to help people dealing with mental illness or addiction get back into the workforce. Its 1 day/week for 7hrs per day for 8 weeks. Recommendation is to have this across province.
- ❑ To maintain CN Rail to support industry. To use the Chatham airstrip airport for cargo.
- ❑ Infrastructure- Twin roads all the way. To have infrastructures that support industry development and growth.



- ❑ Incentives programs to keep college and University students in our region or any post-secondary education programs.
- ❑ Government has to stop the big industry from bullying or dictating to smaller companies that are willing to invest in the province. Give a chance and support smaller companies to create employment.
- ❑ Make NB the most environmentally friendly province in Canada and promote it as such for people seeking this. Bring environmentally friendly industry. This will create more jobs.
- ❑ Charge a deposit for coffee cups like Tim's that would give an incentive to people to pick them up.
- ❑ We need a provincial recycling system. It will create jobs for people and help the environment.
- ❑ Have a program like Healthy Smiles Clear Vision for adults - working poor.
- ❑ Affordable healthy foods- Put a tax on unhealthy foods that would help subsidize for healthy foods.
- ❑ Support local farmers. Promotion and support of fresh box- Vegetables made more affordable by buying in big amounts and sold once a week.
- ❑ Allow people on income assistance to earn more before their benefits are reduced.
- ❑ Increase amount of affordable housing.
- ❑ Support/fund "Roots of Empathy" program so that every child in the province of NB can experience this program.
- ❑ Not enough family services- increase the numbers.
- ❑ Extended hours-no whole family events.
- ❑ More Program outreach to rural communities- talk with me, family intervention.
- ❑ No transportation for rural resident.
- ❑ Access to services- Bus from rural to urban, shuttle and car share, medical trips unavailable-miss out on treatments.
- ❑ Time to engage those living in poverty- drop in universal centres.
- ❑ Shuttle service-outreach for food bank users, transport.
- ❑ Learn from other examples.
- ❑ Travelling social assistance office- renovated school bus, book mobile.
- ❑ Shared services for fed/prov.
- ❑ Stigma attached to mental health, addiction and social assistance. Education for young children, employers /front line, Roots of Empathy, cultural awareness, sensitivity, understanding addiction.
- ❑ Community service as a mandatory requirement to graduate high school, universal and inclusive.
- ❑ Societal change required, will take time but well worth it. A shift is beginning, media.
- ❑ Daycare in schools at age 4
- ❑ Youth programs - apprenticeship, GED, more classes. Wage subsidies to employers to support the work.
- ❑ Job search skills, resume writing, workplace essential skills, pre-employment skills should be given.
- ❑ Child care expenses for single mothers, establish child care in area schools for all children.
- ❑ Information about programs more widely distributed - go to organizations.
- ❑ Safety net for short term assistance - community transportation.
- ❑ Risk reduction programs - to support individuals with tools for businesses or banks for things such as a car loan or mortgage - to support individuals with tools they need.
- ❑ People don't have a choice but to stay on social assistance. Not enough programs to get them off SA and on their own.
- ❑ English only speaking are at a disadvantage as many companies require employees to be bilingual.
- ❑ Provide school supplies for students like they do in Ontario.
- ❑ Province should mandate life skills courses in the school, how to budget, shop courses, home etc.
- ❑ Province could invest in children by putting funds into individual savings account specifically used for further education.
- ❑ Social assistance is not enough to live on. Not enough to provide for the family. Can't help children pay for education.
- ❑ Those who don't abuse the system suffer. There are too many people getting away with abusing the system.
- ❑ Housing is inadequate. Landlords don't respond. Houses fall in disrepair.
- ❑ There are too many people with no one to help them with help. There is a need to provide more for the children.
- ❑ More government funding for housing in the Miramichi area. Abandoned buildings could be used for housing.
- ❑ Transportation need to be improved. People can't get to their jobs. Businesses won't locate here.
- ❑ We need to attract companies to build and invest in the area.

- ❑ People can't afford to send their children to universities, community colleges. We need assistance for schooling beyond high school.
- ❑ Tax system/top down/tax sugar and fat.
- ❑ Ready for work assessment/education system.
- ❑ Attention to individual needs and disabilities.
- ❑ Incentive to work when on welfare.
- ❑ Reliance on welfare system.
- ❑ Level of education.
- ❑ Payment to stay at home to raise children.
- ❑ Education system/outcast children.
- ❑ Accommodation for child care to foster family connection.
- ❑ Identifying level of social skills.
- ❑ Money to education system.
- ❑ Where does money come from?
- ❑ Migration of jobs.
- ❑ Multi-faceted support for inclusion.
- ❑ Recognition of good corporate citizens.
- ❑ Coaching for job skills.
- ❑ Managing natural resources.
- ❑ Does the buck stop at government?
- ❑ Finding support from managing natural resources/wealth disparity.
- ❑ Give more scholarships to post-secondary.
- ❑ Give incentives to pay down huge post-secondary bills by matching 30% of salary and government reduce 30% on loan. Matching.
- ❑ Provincial government need to have a deduction for volunteers for transit tickets.
- ❑ Government should find and give an incentive to bring in workers. Basically like a seed program.
- ❑ Need to help small business with an incentive as they cannot afford to pay the new minimum wage and they are shutting their doors.
- ❑ Students need a bridging system between university and college and getting an actual job.
- ❑ Government has changed rules about getting assistance to go to university. From working for 1 year to 3 years. Now they allow students to draw unemployment - change to 1.5 years.
- ❑ Provide incentive for employers to buy into stimulus. If you finance them, there will be more jobs. Reduce corporate and salary taxes.
- ❑ Increase minimum wage (at least the inflation rate).
- ❑ Increasing awareness on initiatives like ESIC. Increasing awareness on people's situation living in poverty.
- ❑ Stop cutting social assistance for many reasons (increased income etc.).
- ❑ Increase maximum amount people can earn before cutting social assistance unemployment until they reach poverty level.
- ❑ Need subsidized housing for the "working poor" and young people.
- ❑ Need support for people on social assistance (ex. Money management, self-esteem etc.) and make it inviting for them.
- ❑ Every government worker that works with people should have training on how to discuss with clients in a sensible way and with respect.
- ❑ Give incentives to business to hire part-time employees from social assistance (without too much paperwork).
- ❑ Support post-secondary education (trades, college, university).
- ❑ Need to be more inclusive with programs (fresh box program, breakfast etc.).
- ❑ The working poor kids are often forgotten by the society and programs.
- ❑ Removing the stigma around low income people.
- ❑ Food cost: huge difference between what farmers make and what consumers pay ex: laws on amount of profit on healthy foods made by industry not farmers.
- ❑ Bring the barriers down between "low income" and "regular income" people will help low income people to socialize with other people.
- ❑ Accessible transportation in rural areas. Accessibility for wheelchairs. Develop partnerships.
- ❑ Share services; coordinate services.
- ❑ Make education more accessible. Loans and financing available with reduced interest rates.
- ❑ Eliminate the parents' contribution from the calculation of student loans. Review loan eligibility criteria.
- ❑ Pilot car pooling project in small communities.
- ❑ Bring back the New Brunswick Advisory Council on the Status of Women as an entity independent from government (pay equity).
- ❑ Subsidized daycares from 12 months of age for children.
- ❑ Consultation between levels of government.
- ❑ Place value on sectors (local purchasing, local agriculture, environment)
- ❑ Raising awareness of community schools.
- ❑ English/French equality – resources in the schools.
- ❑ Long-term social policy.
- ❑ A political party's good ideas should continue if there is a change in power.
- ❑ Increase in social assistance benefits and minimum wage.
- ❑ Help small businesses face these increases.

- ❑ Revise the income coming from taxes from large companies and corporations.
- ❑ Offer the (white) health card to people coming off social assistance.
- ❑ Develop a medical plan for catastrophic drugs.
- ❑ Subsidize food banks, community kitchens, and community gardens.

Wednesday, September 18, 2013 CIN

12 - Pokemouche

- ❑ Funding of organizations.
- ❑ Non-political provincial plan: make sure that the plan continues.
- ❑ Humanize the system – make sure that front-line workers are informed to pass on the service (e.g. message from Fredericton).
- ❑ Youth training: set up an employment program for youth; give them a taste for training. Bring back technical courses : school/trades. Plan programs for the very young. Keep the program; invest in this type of program for young people.
- ❑ Make daycares affordable and accessible for all. Subsidize those services.
- ❑ Get the government to question the public drug insurance plan. Law or policy that will make the government take responsibility for drug insurance for employees.
- ❑ Adopt public policies in laws about different things affecting citizens.
- ❑ Continue to invest in initiatives that reduce poverty.
- ❑ Have a vision beyond the four-year mandate. Make long-term action plans.
- ❑ Stereotype: The Atlantic provinces are poor.
- ❑ Politicians must be interested in needs and get involved in what is going on. Set an example for the federal government.
- ❑ Encourage dialogue and groups for a better future. Develop common goals and strategies that will be oriented toward social priorities.
- ❑ Have an anti-deficit law. Live within our means.
- ❑ Pursue action leading to job creation but also provide other resources, visions, investors. Irving has a monopoly.



- ❑ Listen to and consult community groups. Different perceptions and methods. Offer possibilities; flexibility to develop their creativity further.
- ❑ Social and economic development must focus on young people. They should have the space to develop, create, refresh the old mentality (0 to 45 years of age).
- ❑ Have a policy on the birth rate. Encourage people to have more children; Therefore have more people working to develop the province and encourage people to live in New Brunswick. Make it attractive.
- ❑ Offer funding to enable people with a disability to receive support at work. More than 17% of the population has a disability; most want to and can work but they need support.
- ❑ Tax a luxury product and invest it to provide funding to combat poverty.
- ❑ Decentralize opportunities for success. Be equal everywhere, not just in the large centres.
- ❑ Realize that each region has its own needs, strengths, and challenges. Decentralize power.
- ❑ Access to education. Most people have become poor after deciding to get an education. Let people have part of their education for free. A key factor in the 12 determinants of health.
- ❑ Use the 12 determinants of health as a basis for making changes. Dedicate money to prevention.
- ❑ Reduce taxes on non-profit organizations and give them a chance to breathe financially so they can offer their clientele better services.
- ❑ Accessible accommodations and businesses for people with disabilities and public transit for work, groceries. Also for caregivers.
- ❑ Better distribution of economic initiatives around the province (north-south).
- ❑ Look into pension plans in the region. A lot of jobs don't have pension plans.
- ❑ Recognize the Acadian Peninsula as a distinct administrative region.
- ❑ People with disabilities must be integrated into the labour force. Raise awareness of companies. Activities that encourage social integration.
- ❑ Look into affordable housing. For example, housing cooperatives: not just for families with children.
- ❑ Develop a program to help people with transportation.
- ❑ Use the caregiver formula so that the elderly can stay in their own homes.
- ❑ Accommodate health care aides with accessible and proper material.
- ❑ Reevaluate the social policy. Education, investments.
- ❑ Establish a common vision that the political parties won't be able to touch or change.
- ❑ Encourage small and medium-sized businesses.

- ☐ Increase the social assistance rates so people can live well.
- ☐ Simplify grant application processes. Interminable red tape for families.
- ☐ Focus on: prevention, wellness networks, early childhood intervention.
- ☐ Education vs illiteracy. Schools seem to focus too much on having students graduate without really having passed.
- ☐ Few resources for getting a diagnosis of a learning disability at school (free, too little, so the assessment is too late). For example, the child has a problem in Grade 5 but the assessment and diagnosis are received in Grade 11. Too much time has gone by; the child has been penalized. With the diagnosis, the child has finally made some progress.
- ☐ A subsidized daycare program results in children who socialize more easily and have better basic knowledge. Better start at school.
- ☐ Bring back home economists to help not only with food (cooking) but also with finances (budget).
- ☐ Congratulations on having added a transition period between income assistance and work (health card, daycare).
- ☐ At school, children's learning is affected by poor nutrition.
- ☐ Is there a nutrition policy in the schools? Are basic foods available?
- ☐ Improve access to literacy courses for adults.
- ☐ Stable, predictable funding for food banks.
- ☐ Increase the minimum wage but gradually phase in the change for small and medium-sized businesses.
- ☐ Create jobs, extend seasonal work.
- ☐ Make consumers aware of trends, for example, only shopping on weekends creates crowds, which cuts down on savings because businesses only need employees on weekends.
- ☐ Make the next generation aware of overconsumption. This widens the gap between the rich and the poor.
- ☐ Employers should have access to more training.
- ☐ Continue to offer training in high schools to students who want to enter the labour market/college right away.
- ☐ Have tax credits or recourses that would encourage entrepreneurs to invest in the community.
- ☐ Increase the self-esteem of people who work in plants and are often put down. Organize a promotional campaign, and decry the label of «the unemployed.»
- ☐ Leave room for young unemployed graduates. Often retired people accept good positions after they retire.
- ☐ Make young people aware of the fact that there are many fields of study to increase their chances of employment. Encourage young people to follow their passion. This could be done by guidance counsellors in the schools.
- ☐ Be aware of the fact that investing only in daycares will affect only 25%.
- ☐ Have a breakfast system in the schools everywhere in the province.
- ☐ Have the Province raise awareness in order to get organizations and entrepreneurs involved in breakfast programs in the schools.
- ☐ Be more flexible in relation to people's needs. Medication, diabetic supplies, Ensure.
- ☐ Review the province's share in the OPT plan on health insurance payments. Have health insurance for low-income earners with low or no fees to join.
- ☐ Increase the minimum wage to keep up with the cost of living.
- ☐ Develop policies for families.
- ☐ Formation of lobby committees.
- ☐ Get rid of red tape. Complicated structure; it needs to be streamlined.
- ☐ Have affordable, subsidized daycares.
- ☐ Humanize the government system, make services more accessible, for example, answering machine; centralized reception.
- ☐ Have pay equity.
- ☐ Accessibility to post-secondary education. Improve current programs and regulations.
- ☐ Value education and raise awareness of the importance of education and training.
- ☐ Job creation.
- ☐ Encourage local processing. Export of blueberries, fishing.

Monday, September 23, 2013 CIN 4 – Saint-Léonard

- ☐ Review income assistance policies and increase the rates at which you can contribute without losing assistance.
- ☐ Pay equity is not really adequate. Increase not sufficient.
- ☐ Assistance for low-income families. Good thing for the child and the parents.
- ☐ Lack of contact between governments/decision makers and people in need. Inform of possible support to encourage entry into the labour market.
- ☐ Give everyone a chance to work. People with all kinds of problems: physical, intellectual.
- ☐ Provide the tools needed to enter the labour market after extended sick leave, prison, or other issue.

- ❑ Provide employers and employees with the necessary tools, for example, to enter the labour market.
- ❑ For those who are unable to work, income assistance is not adequate and parents have to reduce their time at work.
- ❑ No help outside the home. Workshop for persons with greater needs. Need day centres for adults with severe special needs to free up their parents and enable them to work.
- ❑ Have other resources, individual programs or ones that are adapted to the person's needs rather than a program you have to conform to. Great progress made.
- ❑ Community awareness raising.
- ❑ Have programs of assistance for businesses to bring in people with special needs.
- ❑ Adapt the work to persons with a disability. Need research on the topic. University research on how the workplace can be improved. Need long-term support.
- ❑ Businesspersons' foundation to assist with integration and access to sports and other activities, i.e. P.R.O. Kids
- ❑ "Public-private» foundation.
- ❑ Assistance for daycares to enable women to return to the workforce.
- ❑ Consider student debt in applications for assistance, for example, for daycares.
- ❑ Housing.
- ❑ Make it worthwhile to return to work. Salaries vs income assistance.
- ❑ Jobs to keep young people here. Good salaries and advantages of staying in the province, for example, student debt.
- ❑ Poor province. Globalization: change our perception.
- ❑ Education: same level for everyone.
- ❑ Environment.
- ❑ Transportation.
- ❑ Keep our children here, educated and retired without benefits.
- ❑ Added value. Go outside searching and come back. Networking.
- ❑ Coordination between the province and the federal government. There are some projects but not known in the province. (Politics)
- ❑ Divide up the wealth better (not political).
- ❑ Develop our natural resources.
- ❑ Report on social programs. Give people more information.
- ❑ Increase in social assistance. Bravo!
- ❑ Better paying jobs. In the northwest, many earn minimum wage. Hard to make ends meet.
- ❑ Reduce daycare fees. It is expensive for low-income families.
- ❑ Middle class and poor are under a lot of pressure because of increased taxes and high income tax. Impact of stress and increased sickness.
- ❑ See about services for middle-class families. The gap is growing between the rich and the poor.
- ❑ With inflation everything is going up.
- ❑ Increase the minimum wage.
- ❑ Pay equity in the private sector for everyone.
- ❑ Jobs that don't pay well. Family support workers: must listen, go to home, housework.
- ❑ Help at home more difficult. Children whose parents have serious health problems and look after them. But they are underpaid because jobs are under-classified.
- ❑ A lot of needs but few resources. Where do you go to get information?
- ❑ Develop a data base of human resources to help.
- ❑ Grow up and age at home with support for caregivers, mutual help. Help for people with dependents.
- ❑ Shale gas: no. Hurts all citizens. Destroy people's health at what cost? Are we really gaining anything as a society for the next 5-10-15-25 years?
- ❑ Think longer term than four years until the next election and how to win it.
- ❑ Network. Inform people about the work done on all initiatives and services. Circulate the information.
- ❑ Use libraries more to find things out and get a lot of information.
- ❑ Free assistance to learn how to use the Internet. Open up to the world.
- ❑ Return of access centres.
- ❑ Literacy and use of the information highway. Digital literacy.
- ❑ Government stability. Period of stability to help people understand.
- ❑ Communicate more, circulate information about programs/services/initiatives.



- ❑ Affordable housing (single people and families). GNB gives money to NB Housing and they give the money to a private company that builds cottages that cost \$700 - \$800 a month. The family pays 33%, GNB pays the rest... it's expensive. Have normal but accessible rents.
- ❑ Subsidize the client for the rent, not the landlord.
- ❑ Food security.
- ❑ Home economists for budgeting and other things for the whole population.
- ❑ Multinational corporations must be taxed at the same rate (same %) as everyone else.
- ❑ Reduce profiteers who take money and give nothing in return. Fraser Inc., Twin River. Despite the some \$360 million, they bring a lot of diseases but do not pay into the health system.
- ❑ Government: create incentives for employers concerning people with special needs (disabilities).
- ❑ Incentives for employees (tax credit, fewer deductions on the pay stub).
- ❑ Have 12 determinants of poverty – like those for health.
- ❑ Have more resources for the age group (youth) for training. Those who don't fit into the public school system.
- ❑ People at home: provide more incentives (except salary) for work.
- ❑ Better sharing of information about existing, accessible services. Provincial information, for example, put it in a directory, advertise it.
- ❑ Standards for people with reduce mobility (accessibility to businesses); education and funding for the community – use people's strengths (abilities of people with special needs).
- ❑ Recognition of prior learning, give people with a low level of education access to a job. People have a lot of experience. Give them a chance.
- ❑ Enormous financial obstacle to adapt environment for people with special needs (reduced mobility).
- ❑ Continue the work of the CINs.
- ❑ Reduce tuition for post-secondary education.
- ❑ Keep housing subsidies.
- ❑ A positive approach, preventive health care. Not band aid solutions; programs that are effective.
- ❑ A plan that achieves goals. Accountability is needed.
- ❑ Education of the citizenry.
- ❑ Life skills education for all ages.
- ❑ Emphasize the joy of sharing.
- ❑ Less focus on materialism needs to be emphasized. Value placed less on what people have and more on what can be given or shared.
- ❑ Norway, Sweden for example place emphasis on educating parents.
- ❑ Often times failure is the result of what was done at the top not by people at the bottom.
- ❑ Poverty is a structural problem. It is "allowed" by governments. Build a new economy with emphasis on building the economy with participation by all.
- ❑ Cut down on government waste and spend the money wisely. Emphasize in investing money not just spending money.
- ❑ More emphasis is needed on bilingual training. People are leaving the province because they are not bilingual and can't get hired.
- ❑ Educate people that are incarcerated with skills that can be useful on the outside.
- ❑ More jobs in the province, not enough jobs.
- ❑ Belonging wants to work can have an opportunity.
- ❑ Get more students, older and younger involved in projects.
- ❑ Increase adult education to keep current jobs, to get other jobs, and to deal with changing jobs.
- ❑ Increase adult education for skills and job - grade 12/reading/work skills.
- ❑ Corporations and big business - mentality must change - greedy for money.
- ❑ Government needs to consider \$200 max allowed for income assistance. Assistance is low and after \$200 taken off cheque keeping people in poverty, living month by month.
- ❑ Lower taxes for people/individual. Increase taxes of big corporations.
- ❑ Public dialogues - take time to listen.
- ❑ Government to look into programs for younger kids e.g. free music lessons.

Tuesday, September 24, 2013 CIN 5 – Campbellton

- ❑ Get to the root of what causes poverty. Why such a wage gap. Prices are the same, but some really struggle to get by. Work at reducing pay gaps.
- ❑ Look at what works in other countries, that don't have such wage inequality; in NB we don't seem to have the goal to reduce inequality. Emphasize citizen education.
- ❑ A true commitment needed in NB to reduce poverty.



- ❑ Government to partner with big businesses for youth aged 13-18/Sobeys work experience/teach job skills.
- ❑ Programs: Self-esteem issues - work experience, give children more opportunities, work with big business.
- ❑ Cycle of poverty - need to expose children to jobs, self-esteem. Change values - children of poverty sometimes treated differently. Middle school - bullies, treated different.
- ❑ Education: Values in school - children treated poorly. Asking for help - children in poverty given less services. Lack of self-esteem - ESIC support leadership or self-esteem programs right in schools.
- ❑ Daycares - pay for 2 days per week to work or for training can't afford to pay fulltime daycare. Intergraded day care for pre-school - no room. 0-5 programming is limited to those who can afford etc. or don't have access - programs such as ELF - literacy education.
- ❑ Medications - Specialized ones, not just regular. SW refusal - catastrophic.
- ❑ More programming for 0-5 ages so kids get into school or equal footing.
- ❑ Force local business to stay local - don't sell our assets to foreigners to \$1.00.
- ❑ Reading and numeracy at a young age are very important; they're the basis.
- ❑ Free education in the evening to finish Grade 12.
- ❑ Volunteers: they are highly sought after but we are burning them out. Always the same people, need employees to get things moving and set up networks.
- ❑ Promotional campaign on volunteering: enable youth to experience volunteering.
- ❑ Volunteer centre to help manage volunteers, offer training (all over NB).
- ❑ Collective kitchen where you pay if you can. If not, you eat and help with tasks related to your supper (dishes, housework, etc.).
- ❑ Mentoring system for youth/adults/50 plus, to learn to share and create.
- ❑ Poverty is still stigmatized, even though it is a societal problem. It leads to bullying.
- ❑ Better choice for NB Housing accommodations. Truly affordable housing. Make budgets to build buildings, establish construction standards.
- ❑ Transportation. Hard to get to work without a car. You can't go anywhere without a car!
- ❑ Public transit. Don't need to have a bus. Minivan or something else. Convince people to use it; the buses are empty. Invest in a pilot project.
- ❑ Car pooling system for the 50 plus. Help develop a car pooling network.
- ❑ Baby boomers leave and take their expertise with them. No succession. Where is the mentoring? Share knowledge and develop tomorrow's employees.

- ❑ Seniors' clubs: use them. Get rid of the silos, bring the young people in.

Wednesday, September 25, 2013 - Regional Stakeholders - Bathurst

- ❑ Awareness of the impact of poverty on people's health and wellness.
- ❑ Poverty's impact on children should be spoken of more. Awareness is necessary.
- ❑ Make prevention a priority in GNB services. Financial means have been cut and have had an effect on the public and on access to provincial programs.
- ❑ We must get people in need to take responsibility when we offer them resources and help them in the continuum of life.
- ❑ Increase social benefits and increase social housing.
- ❑ Identify means of getting people out of poverty and guide them in the process. We should support them to help them escape it.
- ❑ The use of food banks for people with special needs is more or less taboo.
- ❑ We must include people with special needs in jobs, help them to access post-secondary training, and offer them support in short- and long-term work.
- ❑ Have inspectors for affordable housing.
- ❑ Information strategy for employers who want to employ people with special needs, especially in relation to forms to be filled out.
- ❑ Simplify forms to permit hiring of people with special needs in the workplace.
- ❑ The feeling of belonging to the province must be strengthened.
- ❑ It is necessary to work with young people in need to convey the vision and the will to see past poverty.
- ❑ There should be better communication between the Department of Social Development and NB Power to provide more help for people on social assistance and avoid disconnection of services.
- ❑ We must help the poor throughout the continuum of life, which must be a logical and rational process.
- ❑ To reduce poverty we must concentrate on young people aged 16 to 19 currently living in poverty.



- ❑ Housing for youth living in poverty is difficult to access. We should reduce barriers to enable them to gain access to decent housing.
- ❑ Each CIN should have a resource to help people in need navigate the system. Could also be funded by government, non-profits, and companies.
- ❑ Regular communication amongst community organizations so that there is a clear understanding of roles, resources, programs and capacity of one another to support individuals (some sort of regular venue or 'organization fair')
- ❑ Improved and new ways of connecting/communicating with people who experience poverty (many people in poverty don't actively use the internet, due to affordability, comfort, etc.- we need a way to provide information in a more tangible format, with direct support to explain the information.
- ❑ Centralized place to access resources and information re: supports, programs, opportunities
- ❑ More community garden programs + breakfast programs accessible
- ❑ Increased public awareness and outreach in smaller communities across NB to promote employment for persons with disabilities and clarifying what supports are available to assist with this + how to access them

Wednesday, September 25, 2013 CIN

6 - Bathurst

- ❑ An issue with prescriptions for seniors needs to be addressed. Too many can't afford the prescriptions they need.
- ❑ Retirees have lost their health plans. They now can't afford the prescriptions that used to be covered.
- ❑ Transportation issues for the disabled need to be addressed. Access to some type of public transportation is needed.
- ❑ Tax credits should be given to those that assist the disabled and elderly. Some credits available through the Feds but not Provincial.
- ❑ First Nations peoples are disadvantaged with access to certain benefits and programs. It shouldn't matter whether they live on or off the reserve.
- ❑ Subsidize the walking program in Bathurst. Many that could use this to become healthier can't afford the \$50 membership.
- ❑ Good quote at table: "Instead of prescribing pills, prescribe gym memberships."
- ❑ Housing - Low income people need low rent properties. Province should help subsidize. Give opportunities for people to work their way out of poverty. The properties should be spread around, not just in one part of the community.
- ❑ Educational opportunities have to be there. It is too expensive for low income people to attend universities. It has to be more affordable. Those that do make it through are having a difficult time finding jobs.
- ❑ Province should provide incentives companies to take grads in as apprentices to give them on the job experience.
- ❑ Those with intellectual disabilities are disadvantaged. We need programs aimed at assisting them and making them "employable" The qualifications need to be looked at so more is available for them.
- ❑ Drug and alcohol problems in the community need to be addressed. We need more people to help those with addiction problems. Show these people we care. Don't just look down at them. Provide help. Drug and alcohol education needs to be more prominent in the community. Get the information out there - flyers, notification of time and place of AA meetings, addiction groups.
- ❑ Issues with seniors - pensions need to be individualized. A couple living together in a sense is penalized. Full benefits should go to each person.
- ❑ Reduce silos. More emphasis on what's out there and combining of forces.
- ❑ Scan what's out there and offer programs together to meet the needs of all linguistic groups.
- ❑ Spread the word about what is happening out there.
- ❑ The challenge is to listen to the poor to better understand their needs to understand/see what we can do.
- ❑ Marketing plan to let those who live in poverty know what services are available out there.
- ❑ Be proactive. Recognize that poverty exists, recognize the signs.
- ❑ Profile poverty.
- ❑ Government has to play fair and have no political interference when developing the economy (jobs).
- ❑ Have open discussion - need forum - change the nature of what Bathurst is to make the community grow.
- ❑ Need access to post-secondary education.
- ❑ Food security - availability of healthy foods and capacity to buy appropriate foods for school.
- ❑ Community gardens.
- ❑ Teaching kitchens - food centre for the community.
- ❑ Expensive to eat healthy food - more prevalent in poor families - poor families do not have choice.



- ❑ What can school system do to improve sector?
Make nutrition a priority. Bring back Home Economics in schools, add nutrition to curriculum.
- ❑ Use Facebook to reach out to kids to spread values re poverty.
- ❑ Inspectors to inspect landlords to ensure that they are providing quality affordable housing. If people are living in better conditions, they will feel better.
- ❑ Affordable housing needs to be the ultimate goal.
- ❑ Need more affordable “nonelderly” single units.
- ❑ New apartments should have blocks put aside for low income housing.
- ❑ Services for people 16-19 need to be reviewed.
Raise social assistance for youth as it has not been raised for youth and is, therefore, non-inclusive.
- ❑ Consider apartment sharing to overcome sense of exclusion.
- ❑ Sense of discouragement leads to sense of hopelessness; if they feel discouraged, they can’t get out.
- ❑ One-point access for people living in poverty.
People get discouraged trying to find assistance.
- ❑ Break cycle of poverty by targeting youth.
- ❑ Food banks need nutritious food and they need to be open Saturdays and Sundays.
- ❑ Provincial breakfast programs inclusive to all.
- ❑ Bring back basic trade and cooking classes to all students from middle school onward.
- ❑ Bring back math for the trades.
- ❑ No “social” passing - work for marks. No knowledge upon graduation leads to poverty.
- ❑ Create housing within communities other than just low income to develop real communities for all people.
- ❑ Minimum wage needs to increase to a livable income.
- ❑ Livable, workable income needs to be above poverty line.
- ❑ Tax structures need to be considered. Fair taxation for corporate. Currently app. 3% coming from corporate.
- ❑ Need to return to structure of 2008 when it was 12-14%. Today it is more like 10%.
- ❑ Services for people living in poverty have been cut.
- ❑ Rural areas need transportation. Volunteer drivers need incentives, i.e. tax credits and liability protection. Incentives should be offered to people to volunteers assisting others 100 hours plus.
- ❑ Health programs/promotion for people living in poverty as these people get sick earlier and die earlier.
- ❑ More funding for centres such as the activity centre for mental health clients such as the Ideal Centre.
- ❑ Take recipients of mental health services to work with people providing mental health assistance or other.
- ❑ Eliminate taboos and demystify and raise awareness about poverty and mental health.
- ❑ Set up adapted transportation.
- ❑ Encourage local purchasing, also provincial networks, for example, schools that buy local products for cafeterias.
- ❑ Develop policies so that people who are excluded are employed more, for example, big companies hiring people with mental illnesses, disabilities.
- ❑ Get together, communicate, and share projects done elsewhere in all communities in New Brunswick.
- ❑ Compensate those on minimum wage; they should keep 100% of their salary.
- ❑ Access to medication, white card for medication available to more people.
- ❑ Companies should have a social component, inclusion, local purchasing, community involvement, and the government should encourage those companies.
- ❑ Increase NB Housing accommodations to reduce wait times.
- ❑ More affordable or subsidized housing throughout the province, which should be distributed around communities instead of all being put in the same place.
- ❑ Increase access to learning. Not just reading and writing but also learn about health, culture.
- ❑ Improve access to training leading to job openings – essential skills.
- ❑ Provincial help line for people living in poverty.
- ❑ Coordinating group to work on food security.
- ❑ Literacy, promotion, or encourage people who have dropped out.
- ❑ Take literacy classes to continue education.
- ❑ Pay equity is important, especially for single mothers.
- ❑ Nursing, teaching used to be low paying occupations. Now that the pay is better, more men are entering those professions.
- ❑ We have to work with our youth to change mentalities, self-esteem. We could possibly do testimonials for youth to increase their awareness.
- ❑ We must say to our youth, “Where there’s a will there’s a way.” You mustn’t be afraid to ask for help. You have to stay positive.
- ❑ More programs for people who want to go back to school or increase awareness of these programs. Social development officers and PETL are doing an increasing amount of promotion.
- ❑ Minimum wage must stay with the cost of living but that affects employers.
- ❑ People on social assistance often have more income than if they enter the labour market.
- ❑ A lot of entrepreneurs can afford a lot of things but only pay the employees the minimum wage.
- ❑ Have access to affordable housing.
- ❑ Don’t judge, come see the reality on the ground.

- ❑ Keep the railways and transportation systems.
- ❑ In the schools, they should return to basics, offer courses on budgeting, nutrition, etc.
- ❑ Buying good food is expensive, for example, grapes are more expensive than chips.
- ❑ Education or information on food security and healthy choices, for example, set up collective kitchens.
- ❑ Basically, it is necessary to work with youth. That would prevent many things related to poverty. Educate children through community gardens in the schools.
- ❑ It's a return on investment if governments invest in wellness courses at school. We must invest in our health now; otherwise we will have to invest in and care for the sick.
- ❑ Promote traditional trades and encourage women to enter the trades, which is non-traditional for them.
- ❑ Young people hardly invest in their wellness any more, for example, playing outdoors.
- ❑ A good example: Canadian Tire's Jumpstart program.
- ❑ Good nutrition is not all that expensive. In Quebec, chefs show children how to cook and then they can educate their parents.
- ❑ Impressed with what has been done.
- ❑ Education: make essential skills more accessible.
- ❑ Big step socially with drug insurance. The economic side leaves something to be desired. Regional plans: remarkable progress in services. Next step: accountability.
- ❑ Need funding to access development of essential skills.
- ❑ Not normal not to invest in public education, the funds are there. There is funding but it is not accessible.
- ❑ Students, people, social assistance clients do not have funding for education.
- ❑ Taking responsibility, accountability.
- ❑ Give people the desire to improve their situation.
- ❑ Dignity, increased dignity when people complete a program, help people to develop.
- ❑ Adult learners are usually ashamed, fear prejudice. Only 1% of those who need it participate in programs.
- ❑ Literacy classes: more people could take advantage of them.
- ❑ The departments responsible for education, economic development, and business should be accountable to people in need. Not only the Department of Social Development. Everyone has a role to play, stop working in silos.
- ❑ Invest in a generational plan. Develop essential skills from a young age, early childhood. Have the tools to break the cycle, on a continuum. Better training and supervision of our youth because we will not resolve the problem overnight.
- ❑ Thirty-five students at the CCNB in academic upgrading out of a population of 55,000 in the Acadian Peninsula. There should be more.
- ❑ Unemployment rate of 10%. High school students: 60% do not continue their education – exodus out west.
- ❑ Increased enrolment in college programs owing to a program set up to develop skills for adults, but uneven funding in various areas of the province.
- ❑ Post-secondary education. We're not lacking initiatives, we're lacking funding and funding continuity. The government often funds innovations and disregards programs that have been successful.
- ❑ Access to education. Development of pride and self-esteem.
- ❑ Compare with other countries with a high poverty level. What are they doing?
- ❑ Invest in early childhood, daycares – a continuum to the post-secondary level.
- ❑ Universal program/approach; not just for those in need – everyone needs help to be a better parent, not just the poor.
- ❑ Break the culture, funding must be an investment.
- ❑ Educate the community, for example, screening program for learning for everyone. Develop that type of program to stimulate the awakening of potential itself in all its facets.
- ❑ Discourse that stimulates instead of crushing.
- ❑ Let's start at the foundation, early childhood, to develop each person's potential. Perhaps use the healthy toddler assessment, which begins at 18 months.
- ❑ Develop an integrated holistic, interdepartmental approach. Funds are invested in different strategies instead of incorporating everything.
- ❑ Increase the number of NB Housing accommodations. Reduce the waiting period.
- ❑ Increase the number of inspectors to ensure that things in apartments are being repaired as soon as possible.
- ❑ Increase the number of business hours and programs at the Salvation Army and at volunteer centres. Ensure more nutritious food on site and in boxes, more adequate clothing.
- ❑ Hire an assistant at the Ideal Centre like there was before the budget cuts because the demand and need keep on increasing.
- ❑ Hire someone like me as a spokesperson to do public education on recovery of mental health and those who live below the poverty line.
- ❑ Provide community education, awareness, understanding, and compassion.

- ❑ Develop a project per action centre in the province such as the one requested of the CIN by the Ideal Centre: benefits of therapeutic recreation and prevention of recidivism and suicide.
- ❑ Find a solution to the transportation problem and offer one more day to come to the addiction treatment centre.
- ❑ Keep helping low income earners to pay for their medications.

Monday, September 30, 2013 CIN 10 - Florenceville

- ❑ Literacy being a pre-requirement for employment means this is extremely important. It would be for all ages, all forms such as reading and computer usage.
- ❑ Rotary club participates, purchase books and read with kids.
- ❑ GED at the community college could help with literacy.
- ❑ Access centres were handy because it provided with assistance to people who may need computer training. These disappeared because of funding.
- ❑ Try to focus on long term vs. short term funding regarding literacy.
- ❑ Literacy-Be sure that things don't get centralized because those in need in rural areas have hard time accessing there services.
- ❑ Long term funding - Government tends to create new programs and provide funding but only short term. Then the programs are eventually left holding the bag and some of the organizations cannot continue.
- ❑ Sometimes groups will try to re-label their groups or services to get access again to new funding. Downloading things to communities needs to end.
- ❑ Duplication of efforts, services, funding. How can we get a repository of services that government provide? Sometimes government provides funding from different departments to one organization or the other one, one department is funding many organizations that do the same things. Why cannot just one group do the work?
- ❑ It would be good to strengthen the communication so it may help. Frequently small groups /organizations are competing against each other for the dollars. Groups know they should work together but they are concerned to make that move. Everyone needs to work better at describing what they do.
- ❑ Four main pillars of wellness: mental fitness, physical activity, healthy eating, tobacco- free living. Not enough resources go there. Ex. Be more active but poorer families can't afford to get their kids active in organized activities.
- ❑ Ensure that rural children have access to child psychologist.
- ❑ It would be good to continue the funding for wellness from government.

- ❑ Breakfast clubs: Being inventive such as using a rotating system with churches and making things such as announcements at the school. It needs to be a question asked so any students can go. This is a time that all kids are equal, meaning that all kids from different economic status hang out but later on the day they tend to split. This is good for mental health and to build relationships (adult-youth).
- ❑ Seniors- Find ways to get them involved so they don't get isolated.
- ❑ Transportation- People can't get there when things are available and if they break it into communities but then told not enough money to do it in that. This would allow for seniors to be included.
- ❑ Put people to work.
- ❑ Raise the cap on what people can make while on social assistance and don't penalize them for it.
- ❑ There needs to be more incentive to work. Increase the amount that persons with disabilities can earn while receiving income benefits.
- ❑ Family living in NB Housing was not allowed to live there because they made too much.
- ❑ Allow individuals to remain living in NB housing even if there income increases, alter their rent if they make more.
- ❑ If there are increases in power charges, then social assistance needs to increase or power bills need a cap.
- ❑ Literacy.
- ❑ More support in the education system- They keep cutting EA's.
- ❑ More support for French as a second language.
- ❑ More trades, skills being taught in school at a much earlier age and need to be emphasized.
- ❑ Need to emphasize that individuals in trades are making good wages.
- ❑ No student left behind.
- ❑ There was a family at a school that wasn't going to be able to send their family on a field trip and another family stepped up and paid for it.
- ❑ Grants for schools to send kids on trips.
- ❑ Providing provincial health cards for insurance for anyone that has an income below \$25,000.
- ❑ It would be good for people on assistance to make \$500 before their benefits are reduced.



- ❑ Department of Education- Make all schools a community school. Have a person designated to make the links to the communities.
 - ❑ Even without an official position make schools available to the community free of charge.
 - ❑ After-school buses- use of buses for extracurricular events. Late buses kids can stay for activities.
 - ❑ Job creation. Companies want to hire less and get more from employees.
 - ❑ Big business encouraged to invest more in the province.
 - ❑ Taxi services. Big business companies could sponsor or provide vouchers to clients for travel to and from medical hospital.
 - ❑ Medical costs- Irving build fuel to care.
 - ❑ McCain partnerships with schools.
 - ❑ Rotary for literacy.
 - ❑ Access to computers.
 - ❑ Increase assistance to those who are motivated to change and willing to work hours.
 - ❑ Provide oil vouchers, gas in trade for volunteer hours and attendance at literacy program or training program.
 - ❑ Instead of giving money, give groceries/store vouchers, oil/gas vouchers, school supplies.
 - ❑ Cost of living increases, costs of rent, electricity but pensions, income assistance don't always increase at the same rate.
 - ❑ Public housing, NB Housing, Social development awareness.
 - ❑ Knowledge of what is available for assistance recipients- Cost of living is more than they make.
 - ❑ Social development could work on more low income housing.
 - ❑ More partnerships with already existing landlords for affordable housing.
 - ❑ Dial a ride program- Take the model already existing in Charlotte County.
 - ❑ Partnership with provincial insurance adjuster to work on insurance issue for transportation.
 - ❑ Heating/electricity/oil subsidizing- Increase in these subsidies in winter months so shorter term or perhaps create more resource of grants.
 - ❑ Oil companies: Sign-up sheets for oil to maximize deliveries to specific region.
 - ❑ Subsidies pair directly to an oil company by social development on behalf of that client.
 - ❑ Look to other heat sources to offer clients more choices than just oil as this is most efficient or effective.
 - ❑ Bring back home economics programs to teach children to cook, grocery shopping, sewing, life skills not in grade 12.
 - ❑ Budgeting needs to be taught at young age.
 - ❑ Increase services in homes to teach skills such as cooking, budgeting, home economics.
 - ❑ For families who would like to work outside the home- Need help for subsidized daycare.
 - ❑ Need financial assistance to pay for day care but also more licensed integrated day care spaces.
 - ❑ More financial support for those who want to return to school for GED and further education.
 - ❑ Training/Education programs are too structured - in rural area need 8 people, so make exceptions to allow programs to run- add more access on-line.
 - ❑ Issue for individuals to get to learning programs.
 - ❑ Link parents up with transportation.
 - ❑ Homework for parents with low literacy is hard. We need transportation to classes to learn their own skills to help children.
 - ❑ Help parents to find resources or create resources- Stigma/shame to ask for help (literacy).
 - ❑ Have parents come to school with their kids and have literacy there.
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- ❑ Job creation- Economic participation.
 - ❑ Links between employers.
 - ❑ Make people work.
 - ❑ Employment incentives to live up to poverty line.
 - ❑ Working poor need medical coverage.
 - ❑ Education- Breaking the cycle of Dependence.
 - ❑ Minimum wage should be raised to give people a chance.
 - ❑ Encouragement, teaching being valued.
 - ❑ Transportation, individual community outreach.
 - ❑ Energy policy to help low income housing.
 - ❑ Training and hiring and transmitting work skills.
 - ❑ People with disabilities are judged- Break the stigma. We need mentality shift in communities and services providers.
 - ❑ See people as assets and not liability.
 - ❑ Mentality shift about education and literacy.
 - ❑ Schools are academically focused and not trade focus.
 - ❑ Use the community stakeholders to help students with trade training.
 - ❑ Immigration to west is hurting but it's a cycle seen before.
 - ❑ Students that are falling through the cracks should be helped.
 - ❑ Info on new technologies should be simplified for senior citizens.

Tuesday, October 1, 2013 – CIN 9 - Burt's Corner

- ❑ Put more emphasis on entrepreneurship in schools.
- ❑ Junior achievers in schools, take that culture in the schools.
- ❑ UDL Universal design for learning (starting with the child first should be promoted and adopted in schools. Stick to the program and not change every 2-3 years.
- ❑ UDL focuses on different programs such as arts program and math.
- ❑ Bring trades back in the schools.
- ❑ Eco-ventures at Nackawic school thought kids to be entrepreneurial, real business, inclusivity for kids
- ❑ College and entrepreneurial as important as a University degree.
- ❑ Prepare high school kids for postsecondary education.
- ❑ Have transitional learning for kids with disabilities regarding post-secondary education.
- ❑ Have long term and ongoing support for students with intellectual disabilities.
- ❑ Raising awareness of people with disability- they are able and willing to work. Have transition to work program.
- ❑ Economic development strategy. Ex. Having people work in Nackawic but not at the mill. More jobs available with good wage.
- ❑ Economic advisory council.
- ❑ Employment for youths at risk
- ❑ Social enterprises are started partially funded by government, ex Sunrise Farm.
- ❑ Working people are healthier.
- ❑ Income assistance rate- People should be able to keep some of the extra money for themselves. Only allowed \$250. Keep the first \$500 when you work.
- ❑ PETL, wage subsidy program, but the need to maintain job/employment for more than 1 year.
- ❑ Subsidize jobs- Subsidize programs but then cuts 3 000 jobs-subsidize jobs again but then cuts more jobs.
- ❑ Tying employment action plan to poverty reduction plan.
- ❑ Transportation. Dial a ride by volunteer.
- ❑ Disability cost of a car, money gas is high.
- ❑ Not doing favors to children when we give them social promotions.
- ❑ Model of successful school- Parkstreet Elementary school fundamental change.
- ❑ Get children involved in their community at a young age.
- ❑ Focus on tax incentives- Better grants, enhancements to bring businesses to NB.
- ❑ Incentives, tax or other for companies to invest in the skills of their employees.
- ❑ Employees volunteering in schools to tutor children.
- ❑ Learn to export successes.
- ❑ Improve availability of affordable daycare- Quebec model.
- ❑ Communities fading away- How do we keep people interested in living in small communities?
- ❑ Sustaining efforts and interest in community development.
- ❑ The answer is jobs- need to be open to shale gas for example.
- ❑ People have ignored the damage done by forestry industry in the past.
- ❑ Focus on putting food on the table makes it difficult to help clients with basic skills development like literacy.
- ❑ Finding ways for companies to provide skills development in the workplace.
- ❑ Renewable energy resources -target sectors for development.
- ❑ Increasing minimum wage. Ex. Australia, positive economic impact with living wage.
- ❑ High number of jobs under 30 hours per week so fewer benefits.
- ❑ Awareness of getting clients regarding transportation service- let them know ahead of time, sign up.
- ❑ Access of getting to activities, to job training.
- ❑ Neighbourhood link, Fredericton offered by a church.
- ❑ Churches partnership, pay per use transportation has failed, used to be a bus from Millville to Fredericton.
- ❑ Volunteer base is aging.
- ❑ Volunteer base could assist in transportation.
- ❑ Volunteer-Corporations business sector.
- ❑ Volunteer center in Fredericton- Where groups, business can contact them to arrange volunteer opportunities and vice versa. Every small community with a model to follow.
- ❑ Databank of volunteer base.
- ❑ Use more than band-aid approaches to reduce poverty. Promoting the awareness of deeper issues and meaningful solutions. Make sure ESIC and others departments/ organizations are actually reducing poverty.
- ❑ Self-esteem leads to social inclusion- need a first job need a mentor process.



- ❑ Challenge non-profit and service groups to waive, fees create transportation opportunities.
- ❑ Spearhead a movement toward inclusion of everyone. Include ex. Provincial sport association-Hockey.
- ❑ Policy to encourage inclusion, coordinate assess, policy that is firm yet flexible, encourage.
- ❑ Make sure resources are known and further support job training skills from big business, corporations, GNB departments.
- ❑ Continue awareness in the community, big business corporations to hire persons with disabilities.
- ❑ Job growth- Not just GNB, private sector must be in, communities.
- ❑ Create greener communities.
- ❑ Brush cutting- partnership non-profit.
- ❑ PETL/SD for funding, non-profit handled money and did payroll- Wildlife fund and Future. Partnership to grow into landscaping for those in need, for the more vulnerable.
- ❑ Museums open July/August/Septembre- Trying to create interest in seniors to volunteer. Also include students as part of leadership for shoulder seasons.
- ❑ Community partnering with seniors groups, create an exchange of experiences.
- ❑ Allow to make 200 extra per month for people with intellectual disabilities- Is currently part of the social reform plan. Increase in benefits was 3% followed by 4% in spring.
- ❑ Health card- Mark where their income can cause them to lose their health card- changes may be suggested to social reform.
- ❑ Literacy- All sectors, government, non-profits to deliver programs to all ages. Broaden programs to include people living wage.
- ❑ Churches and schools can impact the literacy piece.
- ❑ Ability to get programs for literacy and education programs accessible during evening and affordable, volunteer base for teaching of the program in the communities.
- ❑ Education- need to give ideas to those who make the decisions.
- ❑ Open the dialogue, more open houses like this, perhaps using Canada post, use of social media.
- ❑ Engaging individuals in the process, family networks at NBACL, approach agencies, deliver invitations.
- ❑ Creating employment to improve keeping youth here.
- ❑ With fair wages for the training that has been taken would eliminate the working poor.
- ❑ Travel time from location to location for some jobs such as homecare workers should be compensated. For some this is not done- How can we change the federal rules around taxes?
- ❑ How do we make the delivery of services such as homecare easier, available since we are very rural?
- ❑ Can we keep seniors at home longer- This will give more hours to homecare workers.
- ❑ Caring for seniors or people living with seniors- How can we change our model from sending people to nursing homes to keeping them at home, to be surrounded by family and neighbors? Home is where the heart is.
- ❑ Education of family and community about social inclusion to ensure those that stay in their home continue to have a healthy mental health.
- ❑ Transportation- Insurance is too costly. Can we come together at provincial level to try and get better rates, can the insurance industry provide special rates.
- ❑ The lack of transportation is connected to all pieces- medical appointments, work, and social activities.
- ❑ Dial a ride seemed to work well.
- ❑ Using client's cars involve lots of extra red tape.
- ❑ What are the best practices regarding shared transportation?
- ❑ Can city businesses contribute some funds to bring rural clients to their location?
- ❑ Perhaps the rural communities can have a bus bring people into town maybe once a week. People may not need to keep their cars.
- ❑ People are paying too much to be moved around- Some as much as \$200 a month.
- ❑ We have so many mini organizations- How can we get them to be more cooperative and create large organizations? Many organizations vs. amalgamate groups.

Wednesday, October 2, 2013 – Regional Stakeholders meeting - Moncton

- ❑ Keep poverty reduction “top of mind,” “first and foremost.” Cannot relent or “drop the ball” as awareness must remain high.
- ❑ Gather better data to make informed decisions and set priorities.
- ❑ Provincial support for gathering of data - connect with universities, community organizations, United Way - must gather the right data, align on same indicators
- ❑ Provincial support for Federal leadership in data gathering



- ❑ Be mindful of how provincial indicators relate to community/regional indicators - make indicators appropriate at a local level.
- ❑ Cooperation amongst sectors - invite business organizations to work with CINs to advise on how to make them self-sustaining - maybe to become social enterprises.
- ❑ Province must divulge responsibility of adult literacy and essential skills training to community level - must approach in more holistic way to make it more accessible. Must look at other models that aren't government-initiated/based.
- ❑ "One Stop Learning Shop" for literacy and essential skills training.
- ❑ Develop training opportunities, and access to EI, CPP, health/dental/optical to artists and small independent businesses.
- ❑ Scholarships, apprenticeship programs to enhance opportunities in for education in poverty/low income household.
- ❑ Living wage.
- ❑ Transportation.
- ❑ Learn from Francophone counterparts - share information.
- ❑ "Service on Wheels" - government services on wheels. Go to the people; don't require people to come to us. Move services closer to the people.
- ❑ Build relationships across agendas.
- ❑ Address different work styles and skill sets to break down barriers.
- ❑ Publicly funded child care so that people can work and have children cared for.
- ❑ Retain benefits to ease transition from social assistance to employment.
- ❑ Impress upon Feds the importance of their role.
- ❑ Invest in affordable housing options - repair/retrofit. Have youth in community do work through apprenticeship programs. Examples - "Choice for Youth", "One Build".
- ❑ Focus on seniors.
- ❑ "One pot meal" with seniors for food security and social.
- ❑ Investing in infrastructures, trails, park and open spaces.
- ❑ Present an action plan and disability dollars for transportation, housing and employment. There's no long term support for people with disabilities at the provincial level.
- ❑ More coordination in the communities for programs and services that are doing the same thing.
- ❑ Consistency in policies within communities in the greater Moncton communities.
- ❑ Housing- People are segregated from the main stream of the community, they are in their own little part of the city.
- ❑ Federal and provincial tax policies are not helpful- It's not putting the money directly in to the hands of those who need it.
- ❑ Students with disabilities coming out of High School are not well prepared for the workforce.
- ❑ Bring back more trades programs, more coop programs for all students and for students with disabilities.
- ❑ Not enough people prepared for the trades.
- ❑ Missing link with schools and the employment needs.
- ❑ Education system. PATH program for disability but could be adapted to all.
- ❑ Better communication between community organization and what resources the CIN coordinator who works for Westmorland Albert County can assist with.
- ❑ Housing- Low income in some community- There's no incentives for landlords to provide better living accommodations. People do not advocate for themselves.
- ❑ Transportation- We need an affordable and usable transportation.
- ❑ Individuals on social assistance fear training because they fear losing the assistance.
- ❑ Coping skills- Need funding for parents/caregivers to receive funding to receive coping skills training.
- ❑ Corporations invest in communities- Flexible work hours for employees, Change the status quo, Create jobs.

Wednesday, October 2, 2013 – CIN 1 - Moncton

- ❑ More funding to universities.
- ❑ Student loans assistance.
- ❑ Grant programs for government summer students.
- ❑ Job training for people and trades programs.
- ❑ More money for recreation programs and better partnership in the community.
- ❑ More funding for seniors.



- ❑ Small business and medium size business cannot afford to invest: Provide incentives to small business to change the way of thinking, to provide rich work environment.
- ❑ Promote local economy.
- ❑ Green jobs: Area for growth for the province. Make the place for based economy and build on what we have.
- ❑ Green jobs could bring diversity, unskilled, youth.
- ❑ Need to reduce the stigmas and stereotype regarding individual with disabilities and youth.
- ❑ Education of corporate citizens. Potential of diversity groups.
- ❑ Education investments in learning differences, digital literacy, literacy, computer skills.
- ❑ Pre-employment programs on résumé building, literacy.
- ❑ Refer to employment action plan.
- ❑ Need affordable housing: Low rent, access to internet, secure housing, standards of living conditions (with landlords), accessible, NBACL/Ability NB.
- ❑ Build a support system for affordable housing.
- ❑ Second language training is unreasonable for all. Learning differences if struggling.
- ❑ Transportation: affordable, accessible, safe (video cameras), low cost/free bus passes, new bus and more.
- ❑ Consistent funding for non-profits- Claudette Bradshaw report blueprint. Need sustained funding.
- ❑ No quick fix, no politics, no interruption.
- ❑ Shuttle service in rural NB: shared system, respect/responsible; DTI transportation consultation, car share, school busses.
- ❑ Open up busses and facilities.
- ❑ Make disabilities a priority.
- ❑ Need more education about the issues and about people living in poverty.
- ❑ People living in NB Housing units can only receive \$200/month without penalty. Government policies could change to allow these people to earn more money without having to pay higher living costs for a few months to help them establish a better base.
- ❑ Demographics need to be identified by geographically.
- ❑ More attention is needed in rural areas of the province to understand what living in poverty means in rural areas. May be different than urban population.
- ❑ Provincial government needs to focus on transportation for people living in poverty so that these people can attend to their basic needs ,i.e. medical appointments, food, etc.
- ❑ Province could play role in facilitating/ networking between non-profits to work together on specific initiatives like transportation.
- ❑ Tax credits for businesses that allow employees to do community work or provide in-kind contributions such as loaning vehicles for transportation.
- ❑ Need to incorporate perspectives of children and youth from across the province about their experiences.
- ❑ Collaboration amongst government departments to reduce impact of poverty on kids, i.e. case management approach to follow kids. Could be job for Child and Youth Advocate.
- ❑ Seniors need better access to computers and computer skills as it has become an isolating issue to not have technology and access to Wi-Fi.
- ❑ Wi-Fi could be provided in all NB Housing units so residents don't have to pay for it.
- ❑ Client load of SD staff is too high. Staff is overworked and, as such, youth doesn't receive the quality of services they need.
- ❑ Flexibility for adults with mental health challenges regarding the requirement for them to work full-time.
- ❑ Children need to be followed from early childhood to adulthood by comprehensive teams that help children meet cognitive, physical, spiritual well-being.
- ❑ Community Economic Development Investment Funds (CEDIF) in New Brunswick.
- ❑ Better match of labour skills and labour requirements.
- ❑ Don't claw back money from people on social assistance.
- ❑ Close gaps between government departments and improve communication between them.
- ❑ Mechanism for meeting requirements to access housing, i.e. electricity.
- ❑ Addressing stigma and treating all people with dignity.
- ❑ Public transportation that is accessible to all.
- ❑ Scaling benefits to cost of drugs, etc. in context rather than by income level only. Be more flexible to peoples' needs.
- ❑ Pay attention to children living in poverty - engage children in things, programs, role models, etc. that can produce better future.
- ❑ Teach skills that link to success.
- ❑ Prevention and intervention programs.
- ❑ Provide education and training for those that need to get a skill.
- ❑ Counsellors for career and job search.
- ❑ Push trades as way to make living.
- ❑ Make second language training more affordable.
- ❑ Schools should be held accountable for turning out graduates who can barely read and write. Students are being pushed through the system.

- ❑ Link employers to specific training programs where the person who goes through the program has a job when they have completed training.
- ❑ Innovative transportation to get people to work when they don't drive.
- ❑ Housing crisis for low income people. Extensive time spent on waiting list.
- ❑ Cost of living should be recalculated on a yearly basis.
- ❑ It would be helpful for the province to find vehicles that are road worthy for uses in various communities.
- ❑ Provincial coordinators could recognize and head off duplication of effort and assist with making things more efficient. Better "bang for the buck."
- ❑ Food security is an issue. Province should assist in insuring that food distributed is safe.
- ❑ Back non-profits with some funding. Too much financial pressure on organizations with too few resources.
- ❑ People need to be valued over process. Fund the labour necessary to properly drive projects. Funding often falls short of what is needed. Without money, volunteers burn out.
- ❑ Assist communities in attracting volunteers.
- ❑ There needs to be a strong link between the province and the community. The community does as much as they can but there are times when the province is needed. Example - A poor person with no heat is given a stove from volunteer organization. She needed help getting wood and a break on electricity and food that she could cook.
- ❑ Senior housing for the deaf, i.e. one floor of a residence dedicated to the deaf. Helps with inclusion and reduces isolation in the community. Halifax has example of this.
- ❑ Language development for deaf youth so they grow up knowing who they are and can develop a personal identity. Most live and exist in a hearing environment.
- ❑ Role models, especially for the youth, so that they develop positive self-esteem. Many deaf youth are killing themselves because of having to exist in a hearing world.
- ❑ Deaf community needs to come together.
- ❑ Workshops for the deaf and deaf representation at workshops.
- ❑ Deaf need more exposure.
- ❑ Just because people see deaf people in a community, it does not mean that they feel included. Sometimes it is an "illusion of inclusion."
- ❑ People with other disabilities have better access to services because of the language of communication.
- ❑ Need a school for the deaf.
- ❑ Conferences for and given by the deaf.
- ❑ Single parents can't afford to get off of social assistance because then their daycare gets cut off. Need incentives to get off social assistance.
- ❑ Some people on welfare abuse cheques. People on welfare need to be monitored.
- ❑ Provide help. Especially for single women - single moms.
- ❑ Welfare is just a band-aid. Need "hand up" not "hand out" such as YMCA.
- ❑ "One Stop Shop" for resources to help people find out what is available after getting off social assistance.
- ❑ Open YMCAs in rural areas.
- ❑ Need focused approach. People in the province who are living in poverty need tools and need to know how to obtain these tools.
- ❑ Duplicate programs like "Head Start".
- ❑ Case workers need to be more positive and encourage positive outlooks.
- ❑ No incentives while collecting social assistance. People can only make \$250 over top of extended benefits.
- ❑ People on social assistance should volunteer to help boost self-confidence, develop skills, find role model or mentor.
- ❑ There is no encouragement to get off social assistance.
- ❑ Can't go to work because there is no affordable, reliable childcare and kids can get into trouble.
- ❑ Social assistance should only be temporary.
- ❑ Create affordable daycare. Model Quebec.
- ❑ Costs \$1100/month to send 2 children to daycare at YMCA.
- ❑ If there is no transportation, how can people working poor - especially those living in rural areas - work? Need inclusive transportation.
- ❑ Duplicate transportation services of Boys and Girls Club. Seniors have no transportation options. Seniors are excluded. Need a system of connection throughout the province, including rural areas.
- ❑ Hire a facilitator to work in each region to provide all services in a One Stop Shop. Not everyone is comfortable on a computer - need a real person on the other end of the phone.
- ❑ Invest in people with disabilities - particularly people on LTD. Need to review and improve income supports for people with disabilities.
- ❑ Need to improve access to childcare because policies are not working for low income New Brunswickers. They are forced to learn how to "rip off the system" to survive which creates a culture of dishonesty instead of supporting the true needs of people.
- ❑ Need a Living Wage in New Brunswick. Minimum wage will not address the cost of living in New Brunswick.

- ❑ Policies are crippling people. We need to apply a poverty lens to government policies effecting low income people in NB. They need to be revised to support people with little or no income.
- ❑ Increase opportunities for learning/skills development. Invest in early childhood interventions.
- ❑ Incentives for leaving income support. We're not doing a good job at getting people off the system but doing a great job at cycling people back in.
- ❑ Develop a social policy to allow access to a universal daycare program.
- ❑ Have a universal daycare program. The lack of daycares prevents access to the labour market for women.
- ❑ Enact a pay equity law for the private sector. The private sector and the government are responsible for putting this into effect.
- ❑ Educate and make the public and businesses aware of the importance of pay equity and of the effect on poverty.
- ❑ Get pay equity for family support workers and other fields considered to have more women in them.
- ❑ Assess jobs considered to have more women in them at a fair remunerative value.
- ❑ Make people aware of the importance of a universal daycare program. It should be made a priority of society, a social commitment, and a change in culture.
- ❑ Include volunteering in the curriculum of all schools.
- ❑ Value the care environment as a society. Recognize the importance of these jobs and increase the pay of workers in this sector.
- ❑ Give women a fair rate of pay. By paying women equitably, we are stating as a society that it is important to us.
- ❑ Review administrative policies related to social assistance. Those policies keep people poor.
- ❑ The policy on the economic unit (Social Assistance) was changed but must go further.
- ❑ Allow those on social assistance to earn more income without being penalized. It would not cost the government any more and it would encourage people to think about looking for a job.
- ❑ Mathematical calculations related to the income of people on Social Assistance must be reviewed, which would enable people to work more depending on their ability.
- ❑ Implement measures to reduce the coming effect of the non-renewal of affordable housing agreements by the federal government (30% paid by the federal government). The term of several agreements is from 2017 to 2026. This must include the municipalities and all stakeholders. It would be catastrophic if nothing is done.
- ❑ Measure the possible cost if we don't act as a society to reduce poverty.
- ❑ Promote access to training for youth. We must make it a priority for society.
- ❑ Facilitate access to literacy for Francophones in rural environments in partnership with communities.
- ❑ Implement measures to pay literacy educators better.
- ❑ Develop a culture of learning in our society and make education our priority. Use a social marketing approach, as is done with the smoking reduction program.
- ❑ Promote and share information about training and other programs for people in need and social assistance recipients, especially in rural areas.
- ❑ Encourage and increase citizen engagement through community agriculture and social enterprise.
- ❑ Create leaders in our communities.
- ❑ Support and value the role of community officers in the schools.
- ❑ Get companies to place a higher value on volunteering among their employees.
- ❑ Celebrate action taken to promote volunteering among employees.
- ❑ Get universities to place more emphasis on the importance of professors being involved in the community.
- ❑ Develop more university projects that are related to the community and with their needs.
- ❑ Put more money in the workers' pockets. Increase the minimum wage by \$0.25 per year for four years.
- ❑ Increase the amount of money people can earn when they receive social assistance without reducing their assistance (punitive system).
- ❑ Economic inclusion leads to social inclusion. Now people can only get by.
- ❑ Increase the amount of affordable housing with the emphasis on the elderly.
- ❑ Public transit: continue the discussion, look elsewhere for solutions.
- ❑ Encourage local initiatives and community thinking, for example, arts and culture sector. Often because we think we're interfering with private enterprise by encouraging the work of community organizations.
- ❑ Social responsibility is not an integral part of New Brunswick businesses, with respect to supporting workers (transportation, literacy).
- ❑ More taxation of employers (government, policies, reform of programs...) to get programs set up.
- ❑ Give people their dignity back.
- ❑ Develop a family and economic policy (including subsidized daycare policy) that can fill in the cracks and serve as a foundation.
- ❑ More help for job search (computers, support).

- ❑ Food banks are hard to access and exist because of volunteers. Breakfast programs are also left to the community and depend on volunteers and resources. Investment needed from the province for basic programs.
- ❑ Kindergarten has become public; we should do the same thing with daycares.
- ❑ The Province must invest in literacy (which depends on volunteers), long-term strategy.
- ❑ Pay equity between the genders but also elimination of steps between jobs, for example, community versus government social workers.
- ❑ Reduce enormous waiting lists for mental health, especially for youth, which would lead to a better knowledge of services needed and available.
- ❑ Streamline, clarify, facilitate rules in relation to levels of acceptance of disabilities in the province.
- ❑ The three-person committee should be expanded to more than three people (medical assessment committee).
- ❑ Recognize disabilities with respect to problems other than psychological.
- ❑ Expand the boundaries of conditions of acceptance for assistance with physical disabilities.
- ❑ Review the assessment of disabilities other than physical and psychological in the departments of Social Development and Health.
- ❑ Allow, facilitate the formation of groups of persons with special needs.
- ❑ Need to coordinate strategies. Avoid reinventing regional and community systems.
- ❑ Develop collective, active transportation and toll bridges.
- ❑ Affordable housing for everyone. Include construction regulations – mixed, subsidized, and other.
- ❑ Develop a social conscience with respect to development of housing.
- ❑ Tax envelope – reduce the gap between the rich and the poor; north-south (distribution depending on the % of the population).
- ❑ Even out the urban-rural gap in family housing.
- ❑ Define a New Brunswicker and his or her access to benefits. Avoid people from other provinces.
- ❑ Provide more assistance for women, young children, single mothers. Provide support in French.
- ❑ Daycares and child care in the evening would increase jobs.
- ❑ Increase socialization through physical activity, sport, and recreation.
- ❑ Provincial awareness-raising program, social marketing with respect to prejudices.

Monday, October 7, 2013 CIN 8 – St. Andrews

- ❑ Dial-a-Ride is not available for teens to come to school events on the weekend, so if you are living in the country and your family has limited resources, you can't take in social events which are important for relationship building at high school.
- ❑ School bus could be used to pick up kids outside of town and bring them into town for dances, etc.
- ❑ Access to transportation is an issue here. An adequate public transit system would greatly enhance the lifestyle of Charlotte Co, and if it needs to be heavily subsidized so be it.
- ❑ A transit system would give jobs to those providing the service, as well as enhance the lives of those able to use it.
- ❑ There isn't even a taxi service in St George.
- ❑ Daycare- Shift work, subsidise to invest in those programs.
- ❑ Decrease the age of the children in kindergarten.
- ❑ Need a place where they can get affordable care for the children.
- ❑ Improve the number of options for daycare.
- ❑ Special section in the school for children and early learning center.
- ❑ Affordable housing: Landlord to be more accountable; Safe housing and nicer environment.
- ❑ Low income housing: Need affordable heating and mixed income housing developments.
- ❑ Transportation: bus system, even if it was a mini-bus system.
- ❑ Youth: No one shops/ many young people want to leave.
- ❑ More employment opportunities for youth. Jobs for people under the age of 16. Opportunities to build skills.
- ❑ Youth retention program/ Encourage entrepreneurship.
- ❑ Incentives for people to stay are not really specific to their career so that they might not need to go elsewhere.
- ❑ Youth centers in the region.



- ❑ Jump start no longer exists to fund activities and pro-kids do not exist in Charlotte County.
- ❑ With old age security people seem to be able to live an affordable life. The social scene will need improvement.
- ❑ Some people have disabilities but may be taking advantage of the system. Better tabs on people with disabilities.
- ❑ Creating some kind of network support for disabilities- Peer support volunteers.
- ❑ More awareness of the programs that exist in order to help with mental health.
- ❑ Multiculturalism: Broaden it up. Activities going into the schools.
- ❑ Food: Money for the produce box to make it affordable. Once a month, all year round.
- ❑ Food bank need front line connections.
- ❑ Centralize services with coordination for what is available and coordinate with needs. Strategic funds with feedback.
- ❑ More community school coordinators. Needs to be a secure position and in all the schools.
- ❑ Vocation plus (St-George) needs strategic funding examples for other communities.
- ❑ Short term employment opportunities- Connect with those who want to work.
- ❑ Match employers and employees for seasonal work.
- ❑ More job coaching, better orientation.
- ❑ Need support for local residents- transportation, housing. Similar to what offshore employers are offered.
- ❑ Cost of living is too high. Try to bring cost down to help low income earners afford the basics.
- ❑ Help connect the non-profits to work together and build capacity. If they work together we should have better success.
- ❑ More funding to support the CIN and ESIC from government and potentially other sources. We do look to government first; however we are aware of the current financial situation but this to be seen as an investment that will lower costs in other departments such as health.
- ❑ Leverage the opportunity with the agricultural sector to stimulate economic development by reducing regulation, allowing farmers to produce more, cost effectively, therefore providing food security and employment.
- ❑ Need to have a balanced budget to bring the fiscal house in order and not spend more than the taxes taken in.
- ❑ Focus on improving the education system in NB to focus on excellence in teaching and of students. Have expectations for excellence. When some students complete, they may get certificate of completion, just for showing up.
- ❑ Transportation- More effective utilization of the school buses after the students is dropped off at school. The buses sit there idle when they are desperately needed.
- ❑ By providing better access to transportation will improve health outcomes, access to food and employment.
- ❑ Provincially, the property tax assessments are so high in some areas or if you are a landlord with apartments.
- ❑ Have bridging programs to help people move from renting to home ownership.
- ❑ More availability for low income housing.
- ❑ Social assistance recipients should be allowed to earn more money without losing benefits.
- ❑ Subsidized rental at provincial level. Someone on list for 3 years. Put some money in it. Make more housing unit available.
- ❑ Allow people on social assistance to live together (single ones).
- ❑ Cooperative to make meals, transportation, etc...
- ❑ People state they need their autonomy as a family unit.
- ❑ More cooperative lifestyle, sharing resources: shared living rooms, laundry rooms, kitchens.
- ❑ Private landlord don't keep apartments up to par.
- ❑ People are 3-4 years on subsidised list.
- ❑ Working poor with children need adequate housing.
- ❑ Social assistance is not available for working poor single mothers.
- ❑ Income assistance disability is being cut back.
- ❑ Disability person need provincial advocate to help them thru the system.
- ❑ Community activity centers for assistance to people with disabilities.
- ❑ Adequate public transportation needed for working poor regarding family activities.
- ❑ People with disabilities: government only pay for test trips.
- ❑ People with disabilities: fresh food not available if diet or special diet is needed. Single pack and family pack sent in the middle of month.
- ❑ Community groups need to be more involved. They are connected and know where the people are, what the greatest needs are. Churches come together and do this.
- ❑ Presently there is a stigma in low income housing for students in schools.
- ❑ Working poor do not want to lose their health card. Depends on the income.
- ❑ People on income assistance are allowed to make \$200/week but lose it thru taxi to go to work.
- ❑ Need public transportation system for work.

- ❑ Media function as a communication conduit regarding poverty issues. Capable of reflecting regional diversity and needs. Key role: assisting in education public and raising awareness. Seeing the faces is important, it's the faces that make it real.
- ❑ Help people understand where the opportunities are to help solve the problem.
- ❑ Use communication processes to galvanize living in poverty to support each other; learn from each other; enhance government processes like OPT 2- Without service providers or government in the room.
- ❑ The government should reprioritize poverty reduction strategy- make it a higher priority and increase investment accordingly.
- ❑ Recognize the value of volunteerism/in kind contributions of individuals as important as paid work. Ex. Case workers push income assistance recipients to work when it may not be in best interest of individual/family or the individual might contribute more overall through volunteerism.
- ❑ Combine social development and ESIC. Serving same population, centralized services so clients know about all support available.
- ❑ Not all supports known by those in need. Too much legwork by individual to find out how/where can get help.
- ❑ Mandate employers who do not provide medical benefits to contribute to shared fund which is accessible to employees as needed.
- ❑ Prescription drug plan needs to happen yesterday.
- ❑ Design the dream program, pretend money is no object- Use learning's from other jurisdictions- Cost-out this program. Determine what is reasonably possible today. Work toward creating this program over time and work towards the ideal state.
- ❑ Consider increasing duration of government supports, ex. transportation cost subsidies after person finds employment.
- ❑ Consider providing supports to young adults (19-25): Make more independent and stable before "aging out".
- ❑ Cost assessment of transportation supports: If an isolated person receives a gas card it does them no good. Could that money be better used by actively providing a transportation service instead?
- ❑ Insert life skills curriculum into schools: money management; nutrition/healthy eating; appropriate dress for work; positive effective parenting.
- ❑ Use collective kitchen more like in Fredericton, through family resources center.
- ❑ People on fixed income: Sharing recipes bring in food from home to cook together and share food. Partnership with business.
- ❑ Difficulties in getting resources for divorce or child support.
- ❑ Travel to the urban centers is very difficult or impossible. Cities you can get on the bus but not rurally.
- ❑ More resources in rural areas- Share some important resources with other communities.
- ❑ Moms who need help to get child support need special assistance.
- ❑ Difficulties in single moms going to work without reliable affordable transportation.
- ❑ Minimum wage working poor can't get loans to buy vehicle.
- ❑ Bring budgeting courses in the schools.
- ❑ No money to help with legal costs to get home into own name- so not eligible for government grants.
- ❑ Affordable food- groceries, good and healthy costs too much.
- ❑ Fresh food is only affordable in the fall.
- ❑ Centralized services are not working. People in the community know people and can make proper decisions.
- ❑ Banks should be able to make local decisions.
- ❑ Provincially allow to have chickens in your own yard for a food source.
- ❑ Single moms need an easier route for applying for child support. Documents are difficult to fill out.
- ❑ Child support: Too easy for dads not to pay.
- ❑ Post-secondary costs are very high and moving further education out of the reach of poor people.
- ❑ Anyone on income assistance gets cut dollar for dollar from child support payments.
- ❑ Single moms need affordable childcare to go to school.
- ❑ Single moms need to not be cut off because student loans give them too much- If there is a cap let everyone know what it is.
- ❑ Don't want to be at the mercy of slum landlords.
- ❑ Non school attendance is a huge concern- Something needs to be done.
- ❑ Stronger legislation for elder abuse.
- ❑ Higher tax on junk food. Offset cost of healthy food.
- ❑ Use experience of other provinces/communities that face problems like transportation and provide ideas. Ex. Dial a ride, hospital care, accessibility to health speciality.
- ❑ Support at risk youth to get their diploma. Boys and Girls programs, tutors, resources, funding...
- ❑ Partnership non-profit with schools.
- ❑ No child left behind program. Each student has an individual plan. Everybody start equally. (Maine)
- ❑ Art and Music in the school along with physical education. Equal.
- ❑ Tax credit has no impact when you are low income

- ❑ More collaboration ex. Canadian Tire program, Hyundai program, Tim Horton's, Insurance company...
- ❑ Combine resources, create database funds, programs, grants station.
- ❑ The province could have fundraising like the United Way that could be redistributed locally, way of leveraging.
- ❑ Create a database to prevent duplication and could support a cause.
- ❑ On line resource for grant programs, initiatives, resources volunteers available.
- ❑ Volunteer database.
- ❑ Offer programs to enrich knowledge. Collective kitchen, budget, cultural information, senior cooking for one.
- ❑ A program in Ontario offers to have basic knowledge in the kitchen.
- ❑ Reintegrate the home economic into the school curriculum. Give them tools.
- ❑ Supporting food actions based in each community. Seniors share meals.
- ❑ Supporting parenting and ensure accountability for the parents.
- ❑ Increase accessibility, literacy, computers, housing, and food security.
- ❑ Review the redistribution of HST.
- ❑ How do we communicate to the most vulnerable to include them?
- ❑ Create a program and system for students to look forward to furthering their education.
- ❑ Create a guaranteed minimum income.
- ❑ Affordable housing and support.
- ❑ Break down silos and integrate information from all departments.
- ❑ Universal child care.
- ❑ Universal child care; make it a family based with parenting classes and target high needs communities.
- ❑ Systemic review of how we treat individuals using social services.
- ❑ Jobs.
- ❑ Transportation options for individuals, schools.
- ❑ Lack of transportation is a barrier to employment and recreation.
- ❑ We need a provincially integrated food bank system.
- ❑ Improve relationship between food banks and supermarkets.
- ❑ Engage other funders in poverty reduction plan.

Tuesday, October 8, 2013 CIN 2 - Saint John

- ❑ There needs to be an equal input in order to create equality. More resources for priority neighbourhoods and less funding for privilege neighbourhoods.
- ❑ More money and resources for areas like Crescent Valley and fewer resources for areas like Rothesay.
- ❑ Use the PALS program in Saint John on a province wide basis.
- ❑ Province needs to increase funding to early learning centres, more skill training.
- ❑ Dept. of Education needs to recognize they have a big role in reducing poverty and add value based programs.
- ❑ PALS for High schools: JDI and ST Macs High School.
- ❑ Dept. of Education needs to keep good data. Cohort secession rates.
- ❑ Dept. of Education mandate should also be economic development and poverty reduction.
- ❑ Poverty reduction needs to be part of all departments' mandates, not just ESIC.
- ❑ Status quo is unacceptable. False narratives pursued re economic strategies and environmental choices. Must have open, honest conversation about the issues and how they affect low income residents. Need to diversify economy and stop focussing on a couple of large scale industries.
- ❑ Stop fixating on GDP as measurement of success/health.
- ❑ Investing in people isn't something that we think about as economic development but it really is.
- ❑ Promised Transportation Strategy... where is it?
- ❑ Direct investment by GNB in childcare. Continue to grow ELC model. Families should not have to choose between going to work or not because of childcare costs.
- ❑ Invest in post-secondary education. Make more accessible to all.
- ❑ Match university spaces with employment opportunity.
- ❑ Need medical coverage plan accessible to low income residents.



- ❑ GNB invest in housing stock. Renovate what we have, don't need more new builds. Should be mixed income, viable, and universally accessible. Environmentally-friendly and energy efficient should be mandate
- ❑ Social agencies and partners need to develop a "Social Plan" that integrates all the plans - economic, social, housing, income assistance, etc.
- ❑ Improve communication between GNB departments. Eliminate silos. More collaboration.
- ❑ Redirect pension investments in local (NB) or regional opportunities to create sustainability and multiplier effect. Invite citizens, not employees of GNB to participate in same.
- ❑ Business sector needs to promote foundations and volunteer programs and to challenge those without CSR programs to develop same.
- ❑ Business sector needs to voluntarily pay living wage, to celebrate those that do, and to behave as good, corporate citizens, i.e. pay taxes.
- ❑ Focus on preventative healthcare... more access to holistic medicine. Easier access of low income residents to LPNs at community level and to mental health services.
- ❑ Need neighbourhood-level clinics.
- ❑ Buy local.
- ❑ Sustainable, long-term funding for projects. Staff needs to do their work rather than write proposals for funding and reports.
- ❑ Non-profits need multi-year, permanent financial commitment.
- ❑ Honour commitments to citizens made through public consultation processes like this one.
- ❑ Define meaningful employment and how it is supported.
- ❑ Education/awareness of programs.
- ❑ Stop underselling labour to private sector.
- ❑ Break multi-generational cycle of poverty.
- ❑ Review daycare programs/funding/subsidy.
- ❑ Focus on working poor.
- ❑ Criteria for subsidy assessment.
- ❑ Consistent definition of poverty.
- ❑ Consistent regional approach.
- ❑ Better respect and support for multicultural programming events and initiatives
- ❑ Construct and open mixed income larger units.
- ❑ Role of non-profit to encourage community activities for social inclusion in mixed-income housing units.
- ❑ Low-income, cooperative housing.
- ❑ Habitat for Humanity to be available for older citizens.
- ❑ Businesses/grocery stores need to have discount days for people on income assistance.
- ❑ Should be provincial policy that people on income assistance should get a special card providing access to transportation to work, medical appointments, food banks, etc.
- ❑ Food banks need to be more flexible in their hours of operation.
- ❑ Business/government joint work opportunities for people interested in skill development that could work into employment.
- ❑ NBCC needs to bring GED to the people.
- ❑ Fluent communication with clear, concise, mutual understanding of the plan.
- ❑ Citizens need to vote.
- ❑ Youth need to be engaged and vote.
- ❑ Government needs to encourage citizens to vote.
- ❑ Go to where universities are to encourage voter turn-out amongst youth.
- ❑ Make early polling stations a longer time limit.
- ❑ Government to encourage group/shared living accommodations for all age groups, i.e. 3-bedroom housing unit with 3 individual sharing support.
- ❑ Need to be clear on eligibility criteria for disabled.
- ❑ Welfare reform. More accountability - set some expectations - should be a hand-up not a hand-out. Some people don't want to work. Each individual must seek employment - last year there were 45,000 people on social assistance. Assistance should be temporary. Set time frames to gain employment. SD could monitor.
- ❑ People need to contribute to society.
- ❑ If a job is created and someone can do it then make them do it. This will help fill resume gap.
- ❑ Government can do 12-week employment - provided to people on social assistance.
- ❑ Our province is bankrupt and we need to create employment to change system.
- ❑ Student loan reform - look at parent's salary and what they are not paying.
- ❑ Free post-secondary education. It's the way out. Target particular trends that could be studied and where there will be available jobs. Gauge the training for the need.
- ❑ Strategic Plan needed for future employment.
- ❑ Teachers in classrooms need more info. On community services and resources.
- ❑ More teacher aides are needed in classrooms.
- ❑ 9000 people with disabilities on social assistance. Man can work but do not because they will lose their health card and stay in poverty. They need to be able to keep it.
- ❑ Transition supports for youth with disabilities - people tell them that they can't work; therefore, they have no motivation.

- ❑ Enhanced home-based support (attendant care at decent wages). Will keep people out of institutions and save government money.
 - ❑ Enhance pre-employment supports to get people into the workplace.
 - ❑ Work for Welfare program.
 - ❑ Continue to grow minimum wage up to a livable wage as minimum wage is not a livable wage.
 - ❑ Guaranteed income across the province. Everyone is eligible to get set amount. The poor, working, seniors, etc.
 - ❑ Reducing housing allowance should stop. Keep it at set amount. Should be reviewed every 6 months or year.
 - ❑ If your income goes up you shouldn't have to move out.
 - ❑ NB Housing cost should be geared to rent cost for housing.
 - ❑ Compensation for taking care of elderly. Someone needs to take care of them. These people stay at home and can't work in the workforce.
 - ❑ Incredibly hard to get disability.
 - ❑ Mental illness/disability goes hand in hand with poverty. 22,000 disabled people live in poverty in NB.
 - ❑ Intent to rent or confirmation of residence is needed prior to getting an appointment to apply for assistance. This needs to be changed. It's a "catch 22" because you need address before you get money so many people are cheating or lying about address.
 - ❑ Set up email address versus mailing address option. I'm a citizen and entitled to support no matter where I live.
 - ❑ Education needs to be provided in school on finances, mortgages, investments.
 - ❑ Need a voice for children/youth 16-21. They need to be prevented from leaving home.
 - ❑ As a province, we need to use tax payer money wisely. We are allowing poverty to rise. What does the small amount of support that we are providing to children show our youth.
 - ❑ Where should children go to leave poverty?
 - ❑ Provide education to people living in poverty.
 - ❑ Give free bus passes.
 - ❑ No seasonal unemployment. A lot has been withdrawn from the program. Unemployment is being taken away if not applying for jobs. Must apply for jobs to receive unemployment.
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- ❑ Location where senior deaf people can be together. Inclusion in community can be exclusive for people who are deaf. Service to everyone needs to be considered of deaf culture and linguistic needs. For example internet registration was in French/English. Didn't ask about accommodations/requirements.
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- ❑ Multicultural inclusion.
 - ❑ Government policies on services must stop using current criteria for selection, i.e. deafness does not receive services at equal levels as others because it is an invisible disability.
 - ❑ Social inclusion and poverty needs to start at beginning. Extracurricular activities. Need access to supports to facilitate this. Interpreters and instruction. One interpreter who is only mandated for formal education is not enough.
 - ❑ Education should be equal in all respects. For deaf, sometimes inclusion is, in reality, exclusion.
 - ❑ Deaf children need deaf role models.
 - ❑ Extracurricular activities are not available to deaf.
 - ❑ Better social inclusion and education leads to adults who are more ready for employment.
 - ❑ Do not push children through. Sometimes to experience failure can lead to growth.
 - ❑ Children need to be included in all aspects of school and community life, It is equally important for adults.
 - ❑ Deaf community is linguistic and cultural minority.
 - ❑ Province needs to lead by example. Policies, programs, services, workforce needs to be inclusive and supporting NOT an afterthought. With this leadership, all else will follow.
 - ❑ Community inclusion networks need to include persons with a disability. 17.2% of NB population has a disability.
 - ❑ Deaf children and community can do all that anyone else can.
 - ❑ Employment - Deaf can function in hearing workplace with initial training and orientation.
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- ❑ Make adult literacy education available.
 - ❑ Provide literacy resources in schools to ensure kids graduating functionally literate.
 - ❑ Access stats on skills needed locally to assist youth.
 - ❑ Expand coop programs and more real-life work experiences.
 - ❑ Discuss how to use resources so that wealth is spread.
 - ❑ Move economic development attention to small business and ensure sustainability.
 - ❑ Provide incentives for social enterprises, easier access to micro-loans, support services.
 - ❑ Ensure full programs available in NB universities.
 - ❑ Educate parents on preparing children for future.
 - ❑ Increase age of compulsory education and enforce.
 - ❑ More programs like Irving Work Experience Program (through PALS) or Pilot 99 Project (results in paid job or college. Incentives for other NB companies to have similar programs.
 - ❑ Additional support for kids who need it - different learning styles.

- ❑ More government funded nutrition programs in schools.
 - ❑ Encourage buying locally.
 - ❑ More advertising of local option to buy.
 - ❑ Create support for people to set up businesses; links to local support services.
 - ❑ Change attitudes towards people with mental health issues.
 - ❑ Change age of emancipation.
 - ❑ Better access to services for people with mental health issues.
 - ❑ More supports in school for autistic children.
 - ❑ Affordable housing.
 - ❑ Invest in transit across the province. Different options for different areas.
 - ❑ Create better linkages with federal government to tap into resources available.
 - ❑ Work with other Atlantic Provinces to stronger voice.
 - ❑ Keep schools open. Need to be close to where kids live.
 - ❑ Distribute wealth more evenly.
 - ❑ Job creation.
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- ❑ Raise minimum wage, especially thinking of professions like home care workers. Should be \$15/hr. don't increase minimum wage and then increase cost of non-profit housing rent.
 - ❑ Health coverage should be included; funding for medication especially on low income and seniors.
 - ❑ Affordable housing for seniors.
 - ❑ Individuals and families should be allowed \$5000 in savings (even \$10,000).
 - ❑ Challenge with getting a mortgage on a house since down payment amount has been raised.
 - ❑ Get corporate sector more involved in affordable housing such as Tannery Court. Similar to how business is involved in schools.
 - ❑ Access to post-secondary. How to avoid such debt load? Example - A community College course in personal support worker then goes out and makes minimum wage. More scholarships based on financial need.
 - ❑ It doesn't pay to work as minimum wage is so low and childcare and transportation costs are high. Lots of jobs are shift work and at night.
 - ❑ Tax incentives for employers to do bulk buying for transportation so it's not so costly.
 - ❑ Provincial forms are so complicated, i.e. getting home care for husband.
 - ❑ People trying/wanting to work. Help people so we can help them adjust to their strengths and challenges. Don't penalize people because they are working.
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- ❑ Large classrooms in the education system make it difficult for kids and they're dropping out. More apprenticeships for kids in school. Academic is such a focus. Needs to change.
 - ❑ Train/target more work experience opportunities to young adults and what we can do. Not just for kids that are doing well but kids that are struggling. Coop education.
 - ❑ Provincial stories of new partners should be celebrated, i.e. business woman hiring youth challenged by school.
 - ❑ Continued funding for early learning opportunities like the Early Learning Centre.
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- ❑ Communicate more information about programs that are available, i.e. free tax clinics for seniors, HEAT program, and assistance for surgery.
 - ❑ Property tax deductions for low income citizens.
 - ❑ Information on drug price comparison between pharmacies.
 - ❑ Continue to work on increasing minimum wage.
 - ❑ Continue to increase public childcare and wages for childcare workers. Support early childhood development.
 - ❑ Continue to support and expand early childhood development centres into other areas of the city and province.
 - ❑ Include teaching child development in school program. Increase joining together of education and early childhood education.
 - ❑ Increase access to transportation - within cities, rural areas, between cities.
 - ❑ Integrate trades into high schools. Trades have modernized so need new approaches. Collaboration between NBCC and high schools.
 - ❑ Engage business in education. Apprenticeship models for youth. Connections between school and work.
 - ❑ Re-attachment to work for adults after being out of work for several years.
 - ❑ Include newcomers. Young people can be encouraged by their example, enhancing opportunities for them to stay, i.e. international students. We can do a better job at including newcomers and keeping them - building a more welcoming community.
 - ❑ More funding for the arts. - Music, film-making, animation. Access to the arts for youth, i.e. Sistema
 - ❑ Involve all sectors in developing affordable housing options. Refurbish buildings through social enterprise.
 - ❑ Focus on poverty within specific groups for example First Nations, persons with disabilities, youth, homeless. Targeted strategies.
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- ❑ Social Assistance Reform. - Notice of Assessment provides proof of eligibility.

- ❑ Health card for seniors and working poor.
 - ❑ Social assistance benefits should be the same across country.
 - ❑ Federal Transfer Payments the same.
 - ❑ Living Wage.
 - ❑ Marketing to improve image of province. Think outside of box. New Brunswick - the place to age.
 - ❑ Provincial role in education. Develop skills to match jobs. Lack of flexibility and diversity in education. How do we keep kids in school?
 - ❑ Vocational trades in schools.
 - ❑ Education is the equalizer.
 - ❑ Early Learning Centres.
 - ❑ Incentives to move out of poverty.
 - ❑ More flexible daycare with longer hours.
-
- ❑ Coordinated approach to strengthening non-profits. Engage non-profit leaders, provincial and federal governments, i.e. Community Sector Council.
 - ❑ Sustained and sustainable economic development. Address power dynamics that undermine economic viability of community and province.
 - ❑ Develop more local self-sufficiency. Tax rebates to non-profits rather than to big business.
 - ❑ Need more jobs.
 - ❑ Working poor - more benefits to support employment.
 - ❑ Lose benefits when start work.
 - ❑ Need better information about rights and benefits. Changes to Social Development benefits are not making it to those who are eligible.
 - ❑ Social Development does not provide alternative funding to daycare settings – babysitter.
 - ❑ Need caseworkers to respond in timelier manner. Wait for an answer for 2 days. Case workers need to follow up.
 - ❑ Extend benefits to working poor - emergency benefit (fire/eviction), emergency fuel.
 - ❑ Service delivery and how people are treated.
 - ❑ Workers income tax benefit - work with feds.
 - ❑ Can't force people to work when there is no work.
 - ❑ Provide funding for training - formal/paid, i.e. Saskatchewan.
 - ❑ Inconsistent implementation of policies by caseworker.
 - ❑ Stop trying to catch people for fraud - spend money better as benefits.
 - ❑ People should be trained and educated and have the opportunity to join companies that will help them have an opportunity to gain employment. Could be for a few months, gains skills, could help them get a job
 - ❑ Not many corporations take in individuals to educate and help.
 - ❑ Irving has a program in place that takes grade 9 students in to train and educate them.
 - ❑ Revisit values. Decide where the best bang for our buck. Put money where it makes sense. Get people working again.
 - ❑ Harder to get out of life long poverty. Learned over time it affects self-confidence.
 - ❑ Have more resources, for people living in poverty- they do not have that connection- Need to start with early generations to break the cycle of poverty
 - ❑ Some kids living in the cycle of poverty can change more now than in the past, reaching out to help
 - ❑ More support for kids living in poverty in high school.
 - ❑ Programs to help the kids to make good choices and think of university and secondary education.
 - ❑ More variety of jobs available, not everyone is going to go to university.
 - ❑ More jobs that are not high tech and more focus on training.
 - ❑ More support in middle schools to encourage kids to pursue their likes, build confidence.
 - ❑ Extra resources into schools to help kids. Equal input for everyone to have the resources available. Pals programs to be continued.
 - ❑ Department of Education is a key to the poverty of our kids.
 - ❑ Change the formula of the district.
 - ❑ Start early learning centers – all kids, not just upper class.
 - ❑ Do a yearly review to see the outcome of the programs
 - ❑ Mandate the dept. of education with poverty reduction.
 - ❑ Equal opportunity for all kids
 - ❑ Make the community aware of the existence of poverty. Put communication methods in place to talk about poverty.
 - ❑ Actively support job creation for everyone and for people with disabilities.
 - ❑ Provide for inclusion in the economy and democratization.
 - ❑ Mobilize the public to have a voice.
 - ❑ Support access to education. Graduation rates, program of financial assistance for students. Substantial access.
 - ❑ Set up subsidized daycare services so people can go back to school.
 - ❑ Promote access to resources for children with communication difficulties. Early intervention.
 - ❑ Establish a comprehensive resource centre and concentrate resources.
 - ❑ Strengthen housing laws.

- ❑ Set up a strategic plan favouring access to services for families and access to employment.
- ❑ Ensure performance, measure results of program impact.
- ❑ Grants for work placements.
- ❑ Invest in education.
- ❑ Impact on the quality of life: belonging, safety, health, freedom, power of influence.
- ❑ Offer long-term grants (3-5 years) to see the impact of pilot projects.
- ❑ Review the *Family Services Act* with respect to 16- to 19-year-olds; make it more inclusive.
- ❑ Require public consultations when bills are introduced. Give the people a voice.
- ❑ Build bridges between departments.

Wednesday, October 9, 2013 – CIN 3

-Fredericton

- ❑ Employment availability.
 - ❑ Fair wage.
 - ❑ Living wage - might need to help small businesses manage - app \$22,000 for working people
 - ❑ Investigate guaranteed annual income - fed/prov. Relationship - for non-working people *particularly beneficial to women and youth.
 - ❑ Accessing licensed child care particularly for single parents, often women, and provincial program like Medicare (Sweden).
 - ❑ Accessing shift child care.
 - ❑ Transportation.
 - ❑ Use existing infrastructure, i.e. Schools to offer provincially funded program.
 - ❑ Invest in child care services by paying child care workers better.
 - ❑ Sick rooms in child care centers.
 - ❑ Poverty reduced by investing in children from very beginning.
 - ❑ Support for new parents to identify issues.
 - ❑ Promote services offered.
 - ❑ Inequitable treatment of people, offering of services - universal services. Don't peg people, treat everyone the same.
 - ❑ Everyone needs to be given the same options - give everyone the same list.
 - ❑ Storefront "one stop shop" that provides universal information about services – updated.
 - ❑ Improved transportation that runs to rural areas.
 - ❑ More transportation more runs, affordable.
 - ❑ *Province-wide public transportation system.
 - ❑ Metro Bus that transports between communities.
 - ❑ Language training for people living in bilingual province at low cost.
 - ❑ Security for funding for non-profit organizations.
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- ❑ Policy Change: Receiving money from Social Development then started receiving CPP which was lower than Social Development amount, I was topped up by Social Development but in the end the amount was no different.
 - ❑ Budgeting: For seniors I would like to see immunities, ex: cable, internet etc. Included in the cost of rent.
 - ❑ Dental care for everyone because right now it is very expensive to pay for services out of pocket covering is very limited.
 - ❑ Transportation: When I live (in a seniors complex) I can only take the bus 2-3 times per day because it only stops by my house 2-3 times per day, need more comprehensive/accessible public transportation
 - ❑ Fredericton Soup Kitchen: Doesn't get very much \$ money from united way and there's a lot of people
 - ❑ Who access this service, it isn't very much money for the amount of people who use it. Needs more space too.
 - ❑ Deaf community feels that they need a central community meeting place in communities where they can go as a common place and feel like they belong.
 - ❑ Fredericton Works (agency) under Saint John and hard of hearing services needs more funding and is not accessible so it needs to be more accessible to everyone - very underfunded.
 - ❑ This would be a perfect opportunity to move Fredericton Works and put the 2 together in the same new building.
 - ❑ NB Housing: I live in a senior's complex and I am not allowed to have roommates so this means that as I get older I won't be able to have someone live with me to help me as I age. I would like to see this changed.
 - ❑ Maintain social assistance amount and then be topped up by CPP.
 - ❑ Social development won't subsidize individuals who are in a household with one individual working there needs to be an easier way for people in this situation to get into NB housing. My husband works and his hours were cut, we are having trouble making ends meet - their needs to be more support for families like this.
 - ❑ Unemployment in the deaf community is very high. There needs to be more employment opportunities for the deaf community. Ex: there was a man who was a truck driver in Ontario but when he moved to NB he couldn't get a job because employers wouldn't hire him because they are worried he can't do the job because he is deaf even though he was doing it for years in another province.
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- ❑ Get back to the basics and get back to farming.

- ❑ Eliminate some of the Gov. “red tape of Government”.
 - ❑ We grow a small amount of our food - we don't even produce enough milk.
 - ❑ Teach our children what real food.
 - ❑ Transportation: immediate barrier - getting around the province to get more urban - getting people to their medical appointments (specialists).
 - ❑ EEO Program needs improvement: Government needs to be accountable - should it get extended to include seniors.
 - ❑ Mental Health: access needs to improve and avoid using our prisons to get the proper treatment less spending on justice and jails.
 - ❑ Seniors: we need to motivate people to access these people - seniors need to keep active
 - ❑ Affordable housing needed to eliminate the need for mother's to not starve themselves to pay for housing.
 - ❑ Cost of living makes it hard: increase cost of vehicle insurance; try and eliminate the want to stay on assistance versus being a work poor.
 - ❑ Affordable Daycare needed: - making it universal vs. Targets - making it universal means mixing of group from different backgrounds - be sure they are licensed, not just a plunk in front of TV - available of spaces sometimes a bit of a problem - be sure that “preschool” is available.
 - ❑ Mentorship program to provide training to those that don't have any employee - ask the retired individuals to do sessions/mentor - as volunteers to teach things such as leaders.
 - ❑ Flexibility of Government: re-direction of funding to move relevant needs - try and find policies that all political parties can agree to.
 - ❑ Guaranteed income could be a good thing but have things available to help do: training - retain for the needs - have people need to work longer, 55 is young - find a way to tie it to certain incentives - potentially amalgamate all the social programs and create this - try to keep people active such as having to volunteer which can lead to retraining.
 - ❑ Literacy: preschool - adults - spending now with small investment will provide great returns in a few years - getting high paid jobs.
 - ❑ Manufacturing: we need to get into this industry - start manufacturing thing but government should be the ones deciding what that is.
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- ❑ Recreation: Learning opportunities: Physical Literacy: even the playing field, mixes group, needs to be funding so all can participate - not that they can't afford, the barrier can be lack of transportation.
 - ❑ Transportation: having access to transportation to access recreation opportunities or employment - rural students can't participate in afterschool because of lack of transportation.
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- ❑ Solution: using school buses - working around the clock - affordable housing - everyone should have access to a home - current housing agreements coming to an end.
 - ❑ Solution: all elected officials recognizing this is a major issue - address the issue of existing stock - government partner with private sector to both subsidize housing.
 - ❑ Idea: giving people the chance to pick where they wish to live.
 - ❑ Solution: mixed markets, 15 at market rates, 5 at affordable housing rates.
 - ❑ A community member who is accessing affordable housings stated they prefer living in areas that are completely subsidized - more resources available and more program options - giving people the choice to live in mixed markets or affordable housing areas.
 - ❑ Creating a community model that is inclusive (seniors, young families, middle aged etc.).
 - ❑ Problem: division of communities (them and us) - how to bring people together from all walks of life.
 - ❑ Solutions: programs like “roots of empathy” - creating volunteer opportunities - creating opportunities for various groups to try new things, and giving them the choice - exposure and opportunity - start measuring outcomes - seek input from all sectors and citizens - understand the many barriers by asking the right questions of the groups these barriers affect.
 - ❑ Solution: incentives instead of inducing fear - remove the disincentives.
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- ❑ Taxation: prior to 2008, collect taxes we can afford to pay - personal and corporate tax relief - ESIN adds another level of government bureaucracy.
 - ❑ Funding for interventions: challenge and structure - not the vision of those living in poverty. Government must listen.
 - ❑ Pay equity: Women - poverty impacts: 2009 pay equity - public sector - extended to para-public sector, increase to be implemented.
 - ❑ Over 5 years: impacts of inflation (COL) need full payment/increase now - \$15.00 fair wage/minimum wage - also no benefits.
 - ❑ Education: essential to reducing poverty.
 - ❑ Need to include those living in poverty and their voice, inclusiveness, implementation of reports - reduce barriers/silos/integration.
 - ❑ Those living in poverty need to see themselves in the plan and we need to engage those with the lived experience.
 - ❑ Private sector: requirements for education, investment. Too much of a free ride, must invest back
 - ❑ Transportation: Fed/Provincial role to support/ subsidize transportation to support inclusion/ affordability! Engagement of municipal governments as well - intersect oral collaboration ex: school buses.

- ☐ Recommendation: entity to deliver on recommendations - direction by those involved - ensure inclusion.
 - ☐ Optimize Federal Programs.
 - ☐ Communication.
 - ☐ Engagement: of other communities/private agencies/potential can be creative in linking all the sectors together.
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- ☐ Transportation is an issue, I just got off welfare, even though my work is part time, I am worried now that I have been cut off I won't have benefits. Social assistance should be continued with benefits as some jobs don't have benefits - everyone should be covered under Blue Cross.
 - ☐ I like the idea of deaf people being included in events like social activities, like Harvest Jazz and Blues. Interpreter should be covered by the government without interpreters, I am stuck at home. Interpreters aren't provided for entertainment.
 - ☐ Deaf people make less money at our jobs. Hearing people make more money. Property taxes are still going up. We can't apply for all promotions. Will there be an interpreter at the meetings? Very difficult to do this without notice ahead of time. Maybe we could have reduced property taxes like seniors.
 - ☐ Rent in Fredericton is too much. I live in Nackawic and can afford that. This means I miss out on my social network in Fredericton.
 - ☐ We have to pay the same rate for our blackberry. I don't want air time so we should be charged less.
 - ☐ It is so important for us as deaf people to socialize together. If we can't afford the driving, we are getting pushed to the side.
 - ☐ People on social assistance have a hard time in the educational system. I have twins and every week they are coming home asking for more money. Video relay services would help if my child has French homework we may need help. Family allowance has gone up, but you have no idea per month has much you'll need.
 - ☐ Social assistance has not gone up but cost of living has. Welfare does not cover all of my eye care. Minimum wage has to go up to. There has been a reduction from \$800 plus \$400 for audiologist support for our hearing aids. The batteries cost a lot.
 - ☐ Even with a part time job I still have to go to the food bank. There's dented cans and no labels. There's no healthy food there. I want to eat healthy. You can't pick your own food; they just give you a box.
 - ☐ A lot of people who have jobs have to quit because they can't get there to pay the gas. I worked delivering papers for 8 years and never got one raise. It's very early to get up.
 - ☐ Solutions: The government needs to give us more money, but they don't have any left.
 - ☐ There should be a free hearing aid provided and then subsidized later. They are only covered after 5 years. There should be a warranty on it. The government should have an educational allowance on top of the family allowance. If one of my kids has an after school activity, I have to pay for all of that.
 - ☐ Why are they asking parents for more money? There's too much money going out and not enough coming in. The group is looking at the RESP pamphlet "we can't afford to put many away for that"
 - ☐ Community programs, like food mentor aren't accessible to us without interpreting. Laptops are required now for students to do their homework. I can't afford this.
 - ☐ Continue to put money towards housing. It looks like the province is doing this but more needs to happen. Affordable housing is a need. Men 16-18 are missing low-income housing opportunities. Co-ed affordable housing programs. Huge demand in the province. Housing prices are too high. People need to move to rural communities to afford housing. Renting costs in University towns makes it very difficult to afford housing.
 - ☐ Transportation needs to improve to healthy and affordable food sources (e.g. grocery stores). Although our communities are far apart, if we could look at improved transportation that is coordinated across the province, it would help people to access services (e.g. medical) work opportunities and meetings. Sunday transportation/weekend transportation needs to improve. Without good transportation, isolation occurs, access to services. Intercity transportation would help to improve strength of rural communities.
 - ☐ Help cut the cost of utility bills. After a certain time and on weekends, the price goes down. Rebates are provided each year to promote better consumption. Helps to reduce use of energy during high peak (\$\$) hours. This would promote reduction of use of power by businesses during the day and promote people turn off energy during the day.
 - ☐ Need to promote people in rural areas to stay in rural communities/draw people to rural areas by offering land initiatives (you get to keep the land if you stay on it for a certain period of time) It would help to keep people here.
 - ☐ Daycare is very costly. Universal childcare really needs to be considered. Tax money goes towards childcare to reduce the cost.
 - ☐ Job opportunities, education to help people find better jobs. People get educations and cannot find any positions. Continue to provide tax rebates to students who stay in the province. Help partner universities and colleges with businesses/internship opportunities.
 - ☐ Population base needs to increase to taxpaying base. This needs to be done by offering better incentives, better services, and more job opportunities.

- ❑ Improve attitudes around stay at home moms. Our culture does not value stay at home moms. Difficult for moms: feel pressure to get back to work in order to afford life expenses and leads to daycare costs. Maternity leaves are at risk because of job insecurity for both parents.
 - ❑ Mothers go back to work due to fear of fear of husbands/partners losing work.
 - ❑ Kids are still going to school hungry. Breakfast program funding in Canada are running out of funds. Food security for children and their families is a large issue. In Nova Scotia, there is support to breakfast programs. Arrange through the community kitchen to take excess foods to schools.
 - ❑ Recycling needs to improve the raise of money for not-for-profits. A depot needs to be available where it's easy to drop off recycling and all funds go to not-for-profits.
 - ❑ The resource development to policy directly. If we are headed down a controversial energy resource extraction, it's important to tie it in the poverty reduction.
 - ❑ Promote sustainable programming that helps to improve an individual's own income e.g. Community garden.
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- ❑ Government doesn't do enough: we need to engage more so with the people who are actually in a poverty situation. - Make sure that legislation isn't harming (companionship taking away half on income ex: common-law relationships).
 - ❑ Social justice attached to charity - specifically pay equity for women - no legislation for private sector, public sector, responds too slowly to be at my real effort - what can we do to hold the government more accountable?
 - ❑ Pension contracts being changed - what about people on fixed incomes? Pensions - trusted pensions so that pension funds cannot be undercut.
 - ❑ Survivor benefits - 40% is not enough in many cases - not enough dissemination of info to the vulnerable - a liaison for "vulnerable people" in the community.
 - ❑ Information and processes for applying and getting funding is very cumbersome.
 - ❑ Unemployment insurance - deductions taken out for driving - it keeps people in a poverty situation. For ex: a student who works all summer gets less funding for school than someone who did nothing, that's not fair - EI has a stigma about laziness - MLAs need to stop being educated about sensitivity - stigma need to be diminished.
 - ❑ Perception that government cannot help.
 - ❑ Identifying gaps in services for segments of the population (e.g. Vision/dental care) - what other gaps exist?
 - ❑ Minimum wage and social assistance rates need to provide adequate living to allow people to eat healthy, learn, and avoid jail.
 - ❑ Allow people on social assistance to earn some money before it gets taken back from their cheque. Let them work - don't put people in position of having to lie about what they are doing - need more incentives not disincentives.
 - ❑ Create programs that help the working poor - they may be worse off than those on social assistance
 - ❑ Improve programs to help rehabilitate people coming out of jail - vocational training, addictions treatment programs - invest upstream to prevent further problems - work with children of people who committed crimes - low to break the vicious cycle.
 - ❑ Allow social assistance recipients to live together without losing their benefits.
 - ❑ Make social assistance cheque more like a pay cheque.
 - ❑ People between ages of about 40 (when their kids are grown and move out) to age 65 (when they qualify for OAS) are falling through the cracks.
 - ❑ Add experimental learning to the provincial curriculum.
 - ❑ Remove HST from home heating fuel - increase personal exemption for income tax.
 - ❑ Transportation/Childcare: wage barriers to employment and social inclusion.
 - ❑ Rent subsidies and supportive housing options need to be more available - need better planning for age transitioning through supportive housing (e.g.: 64 to 65). Increase SA rates in return for the person volunteering x hours/week (builds job skills).
 - ❑ Under "one job pledge" - remove restrictions around recent grads and age bracelets etc. Allow employers to hire anyone under that program - would allow more access to jobs for more people
 - ❑ Create jobs for our youth to keep them from losing their connections/roots in NB - e.g.: WPA program under workers progress administration. Roosevelt in US - provide opportunities for artists and people in the cultural sector - inspire them to stay here - keep them here through their youth and young adults so they put down root here (or also CCC-Citizen conservation corps).
 - ❑ Ensure assistance is available to get people out of welfare - don't make them drain all their financial reserves before they can get access to support.
 - ❑ Providing assistance "in kind".
 - ❑ Stop the claw backs for income earned or gifts and support received from other sources.
 - ❑ Building skills, job experiences, building competency, building capacity - find ways to equalize the playing field among our schools in the province.
 - ❑ Lower the voting age to 17 and put polling stations in high schools.

- ❑ Increase the number of community schools. Why aren't all schools community schools? Adequately fund the community coordinators in the schools and at the district levels.
- ❑ Health Issues: Properly addressing mental health issues; being more proactive; prevention; outreach in many different environment including schools; housing first-support the development of this program in NB. Include "emotional" education within the school curriculum; bring health programs in schools; car program - deploy to the English schools.
- ❑ Social stigma: include in school mandate; reduce the stigma of mental health, literacy, poverty; support the activities campaign such as connecting the dots.
- ❑ Farming: Provide needs to support small farmers and farming communities through policy, loans...
- ❑ Transportation: support public transportation and cycling.
- ❑ Immigration: recognition of foreign credentials; make immigration a priority and support employment; provide training opportunities for immigrants/more options. Provide vocational training using high school facilities at night.
- ❑ Education: provide experiential education opportunities and include it in the curriculum earlier on.
- ❑ Health: increase access to physicians/nurse practitioners in Fredericton.
- ❑ Accessibility: streamline process, increase cooperation between different organizations working on the same issue/with same population.
- ❑ Inclusion: make sure organizations receiving government funding have an inclusion piece in their mandate.
- ❑ Education: provide experiential education opportunities and include it in the curriculum earlier on.
- ❑ As a province force banks away from service at large, back to earning money on interest rates (regulation). Stop raising taxes through increased assessment values on houses.
- ❑ Province needs to take a proactive approach to poverty reduction: -child care, social services, access education more freely, creating jobs.
- ❑ Problem is that government works on 4 year cycle ...forever cycle, e.g. Family in supportive housing \$177 month/to stay in apartment - habitat placed folks in house where they pay less - \$ for habitat/or for housing - Difficult! - Habitat for Humanity/e.g. Need 90,000/house government funded - NB: 0 -
- ❑ Partnership between organizations whose mission is to help needs to be improved.
- ❑ True genuine partnerships between government and non-profits need to be strengthened.
- ❑ Break the cycle of poverty through facilitating home ownership.
- ❑ Renewal of government by cultural policy, promote professional development, government to facilitate projects to build on shoulder seasons, training/courses, partnerships with non-profit organizations: emphasize education/link to curriculum - use internet/computers - webinars - government to provide incentive.
- ❑ Promote partnerships between NGO's and schools - liability can be a concern - curriculum links - government to stay out of EI support services for folks out of housing such as soft skills development.
- ❑ Better communication of programs already out there (letting people know about them) i.e.: city of Fredericton website (what about people without computers/skills)/soon to come GNB phone line for seniors/information available at social development offices/like service Canada-have staff/information resource centre-accessible to everyone/ maybe at service NB/i.e.: new vision/dental care program-why are there people eligible not registered/ more creative solutions to get information about services to the general public/may work well in a central area i.e.: social development office reception area, i.e.: housing programs through Social Development/advertised through usual channels.
- ❑ Education: more trades training/options in public school/i.e.: AB-Grade II-apprenticeship/work in summer/1st block completed at high school graduation/nw in Hampton, NB.
- ❑ Teach "whole child" rather than solely academics/teaching kitchen (apprentice) at soup kitchen (funding?)/long term investment/perception that shelter usage is down, i.e.: food bank teaching life skills.
- ❑ Childcare: more accessible/less financial cost/ idea to make childcare part of education/ curriculum exists (not always used)/try to connect and break barriers to work/a job.
- ❑ Cheaper for some people (parents) to stay home with children than to work and pay childcare. Where is the motivation to work?
- ❑ "Success stories": people who have experienced (i.e.: poverty) as "mentors" to those currently experiencing/lived experience meaningful for people/helps other people not experiencing poverty to understand realities.
- ❑ "External" motivation (i.e.: Social Development benefits/\$) not working/best to support people leaving "the system"/Social Development benefits not thought to be adequate for people to have the resources to change their situations/transition "off the system" can feel risky/uncertain/limitations to "success" are real/realities of life on Social Development rates are challenging/housing programming attempts to address some of the gap.
- ❑ Some people don't have the confidence/ social "skill" to reach out to access services/ Social Development attempts to address these challenges through outreach workers.

- ▢ Social Development's goal of case reduction through accessing work/people accessing Social Development assistance have access to employment services/assessed through case managers.
- ▢ Education: sense that people do not learn life skills in public school/have to teach in food bank/cooking skills-cheaper food costs.
- ▢ Strengths: based model focusing on what people can do/i.e.: person experiencing homelessness = resourceful/build confidence.
- ▢ Employment: barriers - appearance - gaps in employment - no fixed address/homelessness / stop recreating the wheel - improved partnership between government and community/advocacy groups.
- ▢ Top down - understood as most useful approach/example (Calgary) small-scale housing strategies/ John Howard in Fredericton - same approach (S.U.N. Committee)/intensive support for people experiencing homelessness holistic multi-partner approach (supplies/life skills/food/furniture) "make the house a home"/ Social Development social workers pre-screen and follow up (2010: 54 clients served) multi-stakeholder approach/public housing backlog (?) supporting landlord and client/landlords make investments, how to support landlords to feel secure working with clients (build relationships)
- ▢ Housing: units for certain populations not always addressing most urgent need/people "bumped" down list b/c/ of other, crisis situation/ constant, long wait list for NB housing/not easy to manage/need more units (more coming).
- ▢ Private landlords/donated/integrative housing model/working with business community.
- ▢ Share best practices (don't reinvent ideas).
- ▢ Integration of services – pilot project in Acadie – primary care «family health team.» For example, client, file, social workers, and others.
- ▢ ESIC can help communicate the «change of culture.»
- ▢ Social workers can help/support communication.
- ▢ Have the financial support of the federal government – social transfers, housing, intellectual disability.
- ▢ Care: engage politicians (federal) to come to the table (provincial).
- ▢ More money for people in need, for example, indexation with the cost of living.
- ▢ Government: Create more wealth and jobs (sustainable); companies that enable people to live. For example, companies with «value-added» products with benefits, full time.
- ▢ People who do volunteer work should get a tax credit, for example, volunteer firefighters have a tax credit.
- ▢ Technology course/industry/cooking course, lack of education system. The current system does not respond to the needs of young people.
- ▢ The volunteer aspect in the curriculum for students.
- ▢ Social involvement: the marketing course deals with real life, such as the social involvement program.
- ▢ Families receiving social assistance, work with very young children. A family policy. Social development with community support.
- ▢ Make services accessible to families.
- ▢ A person with an intellectual disability needs support (with the private sector, government) to be able to work.
- ▢ Have a well-paying job.
- ▢ The government should set the example.
- ▢ Volunteering is now included in collective agreements «day of caring» (May)
- ▢ Communities in need (housing) become mixed communities.
- ▢ Consultation, engagement process with First Nations.
- ▢ The federal and provincial governments must work together.

Online Comments

Saint John & Sussex

- ▢ There needs to be both an innovative and collaborative approach to providing adults with the opportunity to improve their essential skills and their employment skills and connecting to the workforce with jobs that make "work pay".
- ▢ Let's not have someone start a program and then drop out. Once they start into a program then we as a community need to capitalize on the commitment to change.
- ▢ Unfortunately the adult literacy strategy does not offer adults the range of opportunities to connect to the workforce; a comprehensive continuum of services. GED must not be the only option.
- ▢ We also have no idea of local stats on progress our Adult Learning Programs are making in our communities.
- ▢ We all need to be part of the solution to assist adults in moving out of poverty and we need to learn from promising practices in our own province and elsewhere. We have seen great success in having a job developer on staff (at the Learning Exchange) who works with employers to connect individuals to the job openings.
- ▢ Employers need to be encouraged to be open and also to look at expectations of keeping someone if they are only paying minimum wage (beyond the first period of employment).
- ▢ We have also seen great success in providing community coaches that not only work with an individual to identify their personal assets, employment goals and barriers to finding and keeping work, but probably equally important is the follow-up work afterwards.

- ❑ Ensure a basic standard of living for low-income workers by further raising minimum wage to a living wage.
- ❑ Provide support for adult literacy, and ensure effective standards for literacy in schools.
- ❑ Provide provincial support for mass transit, both between and in urban areas.
- ❑ Set standards for, and support, affordable housing.
- ❑ Ensure a more equal sharing of the economic benefits of industrial and resource activities (activities which both impact residents and leverage assets we all own together).
- ❑ Provide incentives to move low income populations from rural areas where service costs are high and opportunities low, to urban areas where people facing the challenges of poverty have greater support and are more likely to thrive.
- ❑ Pay your hard working citizens a decent wage. Pay equity for the group homes HAS to go through soon.
- ❑ Create more jobs via micro lending. Provide training and supports for small businesses to succeed, and measure worthy business investments by their sustainability and social and environmental impacts.
- ❑ Bring broad band Internet to rural communities so people working with information can live anywhere. Then promote New Brunswick as the picture province - a place of peace, tranquility, easy and challenging outdoor adventures, music, and friendly people.
- ❑ If more people move to New Brunswick and bring their jobs, they will be contributing to New Brunswick taxes, shopping at local businesses, and maybe even adding their time and energy to community events/projects.
- ❑ Provide tax incentives for upgrading property/and community appearances (see Prince Edward Island's example).
- ❑ Make our mark in the world by promoting healthy living, ecofriendly business practices, and finding that balance between old energy sources and new earth friendly sources. DO NOT FRACK!
- ❑ I am pleased to see that the concept of guaranteed annual income (GAI) is gaining traction. Many low income people face a far higher marginal tax rate than any affluent people particularly as their social assistance or WITB experience claw back.
- ❑ Any attempt at a GAI must apply to all citizens otherwise it will continue to distort income inequality. One possible method would be to make the provincial non-refundable personal income tax credit a refundable tax credit - people making less than \$9,000/year would receive a rebate on their unused provincial income tax credit.

- ❑ A better idea (refer to Roger Martin & James Milway) would be to eliminate the provincial non-refundable personal income tax credit and redistribute the additional tax revenue on an equitable basis. Escaping a life in poverty requires a significant leg up that is not fulfilled by the subsistence levels of income support.
- ❑ There are numerous other fair changes to the provincial tax system which could provide this kick-start without penalizing any group.
- ❑ We can work together supporting an increase in the minimum wage.

Acadian Peninsula

- ❑ Vacant premises for artists, Michel Tremblay.
- ❑ Lodging for disabled people: <http://www.youtube.com/watch?v=ASa9UhdNIdI> (link in French)
- ❑ Disabled people.
- ❑ To be able to provide a viable and sustainable transportation system so that people who don't have a car can go to their medical appointments or do any other basic chore such as buying groceries.
- ❑ That the government become financially involved in the long term, not just for a year or two.
- ❑ Develop the cooperative movement : <https://www.youtube.com/watch?v=AnW8y3O7Lbw> (link in French)
- ❑ Politicians' expense accounts must be reduced. Too much waste.
- ❑ They have to stop giving work to retirees who have a pension. Instead, give such projects to mothers and fathers over 50 who are living on social assistance.
- ❑ To get out of poverty, you have to earn a living. To do that, we need jobs that pay at least \$12/hour. Send us out to paint or do repairs in schools, centres, etc. Send us to clean the land such as at the Leech military camp.
- ❑ The cost of electricity is going up and so is the cost of food. We need work.
- ❑ Funding : enabling accessibility: <http://www.hrsdc.gc.ca/eng/disability/eaf/index.shtml>
- ❑ Accessibility standards for client services.
- ❑ http://www.e-laws.gov.on.ca/html/regs/french/elaws_regs_070429_f.htm#BK0
- ❑ Improve accessibility for disabled persons.
- ❑ Continue to offer Employment Insurance to people who want to go on training. Help them to pay their travel and other expenses.

Central New Brunswick

- ❑ We can open up more shelters and help one another out and turn away from people out when they need help.
- ❑ Hands on budgeting with paid trainers for a period of time to monitor and assist spending.

- ❑ Some kind of service or work when receiving assistance. If one does not put some effort into supporting themselves, they don't take ownership of their own lives.
- ❑ more help with child care
- ❑ Children need help with recreational opportunities including help in getting there and being outfitted. More work with the children so that they want to get out of poverty.
- ❑ Programs need to ensure that the person takes on responsibility for getting themselves out of poverty. Gentle pushes may be needed to get the person out the door and to experience some success.

Northumberland

- ❑ Even if people are on Income Assistance they should be able to work and have that money on top of their Income Assistance money, for a period of time.
- ❑ If they are in housing, allow them to get a job to make their lives better, without losing their homes.
- ❑ Education should be up to par with how the world is changing, and it is certainly not today. Computers and technology are a start, but the way we deal with children has to change. Not all children learn the same way.
- ❑ Tuitions should be lowered. They are too high for average people.
- ❑ We need to realize that people on Income Assistance are not the only ones living in poverty. Some families have both parents working and are still living in poverty. They should be helped as well.
- ❑ Due to the high unemployment rates and lack of work, people are unable to pay for their medications. There should be help for these people. They cannot get their medications paid as people on Income Assistance do. We need to help our working people too.

Greater Fredericton

- ❑ We need to ensure that women have adequate incomes. This includes pay equity and other pay equality measures, particularly in the private sector.
- ❑ Further annual adjustments to minimum wage, broader legal aid for family law matters, affordable housing. Scholarships and PSE opportunities for women are also important.
- ❑ Promote & support community engagement & involvement with our neighbours.
- ❑ Support volunteerism which often leads to seeing beyond one's own reality the situation of others thus more empathy. Need to build and support core funding of volunteer centres and non-profit organizations that work to reduce poverty & inclusion.

- ❑ More accessibility to transportation - either cost of public transportation or inaccessibility (long routes, no Sunday /holiday service) limits the poor and marginalized from getting places.
- ❑ Collaboration and sharing of management / infrastructure resources among those organizations & structures working with the marginalized and poor.
- ❑ Most importantly we need to support and implement some sort of guaranteed income.
- ❑ Filter all government decisions through the initial filter of "how will this decision impact those living below the poverty line".
- ❑ Raise the minimum wage so that people who work are better off than if they were receiving assistance.
- ❑ Create more affordable housing, possibly through public/private partnerships.
- ❑ Increase the educational opportunities for those receiving assistance to learn how to maximize their health through a healthy diet, exercise and regular medical and dental check-ups.
- ❑ Provide instruction on good parenting of children and teens.
- ❑ The one single thing that would have the biggest impact on poverty would be to embrace a housing first policy. While hopefully lots of solid ideas will come out of this exercise, as we need multi-solutions, there is no need to reinvent the wheel on housing first.
- ❑ It has proven itself as a most wise investment in other jurisdictions and it would work here, but it needs funding at the front end. The payoff is in savings in health care, emergency response, and policing costs, and they would be substantial. Million Dollar Murray is not fiction.
- ❑ Otherwise, I support tax increases as a way to help alleviate our economic challenges, because cutbacks will hurt the most vulnerable most.
- ❑ Increase minimum wage. The arguments against this by CFIB do not stand up to scrutiny.
- ❑ Support the proposed increase to CPP. This is long term, but will make a huge difference 10-20 years down the road, especially with the current demise of DB pensions and the huge number who have no work pension at all.
- ❑ Explore the question: What creates poverty?
- ❑ Until that is understood there is little hope of reducing poverty and government is just playing.
- ❑ "Poverty is not an accident. Like slavery it is man-made and can be removed by the actions of human beings." -- Nelson Mandela.
- ❑ Provincially we can be looking at policies and program rules that prevent people from moving out of poverty. Extending the health card for people moving out of social assistance to employment is great! Now, how about a provincial drug plan?

- ❑ The working poor in some cases are worse off than people receiving assistance because they have no health coverage.
- ❑ There is probably work to be done on our economic development, but I am not in business so I can't offer solutions here.
- ❑ Throughout this consultation process and when a plan is made, keep in mind the actual cost of living.
- ❑ Rent in Fredericton is prohibitive to moving out of poverty; remember that when considering wage plateaus.
- ❑ We need to bring more jobs to the province. Things like shale gas, it has received much opposition however we need jobs in small areas. Easily accessible jobs. The more people work here the more we can spend in this province.
- ❑ We can include as many poverty stricken families/people as possible to take part in these conversations. Many people who suffer from poverty are not able to secure transportation to another community so their voice is not heard.
- ❑ Education is also the key. Educating the general public about poverty (who is at risk and why) plus educating those living in poverty how to successfully get away from living that way. One good area to start in is with are those living on income assistance.
- ❑ True many need it; but too many are only repeating what they saw their parent(s) do. That's sad because they all have something to offer their communities.
- ❑ Make training available for them; make it a little harder to remain on social assistance year after year and generation after generation.
- ❑ Insist those on income assistance work a regulated amount of time during the year (perhaps for the communities they live in; for example helping to clean streets, picking vegetables for local farmers, contributing time to a local food or clothing bank and so on) .
- ❑ Working gives people back their dignity and makes them feel like they can do more.
- ❑ Raise taxes for highest income earners.
- ❑ Put the HST to 15%.
- ❑ Bring back the tolls, hire and train Low income NBers to build and work at the toll stations.
- ❑ Build restaurants along the highway and hire low income workers.
- ❑ Universal After School Hours care (3-6pm) for all students 5- 13. Could be community members or current afterschool providers - pay for this with the SD budget for Afterschool care.
- ❑ Issue Social assistance Cheques every two weeks, instead of once a month to simulate the world of work.
- ❑ Start a buy local/ grow local campaign.
- ❑ Index Minimum wage to Cost of Living.

- ❑ Provide tax incentives to develop affordable housing.
- ❑ Implement a provincial Transportation Strategy.
- ❑ Change the way we tell our story, change the narrative, focus on our awesome not on our shortfalls.

Charlotte County

- ❑ Give as much priority as possible to literacy training, including financial literacy. Reach out to adults who need help with both, and ensure that the education system teaches and reinforces financial literacy from K to 12.
- ❑ Many adults in this area also need help, whether they are lifelong residents or newcomers to Canada.
- ❑ As a newcomer to New Brunswick and Charlotte County myself, I have been struck by the number of locals, even those who aren't living in abject poverty, whose understanding of the world and their own situation is defined by television and Facebook.
- ❑ Few read newspapers and fewer read books, so it is not surprising that change is close to impossible because the majority can't begin to appreciate their challenges, never mind the possibility of solutions.
- ❑ Age and pride prevent most people from asking for help, but opening closed minds to the bigger picture and alternative approaches is critical if we are to improve the local economy and quality of life.
- ❑ Jobs, jobs and more jobs. More realistically, education on risks of drug and alcohol. More support for families in the area of managing stress and mental illness may help decrease the need for people to rely on substances as a release for anxiety and stress.
- ❑ Parenting skills workshops are also needed that are accessible within communities.
- ❑ Affordable daycare and preschools which would allow for parents to take entry level jobs and afford to have their children cared for.
- ❑ Childcare is often more costly than the wages earned resulting in no attempt to find work and a decrease in self-worth.
- ❑ Promoting entrepreneurship is the most important poverty alleviation strategy. Getting people to take charge of their income generation potential and invest in themselves in critical change in attitudes that is needed.
- ❑ People need access to mentoring and business development services provided by those who have a track record of running successful businesses, not public servants.
- ❑ Some people are simply looking to make an income for themselves and others have bigger ideas. These both need to be supported.
- ❑ We cannot depend on existing employers to create jobs. We need a bigger vision and a hand up, not a hand out.

- ☐ We have to take the poor into consideration when policies are made. Treating poor people like losers is not helpful.
- ☐ Minimum wage is good, but you need a job to get it. We absolutely need to stop giving money to failed businesses and corporations to “create jobs”.
- ☐ I never work. We need to give people on public assistance enough money to live on decently.
- ☐ Retailers need to be made to treat their employees fairly. It shouldn't be possible to call a person in to work and pay them less than the 4 hours required by law. It happens to me all the time.
- ☐ 1. Revise/make better the working wage allowance for those on Income Assistance and capable of going to work.
- ☐ 2. Provide an incentive for those who can volunteer but not capable of going to work.
- ☐ 3. Stop referring to Social Assistance as Earnings as it applies to the waiting period for Employment Insurance.
- ☐ 4. Mandate that electricity be more affordable; and for those who cannot afford the rates provide a RATE REDUCTION for our lowest Income population.
- ☐ Make social assistance less easy to receive so that more people will actually try to get jobs.
- ☐ In this area, there is a lot of seasonal work and jobs posted at several industries but many people I know on assistance tell me that they are “better off” on assistance.
- ☐ Also, ensuring transportation would help those on assistance with jobs, such as a bus to provide transportation to the areas of the county where there is work.
- ☐ Also, if the lower paying jobs were made to offer health care that would also help as many of told me they stay on assistance due to the health card which they may not be able to get benefits if they were working.
- ☐ Of course, poverty in New Brunswick is related to a number of factors. My comments are based on my experience in the field of social reintegration.
- ☐ But I know that there is a completely different perspective, which is that of people who are unable to work. I am less familiar with that aspect, so I will only touch on those “who are unemployed, but able to work.”
- ☐ First, it depends on job opportunities through the creation or expansion of a business, whether it's in the public or private sector.
- ☐ As a province, we must certainly continue to offer learning opportunities at all levels in order to meet the needs of the labour market.
- ☐ For example, Resnet Inc. is a non-profit organization that focuses its efforts on social reintegration through work experience, which has proved a success among the departments involved.
- ☐ First and foremost, someone living on a limited income must have the desire to transform his/her temporary situation.
- ☐ Together, we can establish placement opportunities to boost the confidence of those whose lives are in transition.
- ☐ And you know.... it doesn't take a lot. Employers want motivated, confident, and resourceful employees and what better than having places of learning where they can develop a new way of seeing life, not only for their own well-being, but also for the prosperity of the province.
- ☐ The positive repercussions target social and economic inclusion.

North West

- ☐ The government should invest more in order to help students instead of increasing tuition. After all, it's the students who will be in the labour market later on, and if they have better jobs because of their education, that will lower the poverty rate.
- ☐ It's important to give more money to people who keep the elderly because if they live with a family member it costs less than if they were to live in a special care or nursing home and they are more comfortable.
- ☐ Social assistance should come up with a way to draw up a budget for recipients so they can better manage their money.
- ☐ There should also be more programs to help people wean themselves off social assistance. People don't have the help they need to become independent again.
- ☐ Each province will often have unoccupied spaces that can be utilized by non-profits organizations to cut operation costs and maximize funds to help clients.
- ☐ Provincial funding contribution can perhaps allow for the purchase/maintenance of a building to house all the local non-profits and other service providers that service social inclusion.
- ☐ Providing that the location is within bus route for all clients. This will also promote a one stop service to clients whom are struggling with transportation issues.
- ☐ Offering a shuttle service from multiple non-based points of town would also be helpful.
- ☐ Not for Profits are now in competition with each other to obtain funds when they should all be working together.
- ☐ The disunity among organizations makes it very difficult for our clients to be served properly because sometimes the focus is on survival rather than on the cause.
- ☐ A CO-OP structure is where 3 or more professionals come together for a common cause. They work together to achieve the goals.

Westmorland-Albert

- ☐ We need a social CO-OP to help each other achieve our goals.
- ☐ I believe the best way is to provide people with expanded opportunities for income and to utilize that income more wisely.
- ☐ That could include self-managing social enterprise groups which offer a job function for each member i.e. skilled labor, marketing, sales, daycare, transportation; where people receive equal pay for equal work. Or something as simple as enhancing their food management skills - as James Beard put it, 'Cooking better for Less'.
- ☐ This country was founded on the principles of thrift and industry and it is no secret that these are the cornerstones for a successful populace.
- ☐ If you cannot increase income you must decrease expense to reduce poverty.
- ☐ The province should clean up its act in wasteful spending. It is rampant; every citizen can identify example after example! The province could start by listening!

Carleton-Victoria

- ☐ Recognize that there is poverty within our communities.
- ☐ Provide support in helping individuals take control of their lives.
- ☐ Provide learning opportunities for individuals to learn how to manage finances; budgeting.
- ☐ Easier access to programs such as the benefit program for new single mothers.
- ☐ Equity to childcare services, if a family member babysits while single mom attends school or works pay the same as if attending daycare.
- ☐ Students need to have access to their school library collections after & before school, and at noon hour.
- ☐ Many families do not have books or internet access at home, and it is difficult for kids to get to the public library themselves.
- ☐ Access to well curated school libraries gives kids a chance to explore their own educational interests outside of the curriculum, and develop aspirations for the future.
- ☐ The long term success of the province economically and socially relies on our next generation!!
- ☐ Make it easier (less expensive) for people to get their driver's licenses to enable them to transport themselves to work/ appointments. What about a sliding scale?
- ☐ In my experience transportation has always been an issue for many people.

- ☐ For example to get to specified health care for someone who needs to get from Hartland to Saint John and has no supports or someone to take them. They would need to take the bus and spend two nights at hotels in either Fredericton or Saint John for a simple consultation. Perhaps Multiple consultations could be arranged on the same dates if needed, as opposed to one here and one there on different dates.
- ☐ Find someone to provide safe/inexpensive vehicles to parents/caregivers to enable them to meet the needs of themselves & their loved ones regarding school/medical/employment, etc.
- ☐ Provide better bussing to hospitals placed in inconvenient locals for many of our poor.
- ☐ Increasing what is allowed as work income for those on Social assistance for a longer period of time.
- ☐ Not penalizing if they have a vehicle.

Kent County

- ☐ Economic inclusion and social inclusion should start with training people who are uni-lingual to both official languages.
- ☐ Since the government has the expectation that to work in a quality job in this province you have to speak both French and English fluently. This means a lot of us have a handicap we cannot over come easily. For a lot of people to even do what they trained in or obtain a labour job we have to speak both languages forget being able to work in public service, it's a joke.
- ☐ How about some equal rights for all. Some people are struggling because they don't have the required education that employers are looking for through the language MANDATORY or ESSENTIAL in and they have no chance of staying in NB.
- ☐ Encourage suppliers to offer local products to the extent possible.
- ☐ Offer grants or other incentives to local farmers to encourage them to produce things in N.B.
- ☐ Make sure that those who can work do work and that they have the tools to do the job. Offer them incentives to encourage them to want to become engaged.
- ☐ Inform the public of the benefits in order to grow the local economy.
- ☐ Continue to offer grants for after-school programs, collective kitchens, etc.
- ☐ Make people on welfare responsible for their health. Oblige them to participate in programs to improve their knowledge of budgeting, nutrition, gardening, cleanliness, sewing, parenting, education, etc.
- ☐ Offer incentives for people on welfare to do volunteer work in the community.
- ☐ Have early childhood centres in elementary schools that are accessible to everyone.
- ☐ Tell people what economic and social inclusion means and of its importance for the province. Publicity!

- ☐ Encourage the retention of our workers in N.B. Many are moving to Western Canada.

Restigouche

- ☐ At the meeting on September 24 in Campbellton, I suggested our project: Coup de pouce .
- ☐ That project could easily be implemented everywhere in New Brunswick.
- ☐ In short: A call centre and placement centre for people with difficulties or disabilities so they can earn at least \$200 per month.
- ☐ Financial assistance to help pay electricity bills or other expenses.
- ☐ We could work by soliciting businesses and other organizations for daily jobs.
- ☐ Also, to raise money for this project: Sonia Gagnon: 581-886-0237.
- ☐ People who apply to receive social assistance should have to do a certain amount of volunteer work in order to acquire work experience and develop a networking system. That would enable them to find a job more easily.
- ☐ Enroll in workshops to learn how to budget, cook inexpensively, etc. That should be mandatory when applying for social assistance.
- ☐ Establish a provincial community fund, where awesome ideas can be funded without an extensive application \$500 at a time.
- ☐ Aim for 20 in year one and allow for communities to match the fund as we move forward.
- ☐ Stop the cycle. Children of families living in poverty should be followed and given tools and encouragement to do well in school and to participate in the community.
- ☐ Give them free access to tutors, free registration to sports and cultural activities.
- ☐ NB Housing communities should have a large community garden: to teach families where food comes from, to provide healthy food and at a very low cost.
- ☐ Educational sessions could be given on how to preserve the fruits/vegetables.
- ☐ It also says that we have to invest in adult literacy because higher literacy levels benefit not only the individuals, but society as a whole is enriched when it comes to the economy, and the educational, social, and health systems.
- ☐ For the government's part, it must not view education as an expense, but as an investment in the future aimed at developing the entire province.
- ☐ With that in mind, any further cuts to the education system should be avoided.
- ☐ Instead, resources should be given to the community so it can provide certain services related to the development of literacy.
- ☐ Also, a better-funded learning system for adults geared toward recruiting learners could only contribute to the development of literacy and enhance community inclusion.
- ☐ As for employers, programs are offered by the Government of New Brunswick to improve employee skills. We need more of these programs, however.
- ☐ Programs adapted to the realities and needs of various employers as well as assistance for small employers who don't have the means for paying for training their staff, often at the expense of competitiveness.
- ☐ I think what we are doing now is a great idea. All sectors from different regions have one common goal.
- ☐ Overcoming poverty Together. If something works in one area we should try to do the same in other areas.
- ☐ As a province we have to stay united with all the different sectors.
- ☐ Keep up the media side of the cause. Get more people involved in each division.

No Specific Region

- ☐ Encourage college/university education and don't look at the parents' income when students are trying to get loans.
- ☐ Even parents with an income cannot afford the full amount of education expenses for 4 years university. Even if we have been saving since the child was born.
- ☐ Healthy lunch for all elementary, middle and high school students or at least a breakfast program in every school.
- ☐ Support green initiatives for businesses, there are many green ideas that can be supported and thrive in NB, it is happening all around the world.
- ☐ Subsidize healthy foods, i.e. veggies and fruit have a mix of different income housing all together so you don't have ghettos.

Chaleur

- ☐ "The fundamental cure for poverty is not money but knowledge." That quote from Sir William Arthur Lewis, who won the Nobel Prize in Economics in 1979, does not come from a document produced by an organization for the promotion of literacy, but from the Government of New Brunswick. It is taken from a booklet entitled Working Together for Adult Literacy, which was published in 2009. http://www2.gnb.ca/content/dam/gnb/Departments/petl-epft/PDF/Literacy/AdultLiteracy_web_Eng.pdf

Question 2

What can we do together as a community to reduce poverty and contribute to economic and social inclusion?

Monday, September 16, 2013 CIN 11 – Richibucto

- ❑ Communication among the local communities about programs, opportunities. No need to reinvent the wheel. Share what works.
- ❑ There are children that go without lunch. We need to nourish the children. Identify these children and let their parents know what is available.
- ❑ Communities are good to come together when crises occur. We need to be able to come together for the daily needs of the community.
- ❑ Provide adult learning centers in the community.
- ❑ Within the community educate people about how to budget.
- ❑ Educate people in the community about needs. Some families that qualify for food banks don't really need it.
- ❑ There are lots of volunteers that could go from one community to another to help provide resources for those in need.
- ❑ Cooking classes. Some don't know how to cook what is available in community gardens and food banks.
- ❑ Businesses in the community should get together and collectively identify and provide for the needs of the community.
- ❑ Get people in the community into the schools to educate them as to employment opportunities and skills needed for various jobs.
- ❑ Specific life skills education needed. High school students without a clue how to interact with others. Demand that this is taught in the local schools.
- ❑ The rural communities can benefit from more interaction with the larger municipalities to access program which might benefit them.
- ❑ Support local farmers. Bridging the gap between farmer and buyer, between farmer and stores and create more local markets. Business support, marketing support, harvesting support. Hiring locally.
- ❑ Support to food security network.
- ❑ Find opportunities with other producers with Kent county. i.e. meat, eggs to glean products.
- ❑ Better support for food banks to handle and store fresh fruits and vegetables.
- ❑ Surplus sharing network to share clothing for new jobs, furniture for homes.
- ❑ Knowledge sharing-sewing, brick laying, canning, etc...
- ❑ Collaborate and network between communities in Kent county. I.e. Workshops and programs. Create a network.
- ❑ Support local businesses and promote buy local.
- ❑ Business mentoring youth-work co-ops, make co-ops mandatory and allow as credit towards high school
- ❑ Social enterprise for example: Train for Trades in St-John's NFLD. Non-profit's profits go back into social enterprises. This should be open to anyone with barriers to unemployment.
- ❑ CINs to organize more information sessions between communities to exchange ideas.
- ❑ Barriers to employment, i.e. language, physical and mental health issues, childcare.
- ❑ Volunteers for transportation; semi-retired people.
- ❑ Open up daycares 12-15 months after maternity leave. One educator for every three children (ratio). More equipment so they're profitable.
- ❑ Daycare system, e.g. Quebec. Should have a salary limit. Cooperative daycare: subsidize someone who wants to start a daycare.
- ❑ Pregnant women do not get follow-up care in the region. They go to Moncton, unless they have a family doctor, up to about 7.5 months.
- ❑ Further promote breastfeeding (it's free). Can help reduce poverty, mental health, and attachment.
- ❑ Cotton diaper initiative.
- ❑ Encourage participation in early childhood programs.
- ❑ Maternity/baby clothing exchange.
- ❑ VON Healthy Baby & Me. Gifts to get people to come to programs, gas.
- ❑ Listen to our community, e.g. mental health; to talk about their situation, support group.
- ❑ Have low-cost activities. For example, if a family wants to take zumba classes, offer a reduced price if there is more than one child, family rate.
- ❑ Some people could do a few hours, but without losing their Employment Insurance or Social Assistance benefits.
- ❑ Exchange services, e.g. do some work to pay for swimming lessons. Accumulate time or money.
- ❑ "Time for time" volunteer system, e.g. donate time to work at the cemetery to pay for a skating or hockey membership at the arena.
- ❑ Talk to businesses in the community for things like baby diapers.

- ❑ Better communication system to inform residents of the services that exist in the community.
- ❑ A free community page in *L'Étoile* – with a section on early childhood.
- ❑ Canadian Tire or Co-op money coupons. Same type of money for the community, tax free.
- ❑ Go back to bartering. Chores, helping hands.
- ❑ Support addiction services.
- ❑ More community gardens; greater participation in existing gardens. Link between the schools and seniors for knowledge transfer. Make the connection with community kitchens, use community kitchen space (above the St-Louis pool).
- ❑ Match people who drive and who travel with those who are looking for transportation. Determine the logistics, develop the shared transportation program.
- ❑ Directory of community services in towns and villages. Telephone numbers and websites, like 1.800.OCanada. We don't know what we have. The CIN could play a networking role, connections. The challenge is to make the services known. Use CJSE radio, community paper.
- ❑ Business people could be open to the idea of offering part-time work. Give people a chance to try to do a job, make a bit of money, increase their self-esteem.
- ❑ Develop rosters of people who are available. Somebody could make the connections, do the follow-up, and sessions with the businesses. What skills are needed; follow up.
- ❑ Social enterprise to match seniors or others with people capable of working in and around the home (lawn, repairs, snow removal) so people can stay in their homes for a long time.
- ❑ Time bank: Donate your time in exchange for services from other community sharing networks and maybe school credits for students.
- ❑ More education in the schools and communities about the reality of poverty. Awareness is the key.
- ❑ Bring people together more – on the street, in the workplace, in housing. Organize forums in the communities.
- ❑ Develop a mentoring or pairing system for reintegration into the workforce.
- ❑ Educate the commercial sector about the socio-economic realities of the community.
- ❑ Seek champions who are already out there, e.g. Fundy Pros (Mario Allain) training initiative for employers.
- ❑ Develop public forums or discussions between entrepreneurs and employees or potential employees, educators, professionals. Include the community for the welfare of the community.
- ❑ Mobile food bank to give access to remote communities. Community kitchens in all of the communities in Kent county.
- ❑ Maximize the use of our community centres to provide wellness initiatives.
- ❑ Establish a regional network where various organizations can learn about what others are doing.
- ❑ Educate residents about the existing needs, such as the need for transportation.
- ❑ CIN awareness campaign. Use a language that will reach people. Talk in a way that people can understand.
- ❑ Get young people (ages 5-18) involved up to the age of 30. Better to join them, work with them.

Tuesday, September 17, 2013 CIN 7 -

Miramichi

- ❑ Set up a program where people could return their bottles, cans and other returnables, and the money would be used for non-profit groups. Ex soup kitchen or collective kitchen.
 - ❑ Transportation: keep buses running later. Businesses like call centers close at 11pm or midnight and people have no transportation home. Examine restriction on busses, ex: strollers, bottles, many bags. Attach bicycle or strollers racks to bus.
 - ❑ Encourage community organizations that want to donate, to donate bus passes.
 - ❑ Have local MLA and mayor organize an event that will bring media attention to our program.
 - ❑ We are the only city that does not have mobile crisis unit to support people with mental illnesses.
 - ❑ Have a community foundation like United Way or Head Start to support community projects or group of individuals.
 - ❑ Our community needs to address social capital within church organizations.
 - ❑ Have a program where businesses like Aliant, that cut wood to erect towers, could have the wood donated to low income people that need it.
 - ❑ Have a program (website) where people with trades (carpenter, plumber) can sign up if they want to volunteer time.
 - ❑ Organizations and non-profit that need volunteers for an event could promote on a website.
 - ❑ To have a one stop shop where people would go to know about services offered in the community. Groups could also promote their events on it.
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- ❑ Housing discrimination to those on social assistance.
 - ❑ Need more subsidies, more subsidised housing, and single men without children do not have a chance.
 - ❑ Homeless shelter to reopen? Habitat for Humanity Miramichi, Chamber of Commerce to champion to the entire community.
 - ❑ The roof project one roof over one family.
 - ❑ Fundraise for sustainability of great projects.

- ☐ Resourceful but requires direction.
- ☐ Need to communicate what we are all doing.
- ☐ Wellness committee a great model.
- ☐ Community champions.
- ☐ Bike trails are needed to improve connection between communities.
- ☐ Public transit unsustainable- need transport to services, shuttle services.
- ☐ Uniforms in school system to prevent bullying (may be expensive though).
- ☐ Promote businesses that employ inclusive hiring practices, maybe logo like mango, block parent sticker. Promote through stories in the paper, interviews.
- ☐ Share what we do, share our stories.
- ☐ Develop mutual support systems, recognize community contributors.
- ☐ Coat for kids program, school supplies, and book bags for kids.
- ☐ Start daycare in schools at age 4 and have it subsidised.
- ☐ Universal daycare.
- ☐ Support to employment for those with disabilities, diversities and differences.
- ☐ Establish a co-op daycare.
- ☐ \$7/day daycare in NB/Miramichi.
- ☐ Talking about the issues together.
- ☐ Uncover the homeless/hidden poverty.
- ☐ Communicate education and awareness.
- ☐ Housing discrimination to those on social assistance.
- ☐ Need more subsidies, more subsidised housing, and single men without children do not have a chance.
- ☐ Homeless shelter to reopen? Habitat for Humanity Miramichi, Chamber of Commerce to champion to the entire community.

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- ☐ Quote “we need a good boot in the butt to get us going. We are too set in our ways.”
 - ☐ Forget about political affiliations and everyone work together and the government will listen.
 - ☐ Need improved local transportation system. Buses do not go to many rural areas. Better access to areas of the Miramichi.
 - ☐ Need a better communication system so people know about various programs and services available in the community.
 - ☐ We need a food bank that is accessible to people throughout the community. It doesn't meet the need of enough people.
 - ☐ Improved conditions needed in senior housing. Not enough staffing.
 - ☐ Inform people of their rights as citizens of the community. People feel they are powerless.

- ☐ We need an attraction which brings people from the outside into our community.
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- ☐ Networking around poverty reduction.
 - ☐ Promote the idea of helping.
 - ☐ Job placements that relate to passion.
 - ☐ Foster passion for the individual youth.
 - ☐ Foster strengths through co-op process/apprenticeships.
 - ☐ Practical mentorships.
 - ☐ Healthy dialogue and community conversations.
 - ☐ Supporting children is an avenue for poverty reduction.
 - ☐ Breaking the cycle.
 - ☐ Burn the TV.
 - ☐ We are making a God out of technology.

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- ☐ All citizens get involved in helping with transportation. Carpooling or giving bikes from more affluent members in exchange for a tax write off.
 - ☐ We should go door to door and do food drives for the food bank. Get college students and seniors in high school to donate their time.
 - ☐ Need more low income housing so families can live together in a house. Apartments may be an answer.
 - ☐ Financial literacy for youth 16-25 to enable them to get better use of their money.
 - ☐ Winter clothes and boots for kids who cannot afford to buy them.
 - ☐ Have a program that schools buy supplies and that would make the parents pay less. They would only pay \$25 for backpack and supplies.
 - ☐ Free community activities (free movies or contributed bake sales).
 - ☐ Ask businesses for donations to pay NB Power, oil, water bills for the poor who cannot afford them. Business could put on special events with their employees to raise the money as well as to support their communities.
 - ☐ Create more job mentors to assist in work. Most folks would be willing to do anything. Give folks part-time jobs to top up their welfare.
 - ☐ Want to help people do resumes. They could shadow to learn the skills.

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- ☐ To share donated food or other more evenly between users.
 - ☐ Food banks and church suppers do not address the underlining roots.
 - ☐ Convince landlords to offer “all Inclusive” prices so that people would have heat and warmth included in rent.

- ❑ Question the way of decreasing taxes for landlord that rents to lower income people (city taxes).
- ❑ Stop working in silos and start sharing resources. Ex. Having a non-profit association for all non-profit organizations.
- ❑ We can only help people we know; so talking between programs would help.
- ❑ Partnerships between business and non-profits Ex. Ask business to “adopt” a non-profit for a year and provide support (money or not).
- ❑ Create more partnerships between community groups and passionate people.
- ❑ To find a way to engage and empower the lower income people and create ownership.
- ❑ Continue the discussion/dialogue after this evening (before the next provincial one). Tonight is just the beginning.
- ❑ Need to find a way to get our youth to be involved (work with schools and colleges).
- ❑ To teach kids how to give.
- ❑ Include kids that are usually not included in initiatives.
- ❑ Everyone needs support from other people and to feel they belong to a group/community.
- ❑ Also work with kids that are not usually “champions” and great achievers; also work with other students.
- ❑ Establish community kitchens in areas that need them.
- ❑ Financial support for food programs. Develop a structure to support all of these steps.
- ❑ Use the after-school programs.
- ❑ Develop a partnership with the CIN and the wellness networks.
- ❑ Coordinate programs to see them through and ensure follow-up.
- ❑ More human and financial resources to support the initiatives, such as a community committee that could identify area needs.
- ❑ Coordinate at the community level to support the efforts and/or the regional projects.
- ❑ Help food banks acquire more appropriate and better equipped premises.
- ❑ Each community prepare a list of community services (CIDDE* + inventory).
- ❑ * Translator’s note – unable to verify
- ❑ Study the situation of seniors, identify community profiles (municipalities like seniors).
- ❑ Call upon the knowledge and expertise of retirees.
- ❑ Intergenerational exchanges.
- ❑ Show more open-mindedness in the community, more awareness about people with limitations and those who are living with mental illness.
- ❑ Develop minimum standards for inclusion.

- ❑ Improve low-income housing through community-based mutual aid.
- ❑ Establish volunteer action centres. Value volunteer work.
- ❑ Provide a better structure for community recreation in order to support accessibility to active sports and recreation.

Wednesday, September 18, 2013

CIN 12 - Pokemouche

- ❑ Accessible community transportation for health care and any other purpose.
- ❑ Community funds for mutual aid involving the four sectors for the start of the school year.
- ❑ Promote the establishment of community kitchens for all ages.
- ❑ Empower people to cook healthy, low-cost meals.
- ❑ Ensure that children have meals at school.
- ❑ Encourage the private sector to develop housing cooperatives in areas close to services.
- ❑ Educate the community about what it means to be poor in the Acadian Peninsula. Include industry and other sectors. Interviews, testimonials, Rogers TV, CKRO, radio, print media.
- ❑ Be generous year round, not just at Christmas.
- ❑ Red nose of poverty. Plan for Christmas, the start of the school year. Match companies and groups.
- ❑ Industries could subsidize the schools with equipment to help the trades.
- ❑ Implement a volunteer tutoring program for children who are having trouble learning.
- ❑ Wellness day. Seek and encourage municipalities to participate by offering activities, include activities for seniors.
- ❑ Accessible and affordable cultural activities.
- ❑ Daytime drop-in centre model open to more people to reduce isolation.
- ❑ Unite, stop the self-interest mindset. Make an effort to work together.
- ❑ Negative comments that there is nothing in the Acadian Peninsula. Propose supporting and promoting success stories. Be positive while remaining realistic.
- ❑ Municipal councillors, as community decision makers, should be informed and educated. Make presentations to the municipalities’ association on networking, e.g. MACS-NB.
- ❑ Encourage exchanges between different community groups.
- ❑ Continue to invest time and money in creating autonomy and increasing wealth. Find ways to be innovative because the Acadian Peninsula is often used as a model.

- ☐ Mobilize decision makers and stakeholders around common goals and objectives.
- ☐ Continue to focus on social networks because they are accessible.
- ☐ We must invest in the strengths of the Acadian Peninsula. Be mobile because we are far from major centres. Build on a family and mutual aid mentality.
- ☐ Block party to reduce solitude, isolation.
- ☐ In the Acadian Peninsula, we use the four decision-making sectors and they do their part based on their needs or what they can offer.
- ☐ Move (events) to where people are in remote areas. More favourable for those who cannot travel.
- ☐ Continue to plant seeds; don't think about quantifying the changes or the difference, as long as we can make a bit of a difference; if we can at least break down isolation.
- ☐ Work together. Unifying projects.
- ☐ Promote and recognize success stories.
- ☐ Identify existing strengths and value them.
- ☐ A chamber of commerce for the Acadian Peninsula.
- ☐ Public transportation. Have a shared commitment, find a solution.
- ☐ Use existing vehicles, upon request. Volunteers.
- ☐ Government investment in transportation.
- ☐ Transportation adapted to needs. Apportioned for the region.
- ☐ Housing; encourage co-op housing; guarantee accessibility.
- ☐ Employability. Partnerships with employers to create jobs, e.g. nursing homes. Employee cooperatives. Centralize and simplify.
- ☐ Immigration. Equivalency and recognition problem.
- ☐ Early childhood. Accessibility. Daycare centres in nursing homes and in the schools.
- ☐ Consolidate services. Easy to get lost, lack of coordination.
- ☐ Support the efforts, projects of other community organizations.
- ☐ Food banks. Offer ongoing support and sufficient quantities. There is a need. Demand exceeds supply.
- ☐ Raise awareness at all food stores.
- ☐ Find alternative solutions, e.g. community gardens, donate harvests.
- ☐ Organize collective kitchens, food security.
- ☐ Seniors. Support programs.
- ☐ Get mentors to agree to return to the community.
- ☐ Municipalities/schools. Serve or offer space for collective kitchens. Ensure involvement of the golden age clubs, the Legion, churches (basement kitchens) and private companies like the Superstore or other grocery stores.
- ☐ Cut expenses.
- ☐ Community gardens: good example of a training tool for proper nutrition and how easy it is to volunteer.
- ☐ Encourage farmers' markets.
- ☐ Encourage schools to provide transportation for extracurricular activities or other things like community kitchens. For example, In Neguac, children in grades 6-8 were given community cooking classes.
- ☐ Encourage volunteering in schools.
- ☐ Get municipalities to encourage active lifestyles in their community.
- ☐ Public transportation is too rare.
- ☐ Make known the benefits of participating in the development of community kitchens.
- ☐ Continue to invest in early childhood.
- ☐ Develop activities where the different social classes can mingle (community gardens, collective kitchens, family drop-ins.)
- ☐ Value our workers, advertise, SMEs and government. Don't be crushed by negative comments.
- ☐ Solidarity in the Acadian Peninsula. Partnerships between the regions. Recognize the strengths of each location.
- ☐ Continue to work on community transportation.
- ☐ Develop a collaborative spirit, volunteer in your community. Tell residents where they can help in the community. Have a list of volunteer needs.
- ☐ Access to comfortable housing.
- ☐ Build a sense of compassion in our community.
- ☐ Create jobs.
- ☐ Show an interest in what is going on in the community (activities, services). Participate in activities.
- ☐ Have a directory of the programs and services in our community to facilitate access.
- ☐ Collective kitchen for the community and post-secondary students.
- ☐ Equip people.
- ☐ Have non-perishable food drives year-round, not just during the holidays.
- ☐ Sponsor a child living in poverty.
- ☐ Educate social committees and clubs about taking action to help the less fortunate.
- ☐ Awareness campaign to eliminate prejudices about poverty.
- ☐ Offer free computer, nutrition, and budget training.
- ☐ Make sure training activities are not just offered in cities and towns, but also in villages.
- ☐ Have home economists in the area.

- ❑ Develop partnerships so that services are accessible to the community; have satellite offices in isolated communities.
- ❑ Avoid duplicating services.

Monday, September 23, 2013 CIN 4 – Saint-Léonard

- ❑ Adapted and regular transportation for groceries, daycare, and work.
- ❑ Atelier Tournesol. Too expensive; not affordable; not available.
- ❑ Possibility of volunteer drivers. Have a roster or list of people.
- ❑ Partnerships in four 4 sectors: public, private, transportation volunteer
- ❑ Seniors and people with limited mobility. Increase in the number of seniors needing transportation.
- ❑ Carpooling, public transit.
- ❑ Assess the different transportation options in the regions.
- ❑ Adapted transportation is very expensive.
- ❑ Share knowledge, success stories, and learn from bad experiences, e.g. gardens.
- ❑ Collective mutual aid. Develop gardens elsewhere, reduce meal costs.
- ❑ Collective kitchen, good food, nutritional education, social activity, end isolation.
- ❑ Public-private partnership.
- ❑ Private-public shared equipment and space.
- ❑ Collective kitchens. Same principle as community gardens: sewing, crafts.
- ❑ Mutual aid in terms of transportation. Daycare between parents. Work between employees.
- ❑ Mutual aid: clothing, parents give to other parents.
- ❑ Research in the community to help find clothing, furniture, etc.
- ❑ Good resource: hairstylist, knowledge.
- ❑ Break down isolation. Internet available to everyone. Encourage access in businesses with recycled computers.
- ❑ Not having Internet access increases inequality.
- ❑ Find human resources in the community and share these resources.
- ❑ Get to know our neighbours. Establish relationships.
- ❑ Block parties. Street picnics. Neighbourhood activities, exchange services.
- ❑ Mentorship program. People with special needs, music.
- ❑ Social enterprise, e.g. Atelier des Copains. Get people who are not in the workforce working.
- ❑ Take an inventory of what already exists.
- ❑ Find out what is being done elsewhere and apply it here.
- ❑ Pot of money foundation, fundraiser. Help people in need.
- ❑ Organize an amateur night; fundraising day. Fifty-fifty draws.
- ❑ Funds to keep our people. Hire here at home.
- ❑ Workplace training.
- ❑ Renewable energy. Regional resources. River (tourism).
- ❑ Job creation at the community level.
- ❑ Technological development.
- ❑ Competition. New solutions for moving forward.
- ❑ Access to community transportation in rural areas. Community transportation operation (like Red Nose). Three times a month (20th, 1st, 27th and 28th) Doctor, dentist, drug store; link with health and special needs.
- ❑ Stop financially abusing people with special needs. Value the contribution of people with special needs.
- ❑ Members of the community continue to get involved (donate clothing, community garden).
- ❑ Reduce prejudices, educate the public about low-income people and people with special needs.
- ❑ Encourage people to give things instead of throwing them away.
- ❑ Reuse program, e.g. furniture. People could go get what they need for free or at minimal cost.
- ❑ Use and share information via social media.
- ❑ Network/communicate available services.
- ❑ Educate contractors who construct buildings for vulnerable people about the realities; and real affordable housing for individuals and the GNB.
- ❑ Establish a list of companies and ensure a turnover so it's not the same ones getting the contracts.
- ❑ Have apartments that meet the needs. Nothing luxurious, otherwise we create a precedent.
- ❑ School breakfast programs - wow! But it is a challenge to find cooks to make the breakfasts.
- ❑ Grants for after-school programs offered by the Department of Healthy and Inclusive Communities, but in the mornings to help children make their breakfast at school.
- ❑ Have baskets of snacks available in the classrooms for young people. (CIN has a certain amount per month per school for snacks.)
- ❑ Find a way to have school breakfasts prepared on site.
- ❑ Kitchen with local food.
- ❑ Find a way for the children to have lunch at school for free (school taxes, etc.).
- ❑ Create jobs with good salaries (SMEs) decentralize (\$15/to be sustainable).

- ❑ Educated people can't find jobs.
- ❑ Invest in young people and keep them here (students graduating from university – return to their communities and work (student debt paid at 33% or 50%).
- ❑ Send out information, i.e. market studies for the region/community/province on the labour market and give accurate information about the jobs available, etc.
- ❑ Work together. This is a challenge because volunteers are serving on several committees, which means they are starting to say no more often because they are exhausted.
- ❑ Get more people involved in networking, e.g. Céline Ouellet (CIN), Marc Bossé (Wellness), etc.
- ❑ Exhausted volunteers/at risk. Active community at risk. Volunteers are essential to a community, but it's difficult.
- ❑ Involvement of local politicians (mayors, councillors, MLAs, MPs, etc.). Do less "political" work (photo ops and chatting) and get more involved in the communities.
- ❑ Community second-hand stores in small centres close to people (transportation is a challenge).
- ❑ Activity and training centre for people who are 50+. Develop mentorship program with seniors and young people.
- ❑ Attainable services and resources for people who are 50+.
- ❑ Promotion/prevention - healthy lifestyles.

Tuesday, September 24, 2013 CIN 5 Campbellton

- ❑ An observation made that there was not a sense of community in this area. Volunteers for the local festival but that's it. Need to come together as a true community.
- ❑ A perception by a participant that the poor are really looked down on.
- ❑ Get the poor involved in community activities.
- ❑ Transportation is a concern. People who don't drive can't get to community activities and resources.
- ❑ A community garden is an example of a resource which brings the community together.
- ❑ People with skills don't know how to go about having a venue to share their skills. We need a database that shows what's available.
- ❑ After school activities for students need to be expanded.
- ❑ We need to value and appreciate our seniors as resources for the community.
- ❑ Community Centre and Library publicized as the places to go to find out what's going on in the community.

- ❑ Individuals need to feel comfortable reaching out to the community when they need help.
- ❑ Development of a community centre that is used by all age groups. Example of group of people who got together to make toys for the kids.
- ❑ Community groups targeted to people of all ages. There's lots of unused space. Build on the YMCA that is coming and have programs for all ages.
- ❑ We have to value every member of the community equally.
- ❑ Mayor should make a declaration that nobody in the community is going to go hungry.
- ❑ Have a community supper with an educational component covering a topic like cooking on a budget.
- ❑ Have the community define some family bonding activities like once a week cooking a supper together. Values that are shared.
- ❑ People that are not computer literate are deprived of information/resources. Mail out information to those that cannot access the information. Libraries could be utilized as a resource to access community activities.
- ❑ Hold more discussions like what is happening tonight.

- ❑ Cooking classes/Food purchasing groups/Collective kitchens: more initiatives in these areas and more sustainable and ownership of clients.
- ❑ Not enough volunteers at the Food Bank; need right personality, clients take for granted the food, give back to the system.
- ❑ CIN - NB Housing Partnership to increase the number of raised beds gardens in housing units. NB Housing - rules/housing for increased wellness. Mini barns - 6 chickens each at NB Housing.
- ❑ City – NB Housing pet control / animal control issue - need better control no mandates.
- ❑ Programs - hockey, skating, swimming should be free or equally accessible, outdoor rinks, maintained by the city. Ti kwon do - programs need financial support. Jump start, Pro Kids - continue until the age of 18.
- ❑ Social Development/Income assistance/municipalities pay all activities, dance, swimming lessons.
- ❑ CIN - Public Transportation. Bussing, paid taxes to get to and from activities. Create a system of sharing - carpool - mini school bus to travel to and from organized sports (practice and games). Create a small mini-enterprise to put people to work.
- ❑ 12-18 year olds - Programs/clubs/facility. YMCA coming to the community. Their programs are usually at a great price.
- ❑ Volunteer centre/Food Bank - give training and offer volunteer opportunities.
- ❑ Multicultural Association - Sharing, cultural day; sharing of cultures (Expo or Fair).

- ❑ Food Bank: Add certain foods (meat); increase healthy foods (fruits/veggies); cooking classes. Only food comes from National Food Centre - sometimes not healthy. Get stores involved for fresh produce to food banks; give food bank money to buy food.
- ❑ That the Restigouche Region work together. Break down barriers between towns and villages (politically, power).
- ❑ That essential services can move from one location to the next : lawyers, doctors, etc.
- ❑ Use resources wisely. Promote community resources.
- ❑ Collective, community-based society. Level the playing field.
- ❑ Eliminate individualism. Doesn't make a difference, e.g. fundraising, need \$10,000. Not necessary for each young person to collect \$500. Look at the team's total only. Work together, help one another.
- ❑ Low-income people. Put some effort into preventing this. Mobility network; movement.
- ❑ Find good leaders (mayor, person responsible). It takes people and goals. Balanced representation. Hold meetings and discussions, listen and promote: four government representatives, four people from the middle class, four people from the lower class, and four people with special needs.
- ❑ Work together – community gardens, food banks.
- ❑ NB Housing. Activities for people.
- ❑ More participants outside the network.
- ❑ See what can be done (materials, food, etc.).
- ❑ Call/placement centre for people in need.
- ❑ Create daily jobs, have a bank of employers and employees. Develop a pilot project in the Restigouche region.
- ❑ Eliminate employer restrictions.
- ❑ Look at existing government programs to support the project and adapt the conditions for employees on social assistance.
- ❑ Look into the concept of a workers' cooperative.
- ❑ "Open for business" student. Implement the program on a larger scale.
- ❑ Community gardens. Atholville: Greenhouses inside the school. Partnership: bring together the stakeholders, see what we can accomplish together.
- ❑ Form groups, ensure that all young people can benefit from sports, recreation, cultural and other programs. Develop a sense of belonging. Community beautification program.
- ❑ Presentation in the schools and municipalities about CIN services.
- ❑ Develop a list of programs, services offered.
- ❑ Include people with mental health problems. Paid work day = pride.
- ❑ Offer self-esteem sessions and ensure that people with psychological needs can access them.
- ❑ Food security. Ensure there are no losses in the stores.
- ❑ Develop community kitchens in every community.
- ❑ Partnership between Public Health (dieticians) and the communities in terms of food security.
- ❑ Support community projects (like nutritional mentors and low-cost housing).
- ❑ Sessions on family budgeting, grocery shopping, and finding support programs.
- ❑ Offer lower prices, discounts.
- ❑ Sessions on preserving/canning foods.
- ❑ Develop social economy projects (community farms, community agriculture).
- ❑ Take an inventory of peoples' skills, consultants.
- ❑ Conference, forum to introduce existing service organizations and get to know them.
- ❑ Regional newsletter and community radio spots on existing services and organizations.
- ❑ Lack of understanding about poverty.
- ❑ Communities are working in silos.
- ❑ Celebrate what we have instead of focusing on what we don't have.
- ❑ Spread the word about the reality of our regions and give out the right information.
- ❑ Have a mentorship program for our young people in school.
- ❑ Big Brothers Big Sisters program in all of the regions.
- ❑ Community mentorship program.
- ❑ Get young people to volunteer.
- ❑ Food waste in restaurants.
- ❑ Promote the programs and the jobs that are available in the area.
- ❑ Networking between services and employers.
- ❑ Personal growth program for young people in school (best teacher resources for the development of FPS (Formation personnelle et sociale) programs).
- ❑ Lack of regional volunteer centres.
- ❑ Use golden age clubs; outdated buildings.
- ❑ Access for people of limited mobility. It doesn't exist in Balmoral or Dalhousie.
- ❑ Promote non-profit organizations, give them visibility.
- ❑ Personal finance management for youth, adults, and retirees.
- ❑ Bring back home economists and make them accessible to everyone.
- ❑ Show students in grades 10, 11, and 12 how to budget.
- ❑ Raise awareness about what's going on. Network, establish an e-mail distribution list or an information binder that tells people about everything that is going on in the region.

- ❑ Invest in tourism. Promote the First Nations culture, the borders, etc.
- ❑ School reintegration program. Help people develop skills that are currently in demand.
- ❑ Workplace experience for young people in school.
- ❑ Prevent crime and promote healthy behaviours. See RCMP services and form groups.
- ❑ Food banks: There are dry spells. Options: grocery stores could take foods that have expired but are still good, and prepare low cost bags. Give the food that is about to expire to the food banks and organizations. RADO workshop collects food from the grocery store every day.
- ❑ Develop these exchanges between services and food: one person per day goes to get the food.
- ❑ Community gardens in disadvantaged neighbourhoods and develop/encourage bartering.
- ❑ Community and collective kitchens.
- ❑ Healthy cooking classes.
- ❑ Celiac disease – difficult to feed yourself at food banks.
- ❑ Dinner once a month in Campbellton grocery stores with a dietician.
- ❑ Find a solution so that people who want to donate items can bring them in or they can be picked up.

Wednesday, September 25, 2013 - Regional Stakeholders - Bathurst

- ❑ Have food exchanges once or twice a month in the food banks.
- ❑ Clothing exchanges between regions, e.g. between schools for children's clothing.
- ❑ Increase communication between NPOs and gather information about from the same location.
- ❑ Increase the number of community gardens and ensure accessibility for people in need.
- ❑ Continue to support food banks.
- ❑ Develop more formulas for shared transportation. We must consider access to technology and the Internet when we develop a system.
- ❑ Review automobile insurance company policies to ensure there would be no problems with shared transportation.
- ❑ Ensure inclusiveness among the social classes. The two solitudes: the poor and the other social classes. Help the community become more inclusive with respect to the lower class.
- ❑ We must reduce the effect that slums have on low-income people and improve the housing system for the most disadvantaged.
- ❑ Have more unifying and inclusive activities, but don't hold them in areas labeled as locations set up for low-income earners.

- ❑ Regional transportation is a challenge and it should be a priority.
- ❑ In the schools, we should have people who are an example of hope and the possibility of getting out of the cycle of poverty.

Wednesday, September 25, 2013 CIN 6 Bathurst

- ❑ Recognition is important. Volunteers need to feel they are appreciated.
- ❑ Educational opportunities through which volunteering are part of the curriculum is a way to attract more volunteers.
- ❑ Certain annual events have no problem attracting volunteers but other initiatives don't generate enough enthusiasm and interest.
- ❑ Better communication among groups would help generate more interest. Publicize what is being done.
- ❑ Have a central location where people can go to get information about what is going on.
- ❑ Have more community garden programs. Spread them around so that more people have access.
- ❑ Develop a community transportation network. People would need to know how to access the system. Provide drives for people without vehicles. Need to clarify the insurance aspects involved with transportation.
- ❑ A positive program in the community is one where a business adopted a few families in need and provided necessities.
- ❑ Set up a common place for people to meet, discuss and organize projects.
- ❑ Companies need to be more responsive to the needs of the community. Provide not only funds but personnel to become involved with the community initiatives.
- ❑ Interesting comment - One person said that in some cases volunteers are resented because they are taking away someone's job.
- ❑ Work with the Volunteer Centre to communicate to community the importance of donating healthy food to food bank.
- ❑ Food mentorship program - training for volunteers - recruit through an existing community group.
- ❑ Encourage citizens to give healthy food to food bank.
- ❑ Inspire people to volunteer around a specific project.
- ❑ Change perception of volunteering - make it cool to volunteer.
- ❑ Get NBCC students to do a community project to promote volunteering.
- ❑ Market the opportunities around volunteering by using media.
- ❑ Profile volunteers.
- ❑ Share practices to increase number of volunteers.

- ❑ Increase our “neighbourhoodness.” Get to know the needs of our neighbours.
- ❑ Help define the services that are available.
- ❑ “Pay it forward” Do one good deed.
- ❑ There should be a volunteer recruitment centre of all ages so that it’s possible to pull from a list.
- ❑ Tax credits for those who volunteer for many hours and liability protection for those driving people.
- ❑ Improved transit - smaller busses to accommodate everyone, similar to Miramichi transit.
- ❑ Subsidies from province and municipality to assist with transportation.
- ❑ Too much political corruption, i.e. political influence and interference
- ❑ Invite other community members to sit on committees that work with CINs, including elected municipal and provincial officials.
- ❑ Bathurst has no representation from City Council to sit on homeless shelter Board. Example of “no show” of local Council. Need proper representation.
- ❑ Time off for volunteering. One day off/ month for services given to the community.
- ❑ Compulsory leadership programs for all students. Not just leadership class - create a responsible citizen.
- ❑ “One Stop Shop” for community resources; community bulletin.
- ❑ Aging population needs a “go to” person for services.
- ❑ Community Coordinator.
- ❑ English courses for students at Bathurst NBCC.
- ❑ Create role models and mentors to break the cycle of poverty.
- ❑ Real work for real pay for people with intellectual disabilities.
- ❑ Group taxis, public transportation for Bathurst.
- ❑ Group people together for organized transportation, like when 10 people need to go grocery shopping.
- ❑ Adapted transportation: offer it to small neighbouring communities. Expand it to include other groups as well as people with a disability.
- ❑ Local businesses, chambers of commerce, car dealers could finance initiatives like collective transportation.
- ❑ Educate people and raise awareness within the community, eliminate prejudices and labels. More awareness campaigns, intensify them and have more of them.
- ❑ Make greater use of what is already in place, expand resources instead of creating new ones.
- ❑ Provincial associations should have satellite offices in northern New Brunswick – people from here would get more involved.
- ❑ Improve access to primary resources (reduced price for groceries).
- ❑ Greater access to recreational activities. Discounts, low-cost evenings for everyone – that way, there would be no labels or shame.
- ❑ Coordination group for programs like community gardens, collective kitchens. For example, match students with a person living in poverty. How to use the means at their disposal (how to budget), extend these projects into smaller communities and outside the Bathurst area. Adapt these programs to people with disabilities or who have a mental illness.
- ❑ Take stock of assets, promote resources, inform people about existing services.
- ❑ Implement programs or classes to teach people how to make preserves so that fruits and vegetables are not wasted and they are saved for seasons when they are less accessible.
- ❑ Have more support for initiatives.
- ❑ Have kitchen parties, community celebrations.
- ❑ Increase awareness of social clubs and non-profit organizations. Prepare a list of these organizations with their missions. In Bathurst alone, there are more than 130 NPOs.
- ❑ Sometimes there is duplication. At the provincial level, we are trying to find ways for groups to communicate with each other. Make ourselves known and avoid duplication – this could start with one consultation in each region, e.g. Acadian Peninsula, Chaleur Region. This would reduce duplication, volunteers, need for funding.
- ❑ Community calendar on social networks. We need someone to manage the website or the social network.
- ❑ Establish partnerships between organizations.
- ❑ People in southern New Brunswick often have a misconception that the northern part of the province is poor. If we had some money to promote the success stories, there would be a greater sense of pride, which would create a positive image for northern N.B.
- ❑ There is a big gap between the rich and the poor, inequality among the social classes.
- ❑ Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.
- ❑ Have people who are working out West invest here in this region.
- ❑ The young population is growing slowly in the region, but the population is also getting older. There are things to do to ensure that young people come back to work in the region.
- ❑ We have our strengths – we need to make them known (bilingualism, hospitality).
- ❑ We have to fight for what we want, e.g. transportation, railway, bus, airport.
- ❑ Lack of public transportation, e.g. people who live in Petit Rocher.
- ❑ We have to make choices, e.g. choose to smoke or have a vehicle, an education.

- ▢ You don't have to be like everyone else, e.g. have a cell phone, voluntary simplicity.
- ▢ Have an exchange service for items we want to donate. Furniture and clothing banks where people can get things www.freecycle.org.
- ▢ Have an organization that could bring in furniture that people have to donate. There is one in Bathurst: Family resource centre.
- ▢ The big food chains could donate expired items. They could target specific areas, such as shelters for the homeless, etc.
- ▢ Ask the newspapers to make poverty reduction services known. Second Chance in Bathurst helps many families get furniture.
- ▢ People who go fishing could share with others in the community, for example.
- ▢ Community gardens, collective kitchen.
- ▢ The general public is scared of poverty. People don't want to see poverty or talk about it.
- ▢ Regional committees should advertise what they do, educate the population. Promote the good things that are being done, increase the level of participation.
- ▢ There is a blockage of responsible employees in the field. System limitations, too many criteria. There is a need for greater flexibility in the structure of the programs. For example, if a student is doing academic upgrading, the criteria for funding are not flexible, so the clients end up being excluded and the funding is withdrawn.
- ▢ Work more with entrepreneurs. Match clients with their economic needs. For example: work instead of developing the client's potential. We want to place people in temporary positions.
- ▢ Regional mentorship, clients/employers.
- ▢ Specialized mentor and direct intervention partner work well. Long-term success.
- ▢ Work with the local economy to identify needs in order to match clients with jobs.
- ▢ Use peers. Peers can sell potential clients on the idea of accessing services or people when needed. They will influence more than one civil servant. They are not perceived as a threat.
- ▢ The CINs should have representatives from the education and economic sectors.
- ▢ Distinctions between the social and economic programs. Both should work together and be included in the discussions. The colleges should be more invested.
- ▢ Poverty reduction is a matter that all departments must address, not just Social Development. We should also have at the table PETL, Health, Social Development, Education, Healthy and Inclusive Communities, Public Safety, Justice, and the chambers of commerce. By expanding the network, we develop initiatives and demystify poverty.
- ▢ Create opportunities for everyone to meet, not just the poor in the community. Community gardens.
- ▢ Library is underused.
- ▢ Cooking classes.
- ▢ People need to meet and mingle.
- ▢ Who volunteers? The retirees and the rich. Go find volunteers one at a time. Value volunteers.
- ▢ Workshops should be offered by community development experts. For example, Big Brothers Big Sisters in Miramichi have mastered the concept of community development and networking.
- ▢ At the UMCS in Bathurst: Recruit adult learners as stakeholders in the training or evaluation of nurses. It's rewarding for the adult learners; they get to participate in the training of health professionals; accountability. These adult learners will each have the opportunity to recruit other peers for role playing as part of the nurses' evaluations.
- ▢ Educate people/residents on the impact of certain actions taken. All too often, we think that donating clothing is sufficient. Educate people on the best way to help people in need. Learn about support agencies other than the Salvation Army. If you do x , the impact is y . For example, during the Lac Mégantic disaster in Quebec, the needs were communicated to the public.
- ▢ Many people want to help but don't know what to give or where to go. They need to be shown the way.
- ▢ Find people in need and have discussions with them in their environment. It's intimidating to come to meetings like this with educated stakeholders who are not in need.
- ▢ Donate in kind or in money for non-profit organizations for the cause.
- ▢ With the encouragement of the government, everything would have to be more accessible for people with mental health issues or those who are living in poverty, as is done for the elderly. Members of the Ideal Centre should get discounts for their groceries, for their participation in community and wellness recreational activities such as walking at the KC Irving Centre to lose weight, side effects of medications.
- ▢ Listen to the homeless and people with mental health issues, and give them referrals without judging them. We all need to accept the condition and the medications, but we say that the centre is for crazy people.
- ▢ Respect and appreciate the humility of the poor.

Monday, September 30, 2013 CIN 10 - Florenceville

- ▢ Transportation - Running city buses doesn't seem sustainable. Cost of insurance is prohibitive.
- ▢ Dial a ride was just starting to work but had lots of outside funding. Couldn't be sustained. This should be revised for this community.

- ❑ How do we get from our community to the 4 lane highway
 - ❑ People can't get to food bank without having to pay a taxi or ask a neighbor to drive them.
 - ❑ How can municipality help fund, subsidies something like transportation.
 - ❑ Make relationship with churches.
 - ❑ Concerns about using a personal car to move people and not being paid. Can government provide liability insurance for this type of system?
 - ❑ Community van currently takes seniors to do groceries, social activities- Maintenance on vehicle done by local shop.
 - ❑ Why do we not raise funds for a community vehicle in the same way people canvas for cancer and other items?
 - ❑ Transition house - Ensuring that the necessary maintenance is done to the building.
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- ❑ Transportation services-volunteers drivers, more dial-a-ride, other transportation service options, universal design for all transportation services.
 - ❑ Get the word out there about the services that are already available. Advertise through food banks, dentist offices, doctor's offices. Tell individuals about the services through word of mouth.
 - ❑ March break family camp that was free for all families and brought many partners within the community together to make it happen.
 - ❑ Be at the hospital when individuals affected by poverty have their babies so you can support them during their time in the hospital and after.
 - ❑ Public health follow-ups once families have been discharged after baby is born- for everyone.
 - ❑ More support for new parents- mommy mentors.
 - ❑ My friend's house- A place for youth at risk to go to increase self-esteem, after-school program. During the day you could have classes for seniors to reduce isolation.
 - ❑ A place where anyone can go that will take any client; you wouldn't be told that our services aren't for you.
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- ❑ Enlarge the mandate of the recreation department. Pro-kids offer funding to kids.
 - ❑ Ride sharing to be orchestrated by agency / schools / team.
 - ❑ Practice ride sharing.
 - ❑ Evaluate actual community needs - have kitchen table meetings.
- ❑ ESIC could partner/ support community based groups such as IODE, church groups, seniors groups, Volunteer Fire Depts., Ladies Auxiliary, Early Educators, home support agencies, Red Cross, social development support workers to do focus groups to assess needs and be the link.
 - ❑ Recreation van owned by village can be used by groups.
 - ❑ Operate a system of transportation using manor van. Create a partnership with NB Housing and Riverside court.
 - ❑ Create partnership of community outings: pharmacy, grocery store etc...
 - ❑ Sharing of success stories. Knowing what already happens and builds on it or share.
 - ❑ Increase education and awareness of what exists.
 - ❑ Calendar of events for clients / community organizations to access.
 - ❑ Early childhood is organizing a kid's website- tap into this.
 - ❑ Calendar- color coded by municipality; maintained and manned/ updated by same people. Need to have investment.
 - ❑ Reduce the barrier, stigma. Create a video and take the toolkit to friends, to complexes, to clients where the people are congregating and where they are more comfortable.
 - ❑ Community gardens.
 - ❑ Encourage inclusive cultural activities.
 - ❑ Ensuring succession in community groups.
 - ❑ Help strengthen local groups.
 - ❑ Raise awareness that people in public housing are not vandal.
 - ❑ Sense of pride, belonging.
 - ❑ More outreach from police to help mitigate and have vandalism education.
 - ❑ Learn to appreciate others.
 - ❑ Partnership with youth- Engage youth.
 - ❑ Intergenerational activities.
 - ❑ Awareness in schools for healthy living good habits, how to be a smart shopper.
 - ❑ Encourage youth opportunities such as 4H Clubs, boys scouts, guides...

Tuesday, October 1, 2013, CIN 9 - Burt's Corner

- ❑ Important to help with writing grants.
- ❑ Food box program - Find volunteer.
- ❑ Food bank becoming food centre - accessibility for wheelchair important.

- ❑ Feeding people - Food security movement: young farmers wanting to farm- lend, give crown land; more business, ex, dried apples.
 - ❑ Transportation - using school buses.
 - ❑ Social enterprise for people in housing - Habitat for humanity.
 - ❑ Income tax, volunteer.
 - ❑ Roving Tiller in urban and rural communities, grow gardens not lawns.
 - ❑ Finding people that need help- how to target the right people- Word of mouth is very important, newspapers, e-mail -, bus drivers,... has to be very personal.
 - ❑ Breakfast program, winter jacket programs.
 - ❑ Communication strategy from CIN to schools, churches, service clubs.
 - ❑ Local database - centralised location for information (government, non-profit, business.). Finding someone in the community to find people to do things.
 - ❑ Lion's clubs/legion has great programs for the community. Encourage citizens to join those clubs.
 - ❑ Youths to volunteer at school - Part of your life to volunteer.
 - ❑ Too much red tape liability to volunteer. Find resources to get through the red tape. Ex. Neighbor link.
 - ❑ Food safety course.
 - ❑ Look at liability insurance for transporting someone in their car.
 - ❑ Start a committee for volunteering.
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- ❑ Promoting the assets that communities do have to those who are likely to benefit.
 - ❑ How do we find out who we are not helping?-People are going out of town to food banks so neighbours do not know.
 - ❑ Nutrition, cooking classes for children-even if one on one.
 - ❑ Seniors mentoring food bank clients through community gardens, how to cook vegetables.
 - ❑ Regionalization of communities of interest- force amalgamations.
 - ❑ Use knowledge of our seniors.
 - ❑ Work with neighboring communities, ex. Harvey, McAdam bus, community nurses.
 - ❑ Larger scale regional cooperation.
 - ❑ Asset mapping- knowing what we have.
 - ❑ Sustain engagement- Try again if interest fades out.
 - ❑ Take issues, problems to other CIN's- Use knowledge of coordinators to overcome issues.
 - ❑ Support food bank, community gardens, school breakfast programs, support neighbors.
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- ❑ This is my community-You tube testimonials, citizens sharing why we love it here.
 - ❑ Leverage vacant properties.
 - ❑ Be open to development but protect the environment.
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- ❑ Volunteer data bank - Trade off and bartering of services.
 - ❑ Community garden - Recreational commissions and departments, community museum, community schools, senior residences/complexes, seniors clubs, churches, schools, municipal councils, collective of individuals, neighbour association.
 - ❑ Food banks - satellite or outreach.
 - ❑ Specific class or whole school- life lesson classes, carpentry, cooking.
 - ❑ Literacy programming - Reading mentoring, computer literacy, link community schools, libraries.
 - ❑ Libraries could assist with adult literacy issues.
 - ❑ Access centers - creating, support, partnership with libraries, PETL to use computer there.
 - ❑ Non-profits can get computers through programs computers for school which can be an adult education program.
 - ❑ Community meal program incorporates facilitates social and community inclusion.
 - ❑ Enlarge community meal program to include teaching cooking skills with food that is donated.
 - ❑ Joint purchasing, collective food purchasing program- Community centers or church could champion. Individual person could coordinate this issue.
 - ❑ Transportation - buddy up - Church group/ individuals to create a database of who is going where or who needs to go where.
 - ❑ Community Facebook page, neighbourhood Facebook page: Home support agencies, Red Cross, Extra Mural could facilitate, promote, assist in communicating these opportunities.
 - ❑ Use of Community Bulletin Boards, Newspapers, and Community based newspapers.
 - ❑ Facebook pages -Yard sale type page for items to give away or exchange.
 - ❑ Role of Fire Department for coordination of resources.
 - ❑ Enterprise/social enterprise: Community exchange of services.
 - ❑ Community coordinator - Harvey, McAdam, Stanley could perhaps place this idea of exchange. Taking and harnessing the exchange of services.
 - ❑ Suggestion of using tax dollars to get a position of builder, connector position in place in the community. Even could be the role of an LSD
 - ❑ Coordinate the happenings. Disconnect of services, programs to community.

- ❑ Communication: Mailbox is first point into every home, community calendar.
 - ❑ Corporate world - partnership: Daily Gleaner, North Side News, and Community Calendar, Cable channels: Potential of increasing communication to citizens. MLAs and Newsletters can help with getting word out.
 - ❑ Transportation - Bicycle friendly communities.
 - ❑ Income tax incentives, rebate of sharing to reduce the use of vehicle.
 - ❑ Income tax rebate for volunteer hours.
 - ❑ Increase connection to reduce isolation in our communities.
 - ❑ LSD, Regional growth - find something that ties communities together.
 - ❑ Events that do tie communities together: natural disasters, funerals.
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- ❑ Community Health clinics- Not just doctors but general health preventative staff.
 - ❑ Breakfast programs.
 - ❑ Buy local initiative, fundraisers.
 - ❑ Churches could draw more attention to things being done in community. How can they get more youth involved?
 - ❑ Help locals get the jobs that may be coming, such as the potential mine.
 - ❑ Get the community ready for these jobs; be sure that locals get the training need.
 - ❑ Can we repatriate NBers from other provinces?
 - ❑ Put programs in place to educate locals about incentives that local employers offer such as lifeguarding for Mactaquac.
 - ❑ Hold a job fair.
 - ❑ Have the guidance counsellors give youth more information about best career opportunities.
 - ❑ Bring back the trades.
 - ❑ Develop an apprentice program. Get the schools involved.
 - ❑ Take post-secondary programs and put in high schools, run coop programs.
 - ❑ Community housing. Try to use all units even if they are used by others that are in the target groups, such as aboriginal units.
 - ❑ Help people get their houses fixed.
 - ❑ Find someone to do labour (Church, sports team) and have client buy stuff.
 - ❑ Community gardens - teach people how to plant, care and take advantage of the products.
 - ❑ Some people don't have enough space in community gardens.
 - ❑ Seniors have lots of knowledge, let's get them involved in community gardens, do raised garden beds.
 - ❑ Use land that people are not using for the gardens and use the products in the schools.
 - ❑ Make recreational type facilities available to communities' activities and do family fun nights.
 - ❑ Get the community knowledgeable about what the CIN does.
 - ❑ Get this message about OPT 2 and CIN to the children, such as holding talks at the school, motivate people to bring forward ideas, find creative ways to get the word out, deliver flyers.
 - ❑ Advocate for people.
 - ❑ Help people find jobs- Recognize the communities needed, do more advertising, give them a hand up not a hand out.
 - ❑ Things working well here may be food for other areas.
 - ❑ Laubach program which allows seniors to create a story perhaps about themselves. Then they get together and tell the story. It makes the seniors feel valued.
 - ❑ Timing of activities. A lot of activities seem to be at times that people can't get to depending on situation. Try staggering the times.
 - ❑ Having activities for non-locals to do when they come here such as garden or restaurants.
 - ❑ Training needed. Ex. Get someone in the community to learn and get qualified to teach first aid and then train the community.

Wednesday, October 2, 2013 - Regional Stakeholders - Moncton

- ❑ Consider networking options to share information so that we're not overlapping services/programs.
- ❑ Connect, share practices, ideas through dialogues; coalitions of agencies, all affiliated with an umbrella organization.
- ❑ CIN should provide networking opportunity - "Network of networks".
- ❑ Need to promote networking opportunities - through Facebook, email, newsletter.
- ❑ Need community centre in the centre of the community - "Town Hall".
- ❑ Celebrate exceptional programs occurring in our community - "Communication of our awesomeness".
- ❑ Use municipality communication tools to promote information.
- ❑ Break down barriers amongst organizational sectors, i.e. poverty group talk to arts groups, talk to environmental groups, etc.
- ❑ CINS need to better communicate their efforts/activities/programs, etc.
- ❑ Help CINs develop to full potential. Perhaps more funds are required.

- ☐ Engage municipalities. Break down viewpoint that Province takes care of people and Municipality takes care of property.
- ☐ Partnerships with municipalities and community group, i.e. "Around the Block" good newsletter.

Wednesday, October 2, 2013 – CIN 1 - Moncton

- ☐ Dial-a-ride. Participants pay and volunteers are reimbursed for gas, especially in rural communities.
 - ☐ Communities understand that recreation is a key component of communities and need transportation in the evening and weekends.
 - ☐ Accessible transportation in communities; we need more of it, there is not enough.
 - ☐ Inclusion - Coordinators should touch all components in the community and should be given directions to what sectors, not just the identified: Transportation, housing, early childhood, food security education, employment.
 - ☐ True measure of inclusion is social recreation. It leads to quality of life.
 - ☐ Need to have a communication piece, getting all groups in touch with each other.
 - ☐ It would be good to know who are in all the communities, organizations that the CIN is working with.
 - ☐ How do you measure the impact of the inclusion networks? Lack of knowledge that the network is there and why it exists.
 - ☐ Need to include youth in the discussion. Creating links with youth through entrepreneurial initiatives, this builds towards the future.
 - ☐ Consistent communication system between CIN and community groups in each of the 6 pillars.
 - ☐ Coordinate a forum of discussion with key groups to achieve goals.
 - ☐ Look at the youth development asset (via United Way, Youth First Committee). Great community profile and stats. Conduct a new survey and profile this fall.
 - ☐ Need to give the tools to our students/youth to not live in poverty and tools to be successful in the community.
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- ☐ Don't allow public transportation to be shut down. Transportation must be an essential services.
 - ☐ Green jobs, for example energy, wind, or solar. Capitalize on green job opportunities because this region has abundance. Green jobs create a spawn of other jobs.
 - ☐ Give incentives for farming cooperative i.e. forgivable debt (FLIP).
 - ☐ Regional community farming cooperative, schools, community.
 - ☐ Have engagement with youth and schools.
 - ☐ Support local business.
 - ☐ Develop entrepreneurial skills at a young age through programming opportunities offered in schools.
 - ☐ Be direct about what we need. Identify a voice who can speak out about what is needed.
 - ☐ Champion non-profits networking.
 - ☐ Local scan of what programs services are available. Profile what's available in media, chambers.
 - ☐ Share information; work together so that we know what we're each doing.
 - ☐ Community should lobby government to do person centered planning.
 - ☐ Speaking directly to people with disabilities or other challenges.
 - ☐ Para transportation requirements must be better addressed. Cities must continue to subsidize this transit.
 - ☐ Corporate sponsorship of Ability Transit.
 - ☐ Wheels on Wheels must continue to be subsidized.
 - ☐ Subsidize taxi fare to allow low income individuals to get to a bus transit hub.
 - ☐ Employment centre that taps into people's interest and finds work that is suitable to individuals so that they will make sacrifices to work.
 - ☐ Carpooling, through social media, community clubs.
 - ☐ Need better inventory of community/non-profit organizations, i.e. the website "findmyway".
 - ☐ On-going communication between community organizations on a regular basis to share and network.
 - ☐ "Neighbourhood Watch" type sign in houses that people could go to ask questions about resources in the community.
 - ☐ Better connection of resources for people in a community. Organizations need to know each other better.
 - ☐ Communities need to take the stigma out of being poor. Create non-judgemental environments, anonymous access to services, guaranteed, confidential services.
 - ☐ Move toward mixed-housing models instead of concentrated, low-income housing communities. A possible model could be coop housing.
 - ☐ Get involved in our communities, i.e. block parties.
 - ☐ Municipalities need to have a better understanding of built environment and how this impacts people living in poverty.
 - ☐ Skill development, we need to encourage elders in community to share their knowledge, skills with their communities for generational mixing.
 - ☐ Partner families with other families like Big Brother/Sister model.

- ▢ Find ways to find more connectedness for adults/ kids/seniors, i.e. leisure activities, email and networks.
- ▢ Support “GoTranspo” model for healthy economy and social inclusion.
- ▢ Celebrate diversity in our community.
- ▢ Bridge the gap between urban and rural communities by bringing services closer to citizens.
- ▢ Increase access to services for rural communities.
- ▢ Change what work means, not just regular 40 hour work-week, have more flexibility in the work week.
- ▢ Communication between community groups and agencies needs to be improved to identify gaps in services.
- ▢ We need to broaden the focus of programs, i.e. work placement. We’re forgetting about older adults.
- ▢ Get organizations to be proactive, i.e. support people and groups in new homes, and teach skills to run groups or community centres.
- ▢ A big problem is that people do better on social assistance, then when they are working.
- ▢ “One Stop Shopping” for a variety of needed services. People could go to one building where all types of services are made available.
- ▢ Have a directory so that people know where to go specific to the community.
- ▢ Mentorship in the community for those in need.
- ▢ Link people to where they are needed through word of mouth. Recommend people where you know they can be useful.
- ▢ Promote entrepreneurship in the community.
- ▢ Communities can get the word out that volunteers are needed. Some people want to volunteer but don’t know where to go.
- ▢ Keep momentums going from one project to the next. Let people know what’s going on so they can volunteer.
- ▢ Encourage employers to make volunteering in the community a performance expectation.
- ▢ Have a community volunteer expo to attract new volunteers. Coordinate efforts to get volunteers to the venue. Help each other with transportation.
- ▢ Get the schools open in the evenings for community organizations to use.
- ▢ Communities could do something to provide incentives for volunteering, i.e. give prizes.
- ▢ Encourage individuals to donate funds or perhaps product if they are unable to donate time.
- ▢ Volunteers need to be recognized and appreciated.
- ▢ Help people in your community with basic life skills, i.e. how to fill out a resume, how to interview, how to look for a job.
- ▢ Deaf and Hard of Hearing services in NB need to hire someone to help deaf individuals develop personal assets so they can stop depending on social assistance.
- ▢ Community level organizations need support to work with the deaf.
- ▢ Deaf community needs more exposure. Deaf people are seen as people with disabilities and without assets which needs to change.
- ▢ It is difficult to advocate when you have an interpreter for only one hour per week.
- ▢ Deaf people need to work with deaf people.
- ▢ Multi-City partnerships. Communities working to share resources.
- ▢ Look at success stories elsewhere and learn from them, i.e. there are deaf CEOs in Halifax.
- ▢ People in the deaf community need mentoring with life skills, i.e. budgeting. Someone with personal life skills and an understanding of deaf culture is needed.
- ▢ Have a community transportation service either through carpooling, a buddy system or having volunteers to drive people and that the service provides insurance for the volunteer driver.
- ▢ A community raises our children.
- ▢ Volunteer program should be mandatory in schools.
- ▢ Create incentives for students to volunteer.
- ▢ There could be a fire pit in every neighbourhood, movie nights, etc.
- ▢ Neighbourhood block parties, bbqs, tying in cultural events in each community. Open the doors and create a comfort zone. Tap into local businesses, everyone can bring one thing to create sense of inclusion.
- ▢ Pool churches together as one religion to welcome everyone - not about religion but about multicultural communities.
- ▢ Use church as support, not necessarily religion base.
- ▢ Buy local and support local.
- ▢ “Day of Caring”. Volunteers are critical.
- ▢ Community or trading childcare. Moms and Dads come together to trade off.
- ▢ Families united network. Come together to take the load off of each other’s shoulders.
- ▢ As a bilingual province, offer better services for training for Anglophones, i.e. a language café.
- ▢ Have Mi’kmaq and Maliseet languages and culture taught in communities.
- ▢ Networking of all community organizations - our own version of Google maps.
- ▢ Be proactive rather than reactive.
- ▢ Findmyway.ca needs to be updated and sustainable.
- ▢ Working together to educate middle class about challenges of living in poverty.

- ☐ Increase learning opportunities for people around food security. Invest in community kitchens and it's about learning not about poverty.
- ☐ Work with employers to take another look at various positions, i.e. look at job descriptions and potentially create jobs at the entry level.
- ☐ Communicate successes of communities more effectively. Use media to celebrate successes and talk about good work.
- ☐ Skill-building is networking. Create networks of priority areas, i.e. coalitions - children and families, disability groups, employment groups. Share what exists within communities. Eliminate overlap/share information.
- ☐ Peer support for people struggling.
- ☐ Volunteer credits.
- ☐ Bartering. We all have skills to offer. Are there opportunities to exchange skills?
- ☐ Work together to change the face of poverty.
- ☐ Improve the way information is released at the regional level in terms of needs and poverty.
- ☐ Continue community garden projects in each community, parish, and region.
- ☐ Have intergenerational projects in different areas to reduce isolation and bring more life to the regions.
- ☐ Include young people in school and educate them about inclusion.
- ☐ Offer more support to community schools. They have had some success with food security, access to local, healthy food, and with community gardens.
- ☐ Promote and develop collective kitchens in the area so they become social enterprises.
- ☐ Further develop the social economy. Better inform people and businesses about what it is and what it does.
- ☐ Train champions who have managed to get out of poverty to convey the information to peers. Help them explain how they were successful and how they became champions.
- ☐ Have group homes for youth in rural areas. Use these areas to share knowledge on budgeting, volunteering, food security, etc.
- ☐ Value the work that people do for our society and the contributions they make. Work helps make people feel needed.
- ☐ Value the contribution that everyone brings to the labour market, whether they work 10 hours a week or 10 weeks a year.
- ☐ Create more job opportunities that are flexible and adapted to individuals who are excluded to ensure that everyone's work is valued.
- ☐ Keep an inventory of information on the community services that are available.
- ☐ Share successes in the region.
- ☐ Assess and gain a better understanding of the situation of people living in poverty to better meet their needs.
- ☐ Offer more after-school programs not associated with the school system but rather the community. This could provide some financial relief for parents (after-school daycare fees), value young people, share different values, such as volunteering.
- ☐ Have after-school community programs and get parents to network so that the young people have a ride home afterwards.
- ☐ Open the school up to the community.
- ☐ Encourage literacy projects in the home.
- ☐ Educate young people about the importance of budgeting and the value of money.
- ☐ Change the perception that people have about food banks, and put them in more central locations to create community food centres.
- ☐ Encourage community gardens, especially near disadvantaged neighbourhoods. Education and documentation process.
- ☐ Vegetables are now being planted off Main Street in Moncton (a Parks and Recreation initiative). Use city, company, provincial lots, e.g. NB Housing complex, and bring groups together.
- ☐ Get people to deal with, own, and share the fact that people living in poverty try to help themselves.
- ☐ Drop the use of the word *poverty* and use more inclusive language that doesn't label people.
- ☐ Publicize and promote our resources and assets.
- ☐ Employers must not only contribute to fundraising campaigns, they must also ensure a quality of life for their employees and potential employees. For example, create a Wi-Fi network, provide carpooling, offer training for people with mental health issues, and support for daycare centres.
- ☐ Start a social responsibility movement among businesses. SME champions. Share success stories.
- ☐ Promote the "buy local" concept.
- ☐ Community coordination like what is being done with the Westmorland-Albert food security network with other priorities.
- ☐ Create opportunities for accountability and to be part of the community, e.g. festival at the Dolma store.
- ☐ Mentor people before they leave or we lose their knowledge. Transfer experience and knowledge to the next generation.
- ☐ Help parents with school preparation, school supplies, sports programs.
- ☐ Access to college and university education for teenage/single mothers.
- ☐ Allow employment insurance benefits for people returning to school.

- ☐ Inform people about the many training programs offered by the Province.
- ☐ Empowerment and matching for services offered.
- ☐ Increase literacy rates.
- ☐ Enable and implement a sponsored funding system for the security deposits (housing).
- ☐ Inclusion through a pairing system.
- ☐ Teach responsible citizenship in the schools.
- ☐ Identify needs other than housing and food.
- ☐ Coordinate community resources.
- ☐ Address mental health problems with physical activity. Self-determination theory (relatedness, competency, autonomy).
- ☐ Identify community values for everyone.
- ☐ Community capacity building.
- ☐ Training/training workshops for adolescents and young adults.
- ☐ Have, as they do in Kent county, an École de la vie / Bâtisseur. Manual labourers and trades.
- ☐ Develop resources for young entrepreneurs.
- ☐ List of potential employers for paid or unpaid internships. Pairing system with the chamber of commerce.

Monday, October 7, 2013 CIN 8 – St. Andrews

- ☐ Shelter/hostel for single men passing through, being on border of poverty. Great opportunity to get young people involved.
- ☐ Have community dinners.
- ☐ Adult Groups/Youth groups/activities to get these groups engaged and involved.
- ☐ Need community breakfasts with publicity to get the word out so that everyone attends. Churches need to get the word out.
- ☐ Collaborate all the towns/have organizations exist in the towns (have presence).
- ☐ Have a car speaker or a method to get the message to the people who are in their home. Follow the model in Romania/Mexico.
- ☐ Skills transportation: There are people who need to be encouraged to get out in the workplace.
- ☐ Job advertisement: link with the money saver, put job postings at place where they get the most traffic; make the advertisements attractive.
- ☐ People who would like to be informed about job posting, have them connect via computers or phones for notification of available positions.
- ☐ To have skilled public speakers volunteer to help people get over their anxiety of speaking in public.
- ☐ Men Shed for adults/teenagers, to teach or mentor on different skills within the craft.

- ☐ Look at the interest of the youth. For example Boys and Girls Club, cooking classes, bring the youth together.
- ☐ Shelter/hostel for single men passing through, being on border of poverty. Great opportunity to get young people involved.
- ☐ Improve transportation to dinners, trips, games
- ☐ Mentoring- retired professionals matched with seniors and youth
- ☐ Active seniors helping seniors
- ☐ Promote using local businesses especially small ones
- ☐ Promote community pride
- ☐ Getting community projects: Kids painting buildings, helping with community gardens
- ☐ Use community members to help build something
- ☐ Let people know that they can help- get the word out, and active with the invitation
- ☐ Transportation coordination: weekends for young people to get together (hockey games, school dances,..)
- ☐ School bus use for after school events

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- ☐ We need to focus on building local resources for individuals with special needs (ex. Autism) so that people don't need to drive to Saint-John.
 - ☐ Medical services, social support, and therapies, there are some supports for children, but people age out of the support.
 - ☐ A local non-profit group is needed to champion the cause of connecting community members so that they can meet and talk about issues and opportunities. We could use the opportunity to brainstorm, build capacity. The community as a whole could benefit from sharing.
 - ☐ Need to improve the sense of rights and responsibilities. We need to foster within society, a momentum that individuals can serve within their communities through volunteer hours. Kids should have to demonstrate community service in order to graduate.
 - ☐ The focus on government as a solution to every problem needs to be changed and that the community needs to step up. Sometimes government can be a barrier due to processes instead of the solution.
 - ☐ Community reading programs to help people who can't read move forward. If transportation is an issue then we need to offer it locally.
 - ☐ Recreation available for all kids regardless of cost or ability to pay. It's important for kids to learn to play.
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- ☐ Regional Habitat for Humanity to relocate to our area. There is a culture for volunteering in our community. Community groups could contact this organization and find out what are the requirements for them to come.

- ▢ The churches and businesses need to become involved. Everyone in the community have to become more proactive. Some people only work a 4hr shift and they still donate to the food bank.
- ▢ Community gardens where children plant the vegetables harvest them and prepare a meal. The Children kept journals on what they did and the moms were also involved. They got a grant to set up a winter garden in raised bed where plastic covers to catch sunlight. This project brought the community together.
- ▢ More people need to be involved in community gardens- Dads to build the raised beds.
- ▢ Designated spots for low-income individuals to go on outings (whale watching, Ministers Island)
- ▢ People are going back to bartering services for example babysitting, take someone to doctor's appointment trade-offs.
- ▢ Drop off sports equipment shops for example, soccer cleats, hockey sticks, golf clubs so that others can use them.
- ▢ More 2nd hand items- Churches could donate space for this, clothing especially.
- ▢ Pro-Kids program for children to play sports.
- ▢ Fund-raising is needed when school starts, not just around Christmas time.
- ▢ More community food bank donations are needed, there is only twice a month in St-Andrews. Larger amount of food is needed.

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- ▢ Need a new appropriate location for Red Cross equipment loan program.
 - ▢ Develop some form of notice board/ coordination services to connect drivers with available seats to people with or without cars (carpooling coordination)
 - ▢ We as a community need to ditch stereotypes about people living in poverty. Recognize the value of individuals and get over negativity.
 - ▢ Media should dedicate stories, local issues that are unique to region.
 - ▢ Media should use terminology that is more positive and lacking negative stigmas regarding the region.
 - ▢ Employers could encourage employees to volunteer in community. Ex. Pals program, Day of sharing, etc.
 - ▢ Work with grocers and other suppliers to create affordable fresh baskets of food for low-income families to offset staples.
 - ▢ Community-based inventory of services/ supports/programs. Know what's available; avoid overlap; identify gaps.
 - ▢ Micro-lending program not tied to employment, flexible application criteria. Could avoid crisis if low income individuals can access easily.

- ▢ Urban development should reflect needs of people using active transportation. Benches to rest on, safe trails, lights, etc.
- ▢ Communities need to take responsibility for all citizens.
- ▢ People in need aren't necessarily poor: Education and awareness are essential.
- ▢ Celebrate our successes. Need more communication of what's being done locally and how well it's working. Positive impact on community and individuals.
- ▢ Create a fundraising mechanism for dial-a-ride so people who can't afford fees but need service can be sponsored. Publish more about what resources we have and may exist.

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- ▢ More community gardens.
 - ▢ Transportation is a huge concern, it needs to be affordable.
 - ▢ Legal aid accessibility. Possibility 2 times per month to come to the area for appointments as many people do not have access to transportation to get to the legal aid office.
 - ▢ Community kitchen could be open more.
 - ▢ Have a "needs board" (i.e. need to go to grocery store? Place a name and number so that others can see it and help.
 - ▢ Local barter system.
 - ▢ More employment in the community. Too many people leaving for employment.
 - ▢ Families need some extra support for fathers who need to leave the area for employment (out west).
 - ▢ Seniors on fixed income selling drugs to make money to buy food and other necessary items.
 - ▢ Elderly abuse needs more attention.
 - ▢ Schools are finding ways to make extra money and have a business (ex. Composting by students).
 - ▢ Lots of people have great ideas but no way to network or market them.
 - ▢ Focus on particular sections of community to improve things. Give people pride. Much like Saint John
 - ▢ Affordable produces.
 - ▢ Like the backpack program: Food for kids in a backpack on the weekends.
 - ▢ Exchange of services for the needs and the wants.
 - ▢ Publish more about what resources we have and may exist.

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- ▢ Networking among resources working on poverty that already exist in Charlotte County. For example, role of Vibrant communities in CC.
 - ▢ Community needs assessment. Community dialogues, including equal partners people living in poverty and supporters.

- ❑ Having a key person to help people get past the embarrassment of seeking help. Ex. Aunt Mary Kitchen-offers to everyone no matter their situation: inclusivity of community. Could be provided by church.
- ❑ Link the programs that are already in place.
- ❑ Having a place for youth to go. For example a skateboard park.
- ❑ Inviting youth to be a volunteer in their community, through schools or community programs.
- ❑ Volunteers: youth and seniors needs: Exchange services for wisdom.
- ❑ Having a person keeping database up to date regarding needs and resources.
- ❑ Gather the community together for sharing and fundraising. Ex. Lobster dinner. Involve all sectors of the community.
- ❑ Community sponsored entertainment events, community breakfasts.
- ❑ Get to know your neighbors.
- ❑ Promote the sense of belonging: Motocross community, seniors groups, pot luck, and welcome wagon. Business could be involved.
- ❑ Invite business to be involved in community events and programs that support community.
- ❑ Networking among communities.
- ❑ Access to transportation for disabled people.
- ❑ Access to transportation to Saint John Regional Hospital.
- ❑ Encourage rural transportation groups. Initiated in St-Andrews by the Mayor.
- ❑ Consult with low income families and individuals to better understand their needs and wants.
- ❑ Create jobs and skill training.
- ❑ Identify and catalogue root causes of poverty.
- ❑ Continue to have support for the CINs.

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- ❑ Networking: We need to do a better job sharing, promoting community success stories.
 - ❑ Buy local: We need our businesses as well as ourselves to buy local.
 - ❑ Connect evidence based community needs and gaps to specific real projects.
 - ❑ Checklist for Vibrant Charlotte County to use when assessing proposals.
 - ❑ Creating a checklist for applicants to use when applying for funding to show project addresses the priorities and fits into plan.
 - ❑ Get more organizations to register with Human Development Council Database.
 - ❑ Make funding dependant on organizations/ non-profits registering with networks (Human Development Council or Vibrant).

- ❑ Shared insurance plans for small, NGOs and their employees which will help retain talent staff.
- ❑ Needs analysis on non-profit sector in this community.

Tuesday, October 8, 2013 CIN 2 - Saint John

- ❑ Encourage our community organizations to reach out and encourage people to continue education.
- ❑ Community organizations could reach out more to be inclusive and mentor community members who need help.
- ❑ Neighbourhood coordinators need to engage and encourage people.
- ❑ Communities could share results of community initiative (PALS, promise partnership UNBSJ and Crescent Valley School).
- ❑ Increase funding to organization like Pro Kids to allow for inclusivity.
- ❑ Communities could promote volunteerism.
- ❑ City could give the advertising space in arenas to Pro kids. They manage and sell and keep revenues.
- ❑ Pro kids could have on line donations.
- ❑ Transform the priority neighbourhoods to mixed income neighbourhoods. Have incentives for families to move to priority neighbourhoods which will create mentorships.
- ❑ Create new mixed income neighbourhoods and apartments buildings. Work with building owners to create mixed income neighbourhoods. Start with one block at a time.
- ❑ Communities could reach out and organizations work together. More services to priority neighbourhoods. Breakdown walls between organizations. Organizations could work more collaboratively.
- ❑ Measure the costs of maintaining poverty. Government needs to track numbers.
- ❑ Businesses could give staff more opportunities to volunteer and mentor.
- ❑ Encourage our community organizations to reach out and encourage people to continue education.
- ❑ Community organization help others reach out. Help with skills, work together as a team.
- ❑ Bring in support people to churches, and others to help out.
- ❑ Build confidence, encourage people. Some cannot do it on their own.
- ❑ Not enough jobs for all people and skill levels. Barriers to employment if you do not have a grade 12 education or GED.
- ❑ Pro kids- More programs like this and more advertising for pro-kids
- ❑ Volunteering would help the kids.

- ❑ Other organization to help the youth.
- ❑ Low income communities feel like they're stuck there. Mix the communities together so they can see how people live.
- ❑ More housing available to low income family. Purchase more properties to providing much needed housing.
- ❑ Rent to own opportunities to families to build credit and give them opportunity to purchase a home.
- ❑ Social assistance housing is horrible for some people. Maintenance is not being done, and the homes are not fit to live sometimes. People feel trapped as they have no options.
- ❑ Private developers to subsidise housing. It is happening in Nova Scotia.
- ❑ Create an environment for kids to feel safe. Block by block, need to start somewhere start the ripple effect.
- ❑ People being cautious of spending and try to help others.
- ❑ Bring health centers out to the people to help and bring in extra support .Support the community.
- ❑ Support development of and participate in "Social Plan".
- ❑ UNBSJ step up more and participate more actively on social and environmental issues. Provide workshops/guest speakers similar to Fredericton campus. Be more active in community projects.
- ❑ Media should be more actively involved in poverty reduction conversation.
- ❑ Focus on partnerships, collaboration, and consensus-building.
- ❑ City of Saint John enact 20% rule (reference Coquitlam, BC) in housing developments of certain size, i.e. 20% of units must be designated affordable.
- ❑ More flexibility from heritage board enabling energy efficient renovations to create affordability and safe housing. Reduce approval hurdles - need faster approvals.
- ❑ Employer engagement strategy. Encourage and educate business sector to hire low income residents and reduce stigmas around older workers and people living in assisted housing, shelters, etc.
- ❑ Encourage development of social enterprise.
- ❑ Create a resident advocate. A dedicated role held by person who liaises with residents, helps them get support and advocates for them.
- ❑ Focus on low cost/free, accessible recreation programs to enable participation of all citizens. A Q-Plex like complex for Saint John to provided better quality of life, increased productivity, and healthier population. Or, provided transportation to Q-Plex.
- ❑ Develop multi-use trails for active transportation that is both affordable and healthy. Develop a culture shift... more active and public transit use. Challenge citizens to go green for the day.
- ❑ City partner to communicate what is available in programs, recreation, support, i.e. 211 service like Fredericton's Social Hub.
- ❑ Transportation service which accesses green spaces and other leisure locations, especially in Summer
- ❑ Promote "Share-Your-Ride" service.
- ❑ Develop "Tin Can Beach" to make outdoors accessible.
- ❑ Buy local.
- ❑ Hold more town hall meetings.
- ❑ Communicate programming/ services through schools.
- ❑ Partner with private sector. Review traditional partnerships.
- ❑ Clean up areas, create safe spaces.
- ❑ Accept municipal responsibility for by-law enforcement.
- ❑ Accessible public transit.
- ❑ Private sector promotes entry level employment opportunities.
- ❑ Funding to non-profits for development.
- ❑ Build engagement not entitlement
- ❑ Non-profit groups working in outlying areas, i.e. Grand Bay, KV to encourage them to contribute to inner city, vulnerable areas on work project initiatives.
- ❑ University/School partnerships to expand work place opportunities.
- ❑ Sell surplus food grown at community gardens to farmers market.
- ❑ Food Buying group to be expanded to families and individuals
- ❑ Communicating programs. "Around the Block" needs to be shared to all including corporations.
- ❑ City/Regional to share "Around the Block" to all citizens, government, business.
- ❑ Citizens need to support local business.
- ❑ Coop babysitting developed to allow individuals to works.
- ❑ Coop services within community
- ❑ Business could organize "recyclables" to fund local, community initiatives.
- ❑ Region needs to promote voting, minimum wage increase, work preparation.
- ❑ Need programs for those who fall between the cracks for work preparation.
- ❑ Need to re-establish computer access and training.
- ❑ If accessing subsidized housing, should have to participate in programs in community.
- ❑ Municipal government can play key role. North end is forgotten. Foster and promote change, squash empathy. Put police in these areas walking the beat. People in these communities need to start call in.

- ☐ City should hold property owners accountable.
- ☐ Many empty buildings uptown. Needs to be dialogue between city, province and citizens.
- ☐ Need police on west side. Drug dealers are flourishing on west side. Citizens want more community police presence.
- ☐ Children from poor families need mentors to take them to the "Y".
- ☐ Be an equal opportunity employer. Be more open-minded. Corporations need to hire some handicapped individuals.
- ☐ Lobby governments for tax incentives for social enterprises. More incentives. Remove barriers. Reduce initial start-up costs.
- ☐ Vibrant Communities SJ doesn't have sustainable data on numbers because it is voluntary to complete census report. Need up-to-date data.
- ☐ Give people criminal record check/drug test pre-employment. It gives people a better chance to work even if they test positive for drugs because it allows employers to make decision on on-on-one basis. Some will understand that people change.
- ☐ Intelligent employment program to assist people in community to find work. People need skills development to get off assistance.
- ☐ Micro grant/community loan funding program needs to be better advertised. Money Matter Program for small businesses need to be better advertised. All sectors need to be aware and invited to apply.
- ☐ GAP - employment assistance programs need to be expanded to include everyone.
- ☐ More programs to assist back in the community - help work with families to solve the issue.
- ☐ Awareness of who lives in our communities. Getting the word out Power Up, Learn and Grow programs
- ☐ Power Up is a personal development program for women living in poverty but no one knows about it. Must target people with low literacy, people without internet, and no cell phone.
- ☐ Need to respect each other. People who are not living in poverty need to treat those who are equally. Don't discriminate against physical challenges, addiction, and unemployment.
- ☐ Talk to people. Be nice to everyone in your community. As neighbours we need to be nice to each other, not to judge others if they're sick/homeless/addicted.
- ☐ Communication between organizations, i.e. Vibrant, Boys and Girls.
- ☐ Have a mentor program for everyone, i.e. Step by Step.
- ☐ Code of Conduct between agencies. Be honest about what their programs do. Maybe they are duplicated
- ☐ A lot of illiteracy. Is there a mentor program to improve? This would help reduce poverty and increase confidence.
- ☐ Better plan bus routes, mark them, and coordinate connections, better times, and different priority locations.
- ☐ Wet shelters will help homeless. Homeless can't access any money at all which is not helping poverty. Saint John needs to find out current numbers on homeless.
- ☐ We need to include deaf community on all of the great initiatives undertaken by CINs. It angers deaf community that they are not as they live here. We need to participate in surveys and programs. Please consult with us. We need to be valued. Deaf were excluded by inclusion network. Perhaps other groups would feel the same if they knew.
- ☐ Deaf people needed to be given opportunity to succeed. We want and need to work. We are forced to pay money that is difficult to pay back. When we do we continually lose ground. This leads to depression, despair and higher rates of suicide.
- ☐ Deaf community has fewer resources than others.
- ☐ Need transportation supports. Need access to transportation to access community. Perhaps all disability groups should have same access as the blind community has which is free transportation on SJ transit
- ☐ Post-secondary education. UNB provides free tuition for blind community. This needs to be expanded to include all disabilities. Consultation should be conducted with deaf community to address their needs.
- ☐ The community needs to be creative in communicating with all of the community, including the deaf. We are missing opportunities. This is important for all services. We do not learn about activities, opportunities, emergencies, etc.
- ☐ The deaf community can help with deaf education and cultural sensitivity. We want to be included in process. We are open to other cultural norms.
- ☐ We provide interpreting services to include the hearing.
- ☐ More self-esteem and confidence-boosting programs for children.
- ☐ More physical fitness programs targeting families.
- ☐ Optimize and manage local transit to meet needs of those most in need.
- ☐ Family rates for local transit.
- ☐ Municipal councils must see transit as priority.
- ☐ Work together and figure out who else needs to be at the table; keep working at working together.
- ☐ Keep working at removing barriers for people to participate.
- ☐ Churches can help to foster community gardens. Encourage participation and encourage volunteerism.

- ☐ Churches need to get out into community and host bbqs, crafts, etc.
- ☐ Community mentors for parenting, finance and budgeting, literacy.
- ☐ Space for tenant's associations to offer supports/ programs, i.e. parent club, homework club, gatherings and other community groups.
- ☐ Increase number of volunteers.
- ☐ Eliminate cost of criminal checks and other checks to work with kids.
- ☐ More accessible information about volunteering opportunities.
- ☐ "Market" volunteerism.
- ☐ More programs and shelters for men.
- ☐ Teach a man to be a man.
- ☐ Affordable housing.
- ☐ Land trusts for affordable housing.
- ☐ Unemployed can help in constructing affordable housing and other community services to gain skills.
- ☐ Low-cost community events. Make more community events affordable and accessible. Provide transportation, entry fees, etc.
- ☐ Neighbourhood gardens.
- ☐ Community members sharing knowledge about gardens and being mentors.
- ☐ Work closely with local businesses and link to schools.
- ☐ Municipalities should use vacant land for affordable housing projects.
- ☐ There needs to be mixed housing, i.e. Blue Rock.
- ☐ Landlords need to work with SD for housing subsidies.
- ☐ Help people think about possibilities.
- ☐ Minimum wage.
- ☐ Transportation.
- ☐ Kids at school being challenged.
- ☐ Role of churches with old buildings. Good examples to fix up for more community facilities. Can leverage others to partner. Expand on land not in use. Church needs to get other funding partners, i.e. government money, parishioner money.
- ☐ Access centres. People need a place to both learn and use for looking for work. SJ has closed most centres
- ☐ Nutrition. People need access to good, affordable food. Community gardens, food purchasing club, community kitchens.
- ☐ When welfare cheques run out there are no subs. Grocers need to work with community to think of ways for food to be more affordable.
- ☐ Evening workshops on food. Involving kids in cooking at the neighbourhood level. Y offers a lot of cooking camps around the city.
- ☐ Childcare for children 0-2 yrs. Only 48 spots in uptown SJ. Cost is the issue.
- ☐ Policy where government gives \$27 plus costs equalling \$35-40/day.
- ☐ More attention to kids that fall through the cracks. Help child before losing them. All partners need to rally around child. Perhaps we need a new vision for supporting kids. Activities so kids not left out. Relationships are important.
- ☐ Adults need to be mentors. Someone who can understand the challenges. Be a friend.
- ☐ Food security - gardens, food purchasing clubs, breakfast/lunch programs.
- ☐ Housing - trust funds, local investment funds for refurbishing. Work with building owners to take advantage of the high vacancy rate.
- ☐ Mixed income neighbourhoods that are inclusive. New names/new images.
- ☐ "Sandwich generation." Support for mental health stress - respite care.
- ☐ Mental wellness for all age groups - play sessions for very young and their parents.
- ☐ Entrepreneurship - high school/middle school opportunities for training
- ☐ Opportunities for one-on-one communication. "Bumping places" where people come together to build sense of community.
- ☐ Transition to post-secondary education - transition to work force. Create pathways to employment, mentoring programs in business, PALS program in high school, exposure to job shadowing school
- ☐ Sharing success stories - community people sharing their stories
- ☐ Entertainment, farmers markets, bbqs - community events where people come together - bridging isolation. Intergenerational, intercultural events.
- ☐ Building safety through knowing neighbours.
- ☐ Safe neighbourhoods. Safe to walk.
- ☐ Improved public transportation.
- ☐ Safe, convenient, affordable pedestrian access (walking, busses, crosswalks).
- ☐ Wards, political ridings promote isolation.
- ☐ SJ Transit - day passes for job hunting, etc.
- ☐ Safe, affordable housing - Government not only one responsible. There should be a land bank.
- ☐ Use available programs/resources, i.e. SCAN.
- ☐ Diversity of neighbourhoods preserved. Mixed income, etc.
- ☐ Holistic education - self-esteem, parenting, more inclusive climate in school.
- ☐ Front-line workers share ideas - get together and share best practices. Not just Eds.

- ❑ Healthy lifestyle changes - coaching and mentorship all areas (parenting, health).
- ❑ Disconnect between what is available and what people need.
- ❑ Pamphlets, information provided just once does not work.
- ❑ Need family-based supports, i.e. dealing with stress.
- ❑ No free mental health support for children under 10 yrs. Not adequate help for kids with challenges without cost.
- ❑ No mental health supports for adults in crisis, i.e. suicidal.
- ❑ Health dollars to spend at farmers market. Connect local food to low income.
- ❑ Food purchase club. Weekly, smaller boxes so no food wasted. Timing - a few days after the 1st or 20th.
- ❑ Unite the women. Give them a place to meet. They run the neighbourhood. Bitch session = solution session.
- ❑ Supporting women weekly. Provide snacks, childcare in same buildings, mentoring.
- ❑ Align Corporate Social Responsibilities with CIN priorities.
- ❑ Grow Day of Caring. Need volunteers.
- ❑ Awareness efforts. Develop a collective awareness to motivate people to get involved.
- ❑ Residents must recognize the value of their actions in order to have an impact on poverty reduction.
- ❑ Include dropouts.
- ❑ Promote physical and mental health.
- ❑ Home services networks for young families at risk in order to encourage social and economic integration.
- ❑ Support networks for all ages: young people, families, seniors.
- ❑ Fill service gaps for the 16-21 age group.
- ❑ Establish an advisory committee on poverty to ensure the delivery of services.
- ❑ Get the community to take charge.
- ❑ Prevent school dropouts.
- ❑ Celebrate and promote the success of dropouts who go back to school.
- ❑ Build bridges between services for residents, neighbourhoods.
- ❑ Marketing of CIN services and achievements.
- ❑ Emergency food, legal aid.
- ❑ Offer services to the homeless for their integration and prosperity.
- ❑ Learn to cook, to sew.
- ❑ Re-establish family education courses.
- ❑ Exchange of expertise, e.g. hairstyling, skills.

- ❑ Maximize the use of schools: mechanic courses, life skills, etc.

Wednesday, October 9, 2013 CIN 3 – Fredericton

- ❑ Identify skills of people moving into communities.
- ❑ Skills development for the immigrant community.
- ❑ Partner immigrant with existing skills with Canadian citizens who have skills, job matching, job shadowing, apprenticeship, i.e. carpentry, electrician.
- ❑ Have skill but need language and certification in profession.
- ❑ Volunteer for the opportunity to use existing skills in environments where immigrant can learn language and practice trade in a Canadian context.
- ❑ Develop partnership with PETL/ Multicultural Association.
- ❑ Offering free cooking classes.
- ❑ Sharing knowledge and skills.
- ❑ Schools developing community gardens.
- ❑ Sharing centre to share information/skills, i.e. knitting, cooking, canning, gardening.
- ❑ Food mentors more amongst neighborhoods, i.e. Church halls, grocery stores kitchens.
- ❑ CIN create “sharing centre” that matches needs with assets.
- ❑ Coordinated bartering system (maybe happens at sharing centre).
- ❑ Neighborhood bbq’s.
- ❑ Improved transit, increased runs, more consistent/flexible, “loop system”, tying routes to major roads.
- ❑ Safe bus stops to be user-friendly.
- ❑ Regularity of bus service.
- ❑ Make communities more walkable/bicycle friendly to reduce barriers for people getting around.
- ❑ Expand supplement for landlords to integrate people on income assistance with those not on income assistance.
- ❑ Free Parking: Free hospital parking at DECH and all facilities that provide medical services. I go for therapy at the Regent clinic and get a friend to drop me and pick me up because I can’t afford parking.
- ❑ Ex: When I had cancer they gave me a parking pass but now that I have broken my leg they don’t have them anymore because of budget cuts.
- ❑ Information: Comprehension services and benefits brochures for Department of Social Development.
- ❑ Transportation: Access a bus in Halifax a free service in N.S. For CNIB clients.
- ❑ There is free transportation for CNIB clients in Saint John and Moncton and Halifax but not for anyone in Fredericton. It should be the same for everyone with a disability in all areas of the province.

- ☐ There should be a service that is provided for everyone that will take them to medical appointments for free.
- ☐ There are many people who access social development; they can barely afford to take care of themselves how can they afford parking?
- ☐ Housing: I lived in an apartment at one time that included services like cable, internet, and phone and now that I live in N.B. housing I can't afford them because they aren't included.
- ☐ Sensitivity Training for Staff: there are signs in Nova Scotia that say "please wait, I require interpreting services".
- ☐ Medical: the medical staff will try to communicate without an interpreter present.
- ☐ There will be an interpreter scheduled but the medical staff doesn't respect these appointments and will try to still give information without interpreter present.

- ☐ Bulk food buying.
- ☐ Getting everyone involved including those in poverty - treat them no different.
- ☐ Many groups working on similar things; we need to bring them together and not reinventing the wheel.
- ☐ Concern that we don't know our neighbours within our community - How can we get the kids back outside - have block parties - improve communication - networking, helping people finding jobs.
- ☐ Ensure housing is mixed so have new developments agree to have some allocated to social housing, people become more integrated with this structure. Also have varied styles of housing "life cycle" making sure the new development has housing for families, single, retired.
- ☐ Transportation: can we look at smaller buses?
- ☐ Improve the municipality act: to give them more power – empowerment.
- ☐ Using those people who are no longer employed and we have buildings that are not being used. Don't just put the program on but go find people that need this type of thing.
- ☐ Leverage our service clubs, do not rely just on government.
- ☐ Creating network to be sure they are part of groups and be sure that our community knows what is going on. Bring back the calendar that details the activities!!! Fredericton inclusion network - or even just flyers in the mail.
- ☐ Instead of having organizations competing: and leaving people to ask for help from everyone, coordinate fundraising efforts.

- ☐ Increase the capacity of already accessible programs by grouping, expanding and diversifying - help programs become self-sustainable - provide more than funding.
- ☐ Recommendation: a community needs to first identify issues, they need to define the problem before solutions can be implemented - communities need to know what services are available through government and public programming.
- ☐ Solution: build a database with all funding programs listed whether it's for individuals seeing affordable housing, students seeking financial aid, non-profit/ community groups - seeking funding for program delivery etc., don't hide funding, programs and services, make it accessible and easy to find.
- ☐ Identify resources and connect groups to these resources.
- ☐ Transportation: making transportation funding more accessible.
- ☐ Employment: no incentive to work full time because by the time you pay for transportation, rent, prescriptions, you barely have money left for food.
- ☐ Give people a realistic chance to do better for themselves.
- ☐ Relationship: ensuring constant and lasting relationships - community groups to bring people together in areas of low-income.
- ☐ Help groups/programs become sustainable.
- ☐ Creating a "one stop shop" for more information-headed by a group that is trusted, has a lasting and strong reputation, will be there for years to come.
- ☐ Solution: create a program that puts structures in place to support and encourage sectors to be inclusive in their hiring practices/students, individuals with learning or physical disabilities. Provide sectors with training and resources to mentor the groups so that both parties will benefit from the relationship (anyone experienced in employment barrier).
- ☐ Housing: affordable housing committee, it has been successful because its community run (includes all sectors). Better city plans and breaking down barriers of combining groups/ communities - developing public and private partnerships to tackle the issue - mandate that all relevant stakeholders are represented at the table.

- ☐ Employment/Jobs/Independence: solutions: security/safety.
- ☐ Access is too individualized there needs to be connections, for example between, job banks, individuals' skills and public and accessible training.
- ☐ Community: needs and then link individuals and training - Ontario model - Jobs Ontario.
- ☐ Change/Solutions/Root Cause: not servicing problem - solutions to the problems - literacy/life skills/employability/skills.

- ☐ Sustainable communities.
- ☐ Community - support literacy/inclusive.
- ☐ Government devolution: citizens/those living the experience - in control - solutions - tied to the preferred solutions of those who are getting the money forward - abilities - felt excluded - needed interventions - whole community approach.
- ☐ Stop focusing on process - move to outcomes.
- ☐ Control the costs.
- ☐ Population focused strategies - ex: accessibility/mobility/disability/single moms/literacy.

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- ☐ The deaf community is a totally different culture. We need to get more jobs in our community. Maybe, we could volunteer to help each other. Maybe if we volunteered more we might get noticed for jobs. Facebook is a good tool for us to network, we use this all the time.
 - ☐ People who work should make sure that buildings are safe and accessible for everyone. Like, flashing strobe lights are not always in buildings - community people should make sure these are in buildings. Could Habitat for Humanity build a house for the deaf community for activities?
 - ☐ Why not start with volunteering as part of our programs than lead into other work. A good idea is to have an I-Pad at work and have someone skyped in to provide interpreting when we need it. I applied through TESS.
 - ☐ With every gas purchase, we have HST charged to us. Why not have some of this go towards poor people or programs to help us? When I have to pay income tax, can some of it go toward my dental health plan?
 - ☐ In Saint John there is a deaf and hard of hearing services program/office. Moncton has one too. We don't have much in Fredericton. If Fredericton works was bigger we could have social events there. It would be nice to have a kitchen to use there.
 - ☐ Maybe we could be trained every month with dieticians etc. All together in a building like in Saint John and learn skills, cooking, etc. We need to bring more events back for the deaf community. Like the roller skating area was so far for us. This would be a good way for us to get in shape.
 - ☐ Employment: hard for me to get my resume in for jobs because the gas is expensive. Living outside of city limits, we need more reliable internet service to communicate about jobs, etc. Gas subsidies should be offered more often to go places to help. I work and receive a good wage but I want to join more community events, like the biking trails, orienteering but I feel shy with the hearing people. There is a communication barrier.

- ☐ The deaf community is a totally different culture. We need to get more jobs in our community. Maybe, we could volunteer to help each other. Maybe if we volunteered more we might get noticed for jobs. Facebook is a good tool for us to network, we use this all the time.
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- ☐ Get the services out to the right demographic. Help get people integrated into the programs.
 - ☐ Tap into trendy topics/initiatives e.g. Community gardens. Tie them into poverty reduction. Bring community gardens to all areas (outskirts, inner-city).
 - ☐ Increase food skills. Help people connect to training. In both urban and rural communities - canning workshops - donate cans.
 - ☐ Opportunities for people to connect to farmers - getting municipalities involved in food initiatives - partner with sustainable development to promote greener communities.
 - ☐ Connect people who want jobs to struggling farmers to help harvest. Get food back to those who need it and offer tax breaks to farmers. More internship opportunities for students on farms. Connect people to where their food comes from.
 - ☐ Have a constant fundraiser that goes towards not-for-profits (e.g. recycling depot).
 - ☐ Drug abuse and substance abuse - no funding for people in health care issues (mental illness) and may resort to going back on the streets and using drugs. They need proper living arrangements, support with their medications (funding). Get people out of shelters into transition housing/assistance at homes.
 - ☐ Encourage communities to be inclusive. Get low income housing into higher income areas. This promotes confidence. Remove/improve housing that screams low income. Improve the look to improve the confidence of those living in it and to reduce stigma around them. If their houses are not in good quality, take them down and let people build on it.
 - ☐ Revitalize communities and involve those living it, "help rebrand the "poor" areas to remove the stigma, e.g. Hawkins, Neville, and Doons Street. Plan events and sport activities in those areas.
 - ☐ Subsidized sport and afterschool activities for children. Help interpersonal relationships and confidence of children. Subsidized 4H, scouts, girl guides etc. and tax breaks for parents.
 - ☐ Help promote and improve the Northside market or another idea in the community and use it to promote the community. Involve community members in making it their own.

- ▢ Re-assess rates of assistance for youth - youth are not getting enough money in assistance (\$350 is not enough and is very discriminative). How do expect to get a kid out of poverty? Where do they live? They're stuck in poverty. They should get the same amount as adults. It's discriminative and disgusting to devalue them in this way!
-
- ▢ Community organizing, raising awareness of issues in community. How do we do this? By speaking up and involving the MLA's neighbourhood action committee, have a Liaison officer for vulnerable people and motivate the community to be a collective. This is everyone's problem.
 - ▢ Working poor will not want to get involved through fear, so we need to reduce this fear. How do we do this? By combating the stigma, through education, having community connectivity, having programs for the community to relate to one another; raising awareness of programs that are already out there, communicate through a newsletter, using social media and a local district newsletters.
 - ▢ Communicate within organizations - working together to share resources - connect with religious representatives within communities - multicultural associations.
 - ▢ Service directories: car-share - improving metro transit system - reduce stigma by having students (Jr. High and up/High-School) using it - show more need by more use of the system.
 - ▢ Community organizations collaborating/creating partnerships to share resources. Amalgamate to save administrative costs? Need silo busting in non-profit field too!
 - ▢ Asset based approach - thinking outside the box - social entrepreneurship. Training/incentives/networking events/citizen engagement.
 - ▢ Bringing people from community organizations together regularly to share ideas/learning.
 - ▢ Province of Quebec provides funding to non-profits (when they need to provide funding up front to qualify for Federal grants) - province gets money back when Fed grant comes in and the Province gets credit for the project.
 - ▢ Community organizations need to speak up and get heard, get media coverage and groups can work together to create a consistent message.
 - ▢ Need to create supportive circles - helping people to access services.
 - ▢ Having families mentoring other families.
 - ▢ Building mentoring/advocacy skills among the participants at the food bank/or other poverty related organizations (e.g.: like the community food centre program in ON).
 - ▢ Provide training for non-profits of other organizations to learn how they can provide volunteer or job opportunities for people who are not working.
- ▢ "Circles" program - mentorship opportunities for people living in poverty and provide participants with a subsidy to their social assistance cheque while they participate.
 - ▢ Social enterprise opportunities at local farms - revive agriculture sector while providing jobs/training.
 - ▢ Building competency, autonomy and social connectedness amongst our population (wellness strategy).
 - ▢ Support people with addictions.
 - ▢ We need more time and more opportunities like these to be able to talk about this further.
 - ▢ How to support volunteers so they don't get tired? How to encourage new volunteers to join in.
 - ▢ Community organizing, raising awareness of issues in community. How do we do this? By speaking up and involving the MLA's neighbourhood action committee, have a Liaison officer for vulnerable people and motivate the community to be a collective. This is everyone's problem.
 - ▢ Working poor will not want to get involved through fear, so we need to reduce this fear. How do we do this? By combating the stigma, through education, having community connectivity, having programs for the community to relate to one another; raising awareness of programs that are already out there, communicate through a newsletter, using social media and a local district newsletters.
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- ▢ Access to facilities: provide access to schools /universities or other spaces to run community activities
 - ▢ Cooperation: imp of sharing information/network - have support from different provincial networks such as the ESIC to run programs, to network with other communities organizations, it find volunteers.
 - ▢ Community health clinic: support community initiative to provide access to different specialist (not physicians).
 - ▢ Transportation: People who don't have cars cannot practice before taking driving test - rate of failure - need volunteers - car sharing programs like common-auto in Quebec - diversify the transportation offer including a mix of options to make it available.
 - ▢ Public space to engage (opportunities): provide opportunities to engage - great gathering for example, ex: farmers market open on another night where people can go for meal, socialize, meet friends
 - ▢ Increase awareness about different programs available in community.
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- ▢ Transportation: needs more alteration - bikes good for summer/spring not for winter - more accessible/affordable - reduce insurance - volunteers/mileage costs minimal - identify needs of community.

- ❑ Not just about food: - doctors' appointments - Sunday shopping/longer hours - extends need to childcare - re-evaluate public transit - build partnership between city of Fredericton and business community.
- ❑ Soup kitchens are not food security: food security is having enough money to have three healthy meals a day.
- ❑ Change dimensions of bus - change cab company fares - improvements in public transportation leads to poverty reduction - from?
- ❑ Not necessarily Fredericton transit - companies promoting Sunday shopping - subsidize/fund transportation - maybe businesses need to pay a higher tax model on 7 day week.
- ❑ Higher minimum wage - encourages participation democracy - missing voices in the conversation - need to be accessed/encouraged.
- ❑ Location - atmosphere - smaller sessions - more comfortable environment - smaller high schools.
- ❑ Food security: community gardens/hydroponics (doesn't require soil) cheaper, simple, initial cost to build them self-sustaining/partnerships to get them started, year-round/need location (accessible).
- ❑ Business sector: more engagement in poverty reduction/community can be mutually beneficial (i.e.: marketing-put company name on community centre/i.e.: St John-McCain vibrant community - partnership (city and business etc.) more involved than only financial donations.
- ❑ Not defer to business (from self-advocating person with (dis) ability, i.e.: inclusive hiring practices at provincial and city level (government) make more like federal model.
- ❑ i.e.: grocery stores: have sales at same time as SD cheques issued - farmers market/real food connections - noticing SD rates up = rent up (can this change?) - Lower property tax rates for landlords (idea-did it happen? What incentive is there to lower rent?) - renting = up tax rates/affects rates.
- ❑ City of Fredericton can provide (accessible) free (serviced) land to developers who want/agree to build/create affordable housing, does the city own accessible land (i.e.: on bus route).
- ❑ Bus pass program: city to give free passes/tickets to lower income (transportation) - build efficient ("green") new housing/existing programming through SD to make buildings more "green".
- ❑ Make development of affordable housing "profitable" for investors/developers so motivation to have affordable housing can be money or social good (same end?).
- ❑ Expand city limits? More bus service? Taxes? - How to balance need for housing with other used for land (i.e.: strawberry u-pick).
- ❑ Immigration (for newcomers): barriers - language - family size (i.e.: more challenging to house larger families) - socially different norms (i.e.: parents and children co-sleeping).
- ❑ Faith groups currently helping with: food - transportation - health care costs (i.e.: dental/ not covered through SD) - partnership with other community organizations - accessing/advocating for supports (i.e.: reduced rate for dental service) - making connections - getting information - giving money - navigating social problems/lack of social skills - finding appropriate housing (i.e.: with pets/ smoking) - confidence - challenges of sole parenting (i.e.: supporting healthy choices for parents/children) - working with people who may not be around "healthy" people/have "positive" influences/networks.
- ❑ Health care - interfaith committee (food vouchers) - together/pool resources/SD refers to/faith groups and not for profit agencies built in to government systems - "taxes on poor".
- ❑ (DIS) Ability support grant - encourages people with (dis) abilities to partner with business/community (i.e.: free insulin through pharmaceutical companies who often have mandates to give a certain free amount) - idea of government to "buy bulk" to save on pharmaceutical costs/tap into industry.
- ❑ Establishing CINs is a step in the right direction.
- ❑ Also need community development officers to help communities.
- ❑ How to re-establish a sense of community, the responsibility to help others (volunteerism), e.g. community kitchen, meat pies for Christmas.
- ❑ The idea of helping thy neighbour still exists in N.B.
- ❑ Social media forgets people who are "in the dark," unless it's something negative.
- ❑ The cost of living, food, etc.
- ❑ The community cooks together. Lots of food at low cost. It helps share knowledge.
- ❑ A community development liaison/officer. Be a connector; the need to share, e.g. home economist.

Online Comments

Saint John & Sussex

- ❑ Many of the points above can relate to ways the community can be involved in helping adults move out of poverty through employment. Can we not challenge ourselves to work differently?
- ❑ It is also very clear that income assistance reform does not go far enough to encourage people to work. Raising the amount of money someone can earn in such a complicated manner is very discouraging to see.
- ❑ Have the municipality begin to take responsibility for local poverty reduction measures, despite the fact this is a provincial responsibility. (Since up to now, the province has done a terrible job of this.)

- ❑ Actively connect businesses with schools to enable workforce development and fit.
- ❑ Ensure mass transit serves priority neighbourhoods effectively.
- ❑ Use zoning and incentives to promote appropriate affordable housing options.
- ❑ Enable community groups through logistical and financial support, coordination, and recognition.
- ❑ Promote volunteerism (for example, by streamlining and covering the cost of required police checks).
- ❑ Each community should have housing available for people in poverty, whether they are there because of mental health, disabilities, seniors, or because they were born into poverty and all their networks/connections lived in poverty.
- ❑ This housing should be of a mixed model rather than warehoused into designated building or neighbourhood and each community should continue to budget upkeep as people in poverty do not have any disposable income for new paint etc.
- ❑ Tap into existing community supports to find tailor made solutions and even if you can't have the big dream right away, don't let that keep from taking small steps.
- ❑ Encourage gardening and the slow food movement. Help people to realize that much of the processed food we buy is contributing to unhealthiness.
- ❑ Saint John has long supported their food banks and the Christmas fundraiser has always achieved its objectives. Nonetheless, I question the efficiency of delivery when food banks are only open one day a week and have little control over inventory or qualification of clients to receive assistance.
- ❑ Perhaps a registered Food Bank Charity which is funded by charitable cash donations throughout the year matched by provincial contributions would be more efficient. The clients could be qualified and issued an electronic debit card redeemable for selected food items at participating food stores.
- ❑ The amount distributed by the charity would be structured to maintain perpetual funding like any endowment. The debit cards of participating clients could be reloaded on a periodic basis.
- ❑ Community projects here in Saint John where Farmers Markets bring people together where they live.

Acadian Peninsula

- ❑ [Http://www.radio-canada.ca/regions/atlantique/2013/10/23/005-enquete-berwick-nouvelle-ecosse.shtml?isAutoPlay=1](http://www.radio-canada.ca/regions/atlantique/2013/10/23/005-enquete-berwick-nouvelle-ecosse.shtml?isAutoPlay=1) (French)
- ❑ Vacant premises for artists, Michel Tremblay.
- ❑ Vacant premises for artists, Michel Tremblay. <http://www.acadienouvelle.com/mon-opinion/2013/10/21/locaux-vacants-les-artistes/> Des locaux vacants pour les artistes, Michel Tremblay (French)
- ❑ Disabled people; housing
- ❑ <http://www.youtube.com/watch?v=ASa9UhDNIdI> (French)
- ❑ Disabled people http://www.gnb.ca/legis/QP/video/57-3-29_o.aspx
- ❑ Awareness within communities to reduce prejudice towards poor people or people with mental illness.
- ❑ Organize free community events to include poor and rich people. I want to congratulate the Réseau du Mieux-être of the Acadian Peninsula which does a great job.
- ❑ Development of cooperative movement.
- ❑ <https://www.youtube.com/watch?v=AnW8y3O7Lbw> (French)
- ❑ We do not agree that reporters are not allowed at the public dialogues.
- ❑ Personally, it does not bother me to say to the TV cameras that I live in poverty.
- ❑ Enabling Accessibility
- ❑ <http://www.hrsdc.gc.ca/eng/disability/eaf/index.shtml>
- ❑ Accessibility Standards for Customer Service
- ❑ http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_070429_e.htm
- ❑ Develop accessibility for disabled people.
- ❑ Get to know, meet each other. Take care one another.

Central New Brunswick

- ❑ Have an open mind and volunteer as much as you can like try and open a shelter in your area.
- ❑ Communities can try and make recreational opportunities more available to folks who need it.
- ❑ There is a stigma attached to being poor that causes both poor and non-poor to have an attitude toward each other. It seems to become an us against them sometime. Not sure how to reduce this other than communities trying to include all children and families.
- ❑ Communities to reach out and ask people for help at community events. Sometimes people are just waiting to be asked because they may feel they do not fit into a group.
- ❑ Each community could organize a soup kitchen or community meal that is available to people on Income Assistance and the working poor as well. The hours of operation would have to accommodate this.
- ❑ Organize a Community Fresh Box?
- ❑ Food Banks? Community could provide a location, at least once a month, for volunteers to offer a Food Bank.

GreaterFredericton

- ❑ Rethink urban planning to make denser communities with easier access through public transit, make governmental services accessible through public transit from low income areas.
 - ❑ More emphasis on public rather than private wealth, including better funded public libraries, family health.
 - ❑ More engagement and volunteers needed to know their neighbour's (community) situation.
 - ❑ Fostering of neighbourhood discussions, exploration of solutions to meet needs in the community (could start with community neighbourhood coffee or breakfast times - which could be both a social and fundraiser...
 - ❑ All encouraged to attend give donation if can - use of schools.
 - ❑ Network of community animator > someone whose role is to get to know residents & where the poverty or exclusions exist; then to help problem solve and foster new solutions or means to better their situation
 - ❑ City councillors would be a key figure to knowing where poverty and exclusion exists.
-
- ❑ The local SIN must work harder to "rally" the community. Too many people and groups appear to be continuing to approach their local municipality to funds their efforts solve their problems. The "community" must step forward, in conjunction with all 3 levels of government.
 - ❑ There are some very positive things happening in Fredericton so what we need is more support for these programs and more of the same.
 - ❑ Specifically, the cooperative arrangements between government and NGOs that has led to moving people out of the homeless shelter and into their own apartments complete with the necessary social supports to help ensure these transitions are successful, and they are in the vast majority of cases.
 - ❑ Second, the transition of the food bank to a Food Centre, with training kitchens and volunteers teaching people how to cook healthy and inexpensive meals, with gardens where clients can grow their own vegetables.
 - ❑ This results in clients feeling like they are contributing, and they are benefitting from eating healthier, as the nutritional value of conventional food banks is terrible.
 - ❑ Both of these programs are working well, and should be supported and expanded.
 - ❑ Together we can elect a premier who is strong enough to turn a deaf ear to the Irving conglomerate which has kept this province poor for generations.
 - ❑ Locally (Fredericton), we need to constantly review our public transportation needs. No one will be "socially included" if they can't get to anything...
- ❑ Groups who are offering free events, services, programs need to keep in touch with organizations (most non-profits) that have contact with people who are most often overlooked or are isolated due to their income level.
 - ❑ All municipalities - and Fredericton is ahead of the game - need to work on affordable housing policies to encourage low rent developments.
 - ❑ What is our community doing? Good question. They added a community garden. Not sure where that food went. Our non-profits offer advice and workshops but with an income of 500 a week (that's two incomes) all the advice in the world will not help us reduce our poverty. I would like to see more focus on the "working poor".
 - ❑ Public education is required. Too many times people including children are bullied because of their poverty status. Poverty hurts us all - it minimizes the greatness of New Brunswick.
 - ❑ Too many people spend too much time complaining about or criticize those living in poverty (especially social assistance for the most part).
 - ❑ It would be nice to know what we could do (local citizens) to help them get out of poverty - living a more productive (community speaking) way of life. Meaning they would contribute positively to the community they live and in turn to New Brunswick.
 - ❑ Communities, local farmers, businesses, community food/clothing banks and so on could make spaces available for people who are living in poverty some work time. This would increase their self-worth and self-esteem, plus provide them with training and lower the unfortunate bullying.
 - ❑ Have more Community celebrations.
 - ❑ Have greater dialogue between municipal Government and provincial government.
 - ❑ Build community transportation options (Car share/rideshare/Bike Co-ops).
 - ❑ Have more cross sector town hall meetings to share the great work we are doing in our individual assoc's.
 - ❑ Build more Community Gardens.
 - ❑ Have more festivals.
 - ❑ Focus on youth, as our strength for the future.
 - ❑ Build more housing.

Charlotte County

- ❑ Give as much priority as possible to literacy training, including financial literacy. Reach out to adults who need help with both, and ensure that the education system teaches and reinforces financial literacy from K to 12.
- ❑ Many adults in this area also need help, whether they are lifelong residents or newcomers to Canada.

- ▢ As a newcomer to New Brunswick and Charlotte County myself, I have been struck by the number of locals, even those who aren't living in abject poverty, whose understanding of the world and their own situation is defined by television and Facebook.
- ▢ Few read newspapers and fewer read books, so it is not surprising that change is close to impossible because the majority can't begin to appreciate their challenges, never mind the possibility of solutions.
- ▢ Age and pride prevent most people from asking for help, but opening closed minds to the bigger picture and alternative approaches is critical if we are to improve the local economy and quality of life.
- ▢ Support for finding employment, housing and childcare is needed in communities. Having a realistic community goal based on a needs assessment will help bring the communities together.
- ▢ A common vision that motivates every stakeholder in the county to rally and become involved.
- ▢ Ex. 40 Developmental Assets survey a few years back really highlighted the need for positive adults in the lives of children and how in Charlotte County, children did not have positive adult role models.
- ▢ This was profound for schools and communities as it gave concrete goals to ensure that community members had a reason to get involved with youth.
- ▢ Within St Stephen, there are some visionary folks who understand this concept that need support.
- ▢ I live in Vancouver, run an international consulting company, but have a second home in St Stephen, a community that I love.
- ▢ We are discussing introducing a course on entrepreneurship via St. Stephen University, as a start.
- ▢ It would be a very practical, non-MBA like course about what it takes to run a business.
- ▢ Require employers to follow the law.
- ▢ Fix infrastructure and hire LOCAL people to do it.
- ▢ Balance salaries of highest paid public servants (like doctors) with the lowest (minimum wagers).
- ▢ Allow people on public assistance to earn more extra a month and to average it over a year (There's often more work in the spring - but never enough to live on).
- ▢ Pay bonuses in the form of donations to local charities (e.g. instead of a raise to six-digits give the money to the food bank).
- ▢ 1. Ensure that charitable food agencies are in fact providing enough food that is of decent quality.
- ▢ 2. Ensure these same agencies are in a position to meet demand, as food prices escalate and wages decline with lower hours and fewer jobs.
- ▢ 3. Create new agencies that assist people with essential cooking and shopping skills.
- ▢ 4. Put baskets of fruit in each classroom for all children.

- ▢ More community gardens.
- ▢ Those who are on assistance could be encouraged to do volunteer work, especially in the area of town beautification that would help them feel more involved in the community and help them take some pride in themselves and the community.

North West

- ▢ Poverty awareness workshops should be created so that people are more aware of the programs available to help them
- ▢ There should be also more fundraising events to help organizations that do not have enough merchandise to help poor people.
- ▢ It would be nice to have community projects so that people on social assistance gain work experience and a little extra money to live.
- ▢ There should be more fundraisers to help food banks. During the holiday season, they could organize events to raise money to buy more profit and better meet the needs of people poor.
- ▢ As a community, it becomes necessary to involve business people, social and health professionals, any leader who can suggest solutions and build bridges.
- ▢ These solutions do not require large-scale projects. What is needed are small every day actions to encourage change and change discriminatory attitudes.
- ▢ We cannot ignore the fact that an individual feeling excluded from a community puts him/herself in a remote state.
- ▢ An individual often adopts bad habits with regards to his health and keeps away from any social concept that rallies healthy people (at all levels) or any opportunity to earn an income.
- ▢ This creates the gap between the rich and middle rich vs poor and middle poor and all these variances cause division in the community.
- ▢ We must build bridges, and not pass judgment in any case, and that's where the hard work. As long as we will have these gaps, judgments and divisions will persist.

Westmorland-Albert

- ▢ Something our team discussed was the idea of a Non-profit "trade show" to recruit potential volunteers.
- ▢ Also, to have not for profit chamber of commerce where we can network with each other, build community, and strengthen each other.
- ▢ I think Pedvac took a massive step forward with the Crock Pot Day initiative.
- ▢ The absolute perfection of how it was put across made participation a joyful experience rather than 'another boring government initiative' as someone put it.

- ❑ Just wanting to do the right thing is not enough, it must be orchestrated in such a manner that the participants, or others who need it will want to be there and absorb the lessons being given.
- ❑ New initiatives, or thinking outside the norm is not easy for people whose only security is in following footprints.
- ❑ Change comes slowly and with great subtlety to be enduring.
- ❑ My organization, PEDVAC, is a prime example of a local group working as hard as possible to find the needs and fill the needs in our community.
- ❑ We always have ongoing fundraising projects.
- ❑ Our Executive Director is continually seeks opportunities for Grants to complement what we what are doing and have done for ourselves.

Carleton-Victoria

- ❑ Recognize that there is poverty within our communities.
- ❑ Provide support in helping individuals take control of their lives.
- ❑ Provide learning opportunities for individuals to learn how to manage finances; budgeting.
- ❑ Provide mentorship for those wanting assistance in finances.
- ❑ I think that the early childhood centres that have begun - Step Ahead in Bath is a perfect example - are the best things that we could be doing to ensure our future.
- ❑ Bringing families into the school environment before the child enters the system helps to establish a friendly relationship.
- ❑ Also, having a 'one stop shop' model of a place that families can go for help, guidance, information, etc. will allow for all government services for children & families to be used more efficiently.
- ❑ Better access to transportation.

Kent County

- ❑ To reduce poverty we can give more. To promote social inclusion is a pipe dream and NB's economy is the government's problem, not mine. They make the mess they can clean it up.
- ❑ Community gardens.
- ❑ Community kitchens.
- ❑ Food banks better managed, and located in a multifunctional centre. This would help training, cooking, budget, gardening.
- ❑ After-school accessible to youth who cannot afford it.
- ❑ Farmers market.
- ❑ Grow fruits in your community instead of flowers.
- ❑ Provide educational summer camps to youth.

Restigouche

- ❑ Have a block party kit/ fund in each community and have the municipal or LSD have 4 picnic tables, 4 barricades.
- ❑ \$50 and a fire pit that would be dropped off when you applied to have a street party.
- ❑ Would build togetherness and connectedness.
- ❑ Provide free/low cost family activities in the community. i.e.. Local festivals, at libraries, in schools.
- ❑ Many low income families lack the basics, such as knowing how to prepare a meal, eating together, playing together. We need to teach them.

Chaleur

- ❑ The family literacy program "Between Parents", focused towards the community and the school, the NB Council for the Development of literacy and skills (French).
- ❑ A program to mobilize and create a learning community around communities served by the schools, in order to take a snapshot of the situation and develop a joint plan for the academic success of our children, with the establishment of a family literacy project in these regions for the development of families. As results, Francophone parents who have children of school age will be better equipped and have developed habits of reading and writing in French in order to improve the academic success of their children.
- ❑ Also, a commitment from various stakeholders in the region, which will be realized in a more cohesive learning community related to family literacy.
- ❑ Let the community know what services are available, Salvation Army, Volunteer centre.
- ❑ Let the public know what work we are doing to help those in poverty.
- ❑ Find out where the community is having the worst problems and work from here.

No Specific Region

- ❑ Supporting food banks is important but we need to look at the direct causes of poverty.
- ❑ Breaking the cycle and ensuring children all learn to the best of their ability at school. Families need support.

Question 3

What can you do as a citizen and/or an organization to reduce poverty and contribute to economic and social inclusion?

Monday, September 16, 2013 CIN 11 – Richibucto

- As individuals we need to get out and motivate people.
- An organization can get the word out as to what is needed in the community. Ex. Children without winter boots. Get people to donate.
- Transportation-individuals can provide drives to those in need.
- Partner with associations that can come in to the community to provide for the needy.
- As an individual, push for more business assistance to target the needy.
- Appreciate the culture around you and interact to help those in need.
- Become informed about what the needs are and how to provide help.
- Mobilize and organize.
- Get involved. Why are shop classes empty? Tradespeople are needed.
- Mentorship, be a role model for youth.
- Link seniors with youth. Seniors have lots to offer in terms of knowledge and experience. Bring the two together.
- Sharing with neighbours, being proactive.
- Opening doors of organizations to more communities, i.e. Elsipogtog-Economic Dev. Publishing in focus.
- Buying local.
- Building self-esteem to break the cycle of poverty. Education for self-esteem. Training courses on self-esteem. Workplace essential skills give people the opportunity for accomplishment.
- Make community programs more accessible to people in need, personally invite people to attend.
- Teach Empathy to children. Teach empathy to associations.
- Sharing values with children.
- Sharing resources such as goats, canners, lawnmowers, sharing camps.
- More potluck get togethers, meeting your neighbours, garden parties.
- Strive to be a good citizen.
- Volunteer.
- Sense of community- help out paying for things such as people with cancer, funerals, benefits.
- Community bonfire-marshmallows.
- Carpooling and car sharing.
- What happens in the community must be affordable. It's the community's role to make it affordable.
- Encourage others to do volunteer work with us.
- What percentage of people in Kent County are living in poverty?
- Ask residents why they don't participate in activities.
- How to change people's attitudes. There are things to do to change people's attitudes.
- People live for the day.
- Seniors can help, for example, in a daycare.
- Ask people what their passions are.
- Pass the word on and do something if you see people in need. It's a delicate situation to bring up. You know the balance needed.
- What is stopping people from volunteering?
- Always the same people who get involved. Sometimes these people are intimidating for those who don't volunteer.
- Don't ask people to volunteer.
- Lack of information. Communication is not there.
- The pace of life is too fast.
- Sharing ideas can sometimes inspire us.
- Spread the news, go find people where they are.
- Break down barriers, meet people where they are.
- Prenatal, breastfeeding courses.
- Continue what is being done at the community level.
- Extend a hand to establish contacts, partnerships.
- Use each community's communication methods.
- Municipal council meeting: invite a member of each committee in the community to come and talk about what they do.
- VON Healthy Baby and Me would like to meet with doctors in the area to promote their program.
- Radio Beauséjour is not Anglophone, it's just French.
- A champion in every community.
- L'Étoile: the region's newspaper.
- Dispel prejudices and create opportunities to meet different people, different social circles.

- ❑ Get involved, give some time, value and promote volunteering. Public education in the schools, have a spot on CJSE radio.
 - ❑ Raising funds that come back into the community. Individual effort benefits the whole community.
 - ❑ Compile a list of assets. Find and use the assets of everyone in the community.
 - ❑ Try to avoid wasting food.
 - ❑ Promise to buy coffee. Buy meals and coffees for people who may ask for them later.
 - ❑ Struggle, stop thinking you're not worth as much, especially as a woman.
 - ❑ Share our skills (cooking, sewing, mechanics, and agriculture). Like Saint-Louis in preparation for Les Jeux de l'Acadie. Lighten the school's responsibilities a little.
 - ❑ Encourage the public to share knowledge with people in need.
 - ❑ Education about volunteer education and about the services available. It may bring out people in need and introduce them to work.
 - ❑ Raise awareness of local organizations about the socioeconomic needs of municipalities.
 - ❑ Establish support groups for people with self-esteem issues using literacy as a method.
 - ❑ Organize a group of citizens to speak to elected officials and MLAs and MPs to convey the community's needs to them.
 - ❑ Responsibility to talk about poverty. Organize poverty discussion groups.
 - ❑ Get involved, open your eyes, and look at what is going on around us and dare to act.
 - ❑ Share our resources; for example, share your shovel, garden tools so they can garden in order to feel valued.
 - ❑ Encourage people to give human and material resources to community organizations.
 - ❑ Organize sessions and offer our expertise on a volunteer basis, for example, preserving and canning food.
 - ❑ Duty to teach our children to respect others without discriminating. Develop values such as helping one another and sharing.
 - ❑ Get involved; don't leave it up to others. Don't just talk about it, do something.
 - ❑ Connect with our neighbourhood.
 - ❑ Do not judge and this will reduce stigma. Spend time with people that are not like you. Support and participate in events that are promoting this.
 - ❑ Promote, support and participate in collective kitchens, community gardens.
-
- ❑ Promoting volunteering as part of requirement to graduate.
 - ❑ Get to know your neighbour- care for the elders-make sure they are taken care of. Offer transportation for medical appointment.
 - ❑ Donate to diabetes or cause of your choice.
 - ❑ Provide support for youth to participate in cultural, sporting events and activities.
 - ❑ Donate to food banks.
 - ❑ Promote breakfast programs in schools.
 - ❑ Donate scholarships.
 - ❑ Organization promoting volunteering opportunities within their organization so that people know where they can get involved.
 - ❑ Promote each other and celebrate our volunteers.
 - ❑ Give, support year-round not just around Christmas time.
 - ❑ Speak up and stand up against exclusion, homelessness, poverty, racism, the negative perception association of social assistance recipients.
 - ❑ Empathy, care for one another.
 - ❑ More discussion in high school against bullying and cultural awareness.
 - ❑ WNKW/First nations within the school systems.
 - ❑ Encourage people living in poverty to get involved and provide mentorship.
-
- ❑ An individual at our table wants to open a food bank. What exists now is inadequate.
 - ❑ Need to get out there and enlist volunteers.
 - ❑ Share ideas amongst the community. Post things on facebook and other social networks.
 - ❑ Help families in need. Give what you can spare to help others.
 - ❑ Encourage others to get trained on computers to become better informed.
 - ❑ Get people together once a month to talk about problems in the community.
 - ❑ Attend common front for social justice meetings.
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- ❑ Start with your street and neighbors.
 - ❑ Asset mapping community/street.
 - ❑ Showing gifts/head/heart/hands.
 - ❑ Be more compassionate.
 - ❑ Partnering across sectors.

Tuesday, September 17, 2013 CIN 7 - Miramichi

- ❑ Volunteer our time to help others through churches, Salvation Army caring friends.
- ❑ Giving away our bottles.
- ❑ Treat each other with kindness and respect.
- ❑ Open our eyes to the need around us and help out.

- ❑ Need more low income day care for struggling families.
- ❑ Rotary International a local service club can place poverty prevention and economic and social inclusion as a priority for sponsorship. Would be annual consistent each year, to allow recipient organizations to budget per year, expect ongoing support. Also can pursuit matching grant from Rotary.
- ❑ A Habitat for Humanity in Miramichi.
- ❑ Miramichi Chamber of Commerce can analyse impact of increased minimum wage on employers/businesses as 78% of businesses are small (1-5 employees).
- ❑ Identify barriers to employment to target training and preparation for work force entry and job security.
- ❑ Endorse stimulus program to subsidize entry wages for new employees
- ❑ Become more aware of social issues and organizations that can help.
- ❑ Participate as a volunteer and adopt a “cause of choice” related to ESIC’s mandate and goals.

- ❑ Be more conscious of the situation of poor people.
- ❑ Citizens have to educate themselves on barriers and poverty situation.
- ❑ More events to create awareness on situations (ex: dining in the dark).
- ❑ Back to the kids! Educate them on poverty situation.
- ❑ Go talk to people instead of assuming what they need.
- ❑ Does not know what to do because of lack of awareness and lack of time.
- ❑ Joining different boards and groups. Be involved.
- ❑ Convince the school system to adopt programs that will include more community work.
- ❑ Opening our eyes and noticing who are in need and help them as we can.
- ❑ Bring attention to provincial level on what is going on locally.
- ❑ ESIC to come back to give us our results.
- ❑ Peer to peer tutoring.
- ❑ Instead of “giving”, we need to educate how to take care of themselves (teaching how to plant a garden instead of only giving vegetables).
- ❑ Set up a bartering or trading system.
- ❑ Promote helping organizations, for example, Saint-Vincent de Paul, Salvation Army, free on Kijiji.
- ❑ Establish a «pay it forward» network.
- ❑ Merit system (time coupons); offer your time.
- ❑ Set up a United Way system in rural environments.
- ❑ 50/50 draws in businesses subsidize numerous organizations.
- ❑ Involvement in social clubs, education council, health authorities.

- ❑ Big Brothers Big Sisters system. Sponsor a child in need.
- ❑ Twinning system.
- ❑ Smile at neighbours. Share with neighbours, party. Encourage the neighbourhood.
- ❑ Build mutual aid between neighbours.
- ❑ Pot Luck between neighbours and invite the disadvantaged.
- ❑ Big Brothers Big Sisters with seniors. Care, sharing rides with people in need.
- ❑ Set up a bartering or trading system.
- ❑ Promote helping organizations, for example, Saint-Vincent de Paul, Salvation Army, free on Kijiji.
- ❑ Establish a «pay it forward» network.
- ❑ Merit system (time coupons); offer your time.
- ❑ Set up a United Way system in rural environments.
- ❑ 50/50 draws in businesses subsidize numerous organizations.
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- ❑ Big Brothers Big Sisters system. Sponsor a child in need.
- ❑ Twinning system.
- ❑ Smile at neighbours. Share with neighbours, party. Encourage the neighbourhood.
- ❑ Build mutual aid between neighbours.
- ❑ Pot Luck between neighbours and invite the disadvantaged.
- ❑ Big Brothers Big Sisters with seniors. Care, sharing rides with people in need.

Wednesday, September 18, 2013

CIN 12 - Pokemouche

- ❑ Get involved as a volunteer.
- ❑ Volunteer some time.
- ❑ Organize activities, raise awareness among your peers, your children, neighbours about what poverty is.
- ❑ Don’t judge others, intervene when someone does so. Never forget that no one is safe from being judged.
- ❑ Sharing rides. Offer transportation opportunities.
- ❑ Offer chances to attend social and cultural activities free of charge.
- ❑ Offer free activities.
- ❑ Organization will seek funds to offer free activities.
- ❑ As an individual in an organization, promote social inclusion, take on the mandate to make others aware of social inclusion.
- ❑ Buy locally as much as possible to promote local economic development.

- ❑ Get involved, invest, give your time to reduce poverty around us. Include those people in our daily experience, direct to opportunities. Citizens and organizations.
- ❑ Make people aware of what is going on and services offered. Go one step further to connect people with the proper services.
- ❑ Find out about and offer resources so that clients develop connections to get out of isolation.
- ❑ As an individual, you must know how to take charge. Share your knowledge and mobilize other people who can move projects forward. Use everyone's strengths to the fullest and respect their choices.
- ❑ Teach our knowledge to encourage independence.
- ❑ Influence the government, bring expectations and needs in line, and play the role of community ambassador.
- ❑ Companies: offer working conditions on an annual basis. Good salary, favourable environment. Get something out of our contribution. Build something instead of just getting something for yourself.
- ❑ Share programs with the other services: welcome, listening, guidance, and follow-up (mandate of the CBPA – Centre de bénévolat de la Péninsule acadienne).
- ❑ Renewal, encourage new blood on committees.
- ❑ Eliminate «I am just» from your vocabulary. Support people in finding their way, for example, a woman at home who cooks can help in the community/food bank.
- ❑ Get people together to build the community they want. Meeting day. Dialogue, plenary session, facilitation, drawings, inventory of assets, visual inventory of success stories.
- ❑ Find out about strengths in the environment, for example, speakers from New Brunswick instead of Quebec.
- ❑ Awareness of the beauty of our region. Visit a different road. Get to know our region to make a difference.
- ❑ Demand: equity.
- ❑ Ensure a voice for everyone.
- ❑ Claims not listened to since 1970 (poverty).
- ❑ Enhance, support mutual help, structure.
- ❑ Look after your neighbours in need.
- ❑ Identify poverty; find out about it.
- ❑ Match volunteers with tasks based on their skills; pooling.
- ❑ Volunteering. Appreciation and recognition. Support initiatives.
- ❑ Return to agriculture.
- ❑ Support and join social clubs. They are declining.
- ❑ Ensure access to sports and cultural activities for all youth in the communities.
- ❑ Ensure post-secondary education for all residents.
- ❑ Return to high standards, respect, and ethics.
- ❑ Make good use of and value the strengths of people with disabilities.
- ❑ Encourage volunteering very early, for example, at school.
- ❑ Develop a feeling of belonging.
- ❑ Esteem. Solutions must come from everyone. Encourage engagement, such as taking on an objective, for example, mentor, self-esteem.
- ❑ Matching basic courses at school with wellness training.
- ❑ The *Roots of Empathy* program, include education on basic needs in education at school.
- ❑ Danger of new technologies vs less socialization.
- ❑ Transportation needs of the elderly.
- ❑ Encourage stable funding of food banks.
- ❑ Promote sharing of fresh products in food banks.
- ❑ Favour better communication of needs of food and clothing banks as opposed to what is not useful and leads to needless additional costs (garbage).
- ❑ Approach grocery stores to guide them in the content of food donation bags.
- ❑ Avenir jeunesse is an organization that enables young adults aged 14-34 to talk about the future of the area. Next 20 years. Continue this process of dialogue. Also provide monetary assistance for travel.
- ❑ Get involved in our communities. Support our knowledge and encourage volunteering.
- ❑ Create occasions for dialogue like this evening when you can give.
- ❑ Pass on values of compassion and volunteering to our children, grandchildren.
- ❑ Pay it forward, clothing, food.
- ❑ Community Kijiji, free items.
- ❑ Appreciate and encourage volunteering.
- ❑ Offer your time to help the disadvantaged.
- ❑ Don't have prejudices.
- ❑ Offer workshops on self-esteem.
- ❑ Give seniors a bigger role.
- ❑ Intergenerational committee.
- ❑ Use social media and organizations for promotion.
- ❑ Value, believe in the potential of our people, invest in our people.
- ❑ Pass on the right values to our youth.
- ❑ Have community leaders or mentors.

Monday, September 23, 2013 CIN 4 – Saint-Léonard

- ❑ Organize integration activities, e.g. Gala du parrain (sponsor's gala).

- ☐ Give of our time, mentorship.
- ☐ Sharing what we have to give.
- ☐ Encourage the social involvement of young people. Volunteering is different for young people, encourage them while they are young.
- ☐ Start with the young people and motivate them to become involved in the community. Adapt volunteer work by age, school projects.
- ☐ Make businesses aware of what they could give back to the community: food, furniture, clothing, other.
- ☐ No communication/network for material that is available to be donated and the people who need it. A lot of things that are thrown out could be reused.
- ☐ Employers often don't have the time or the resources to give or deliver quality left-over items. Become involved as an individual in order to help.
- ☐ Volunteer work.
- ☐ Reduce prejudice - our own prejudices - by working together. Gala du parrain (sponsor's gala). Integration activities.
- ☐ Have people in companies who are responsible for making contacts with the communities.
- ☐ Share our success stories.
- ☐ Participate in public meetings (municipal or other). Do our duty as citizens: vote.
- ☐ Strengthen our values.
- ☐ Fight for a crisis centre. Centre for men.
- ☐ Give of yourself.
- ☐ Promote transportation.
- ☐ Participation.
- ☐ Have money easily accessible for projects.
- ☐ Encourage kids to grow a garden, eat well, and influence their families.
- ☐ Value of belonging, build confidence.
- ☐ Find a balance for GNB. Do not shirk responsibility completely, but rather, provide financial support and a helping human hand. Remain in place after the initiative starts.
- ☐ Mentorship, adult-child.
- ☐ Need to communicate in a different manner. Difficult with companies that monopolize the media and stifle information, sensationalism.
- ☐ Volunteer recognition.
- ☐ Lack of visibility for events and hard to know what's going on. Local newspapers are less involved in community activities.
- ☐ Have access to information. Reduce sensationalism. If it doesn't pay, I'm not going. Or not approved to go.
- ☐ Find a community, regional, provincial way to circulate information, e.g., www.lenordouest.com For example, Saint John's *Around the Block* paper on community activities.
- ☐ Participate more in public meetings. People have lost interest, "political games."
- ☐ Do volunteer work.
- ☐ Have a volunteer centre for that, so it's clear!
- ☐ Ask all community organizations and engaged and involved residents to network and communicate with each other. Strengthen ties between everyone in the same community.
- ☐ Really look after people's needs. Employees are paid less but have to do a lot of work, which tires them out and causes stress. People are running in circles.
- ☐ Duties increase, responsibility increases, salary stays the same, and the cost of living goes up.
- ☐ Pay equity.
- ☐ Seniors' pensions: ridiculous. Affordable housing, insurance.
- ☐ New policy on medications – does it apply to seniors as well?
- ☐ Know how to manage my budget, eat well, etc.
- ☐ Nobody worries about seniors who live on a very low income. If you live in poverty, you can't help your fellow man.
- ☐ I am limited. I came here this evening to say that I myself am limited, so how can I help my fellow man?
- ☐ Don't judge people with low income, people with special needs (help them). Respect others.
- ☐ Continue to be a sponsor for inclusive activities (Gala des parrains – sponsor's gala). Maintain our involvement.
- ☐ Keep on giving (clothes, for example). Continue to share and donate things we no longer use.
- ☐ Don't make volunteers pay.
- ☐ Set up support networks in the neighbourhood. Personal support network.
- ☐ Continue to give food.
- ☐ Openness to inclusion at all levels.
- ☐ Inclusive education in schools.
- ☐ Being a parent: responsible for providing education against prejudice.
- ☐ Be a guide for accessing services for people who are unaware of the services.
- ☐ Become involved in the networks, create links. Share our experience, information (job offer, available service).
- ☐ Continue to develop and become involved in new projects.

Tuesday, September 24, 12013, CIN 5 - Campbellton

- ☐ One participant would like to teach art but doesn't know how to so about setting up such a program. We need to reach out to people like this that have so much to offer to the community.

- ☐ Volunteering needs to be encouraged. Reach out to others to get people to give their time. Programs like Restigouche Youth that encourages volunteerism. "Volunteering is cool". Volunteers need to be appreciated. Make it fun!!
 - ☐ A "day of caring" where people go out and do chores such as yard work, repair work for low income or disabled who do not have the resources.
 - ☐ Volunteerism "Fun, Food and Music" as an attraction.
 - ☐ Individuals need to come together as a community.
 - ☐ We need to recognize and appreciate volunteers in the community. A simple thank you is often missing.
 - ☐ Treat others with dignity. Make people feel valued and appreciated.
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- ☐ Help one another.
 - ☐ Parents, parenting support group: Special speakers, ideas, suggestions, support for single parents, school supports.
 - ☐ Education: access to school related resources to help their kids; access to further education if they want it; computer classes/skills to use computers more (library).
 - ☐ Loan program for computers at library/school/community organizations.
 - ☐ Be proactive - Get people engaged in making things happening.
 - ☐ Neighbour Party - Municipalities: everyone brings something, parking lot party, trading talents.
 - ☐ One person works to determine the real cause of the problem. Each person has qualities – you have to know how to find them.
 - ☐ Less individualistic promotion.
 - ☐ Become a volunteer.
 - ☐ Standard dress code at school, no exceptions.
 - ☐ Positive influence, don't make negative comments, label people.
 - ☐ Responsibility as a parent to instil, display good values. Educate the community.
 - ☐ What you're saying is that we draw strength from one another.
 - ☐ Open-minded. Put pride aside.
 - ☐ Build up the strengths of others, encourage them. Help them grow and develop.
 - ☐ Encourage fund-raising activities. Richelieu, Rotary, Lions.
 - ☐ People must know what success is in order to have it flourish someplace else. Better communication.
 - ☐ Talk about good news, not bad news.
 - ☐ Welcome people in need. Offer nutritional, psychological, and spiritual services.
 - ☐ Participate in campaigns to support food banks.
 - ☐ Offer the services of counsellors, lawyers, accountants, and dieticians free of charge to people in need.
 - ☐ Single-parent families: have resources to support such situations.
 - ☐ Improve accessibility to sports, recreation, and cultural activities.
 - ☐ Implement the Big Brother Big Sister concept.
 - ☐ Set up a campaign like United Way to support organizations in the region.
 - ☐ Participate in a community foundation.
 - ☐ Free medication for the chronically ill and seniors.
 - ☐ Visit seniors: eliminate loneliness.
 - ☐ Improve the safety of housing for people in need (Rentalsman). Have a contact person in the community to report on landlords who do not want to make repairs.
 - ☐ Eliminate telephone fraud involving seniors.
 - ☐ Ongoing promotion of services and programs.
 - ☐ Find a way to get more people involved. Volunteer recruitment campaign.
 - ☐ Set up a barter system.
 - ☐ Set up a food collection for composting in community gardens from grocery stores, restaurants, etc.
 - ☐ The Campbellton YMCA could set up a Big Brothers Big Sisters Program.
 - ☐ Spread good news and strengthen people in the community.
 - ☐ Set up a mentorship program.
 - ☐ Become the change desired in our regions and stop complaining.
 - ☐ Promote a healthy lifestyle (personal development).
 - ☐ Stop complaining and take action.
 - ☐ Continue to promote good nutrition in schools.
 - ☐ Include young people and seniors in our programs.
 - ☐ Foster volunteerism in the region.
 - ☐ Volunteers have to promote the programs in which they are involved.
 - ☐ A lot of things are organized in the Golden Age Clubs. Go after those 50 years of age and over!
 - ☐ Participate in fund-raising: recruit people and get young people involved.
 - ☐ Be aware of the grants that are available.
 - ☐ Show the importance of growing up healthy and learning to read and write.
 - ☐ Street workers.
 - ☐ Personal donations.
 - ☐ In my various committees, share what I do in the other committees.

- ☐ Literacy: I am part of the group and am waiting for a learner. Difficulty because of the embarrassment factor. I step forward and promote organizations when I have the chance.
- ☐ Golden Age Club: we collect food and take it to the food bank.
- ☐ I go to the school and volunteer to help young people learn to read. I am retired. I do this twice a week either in the morning or after school. Irving and the Caisse populaire help through buying games/books. Thanks!
- ☐ Teach dance at the Golden Age Club. Share skills and a feeling of belonging and independence. Build self-esteem.
- ☐ Approach elected officials so they become involved.
- ☐ Poverty exists not just in Campbellton, it's world-wide.
- ☐ Inclusive Zumba with grandchildren, grandfathers, and grandmothers.
- ☐ Go the homes for activities.
- ☐ Take the kids to school. Visit seniors in homes and vice-versa. Also include those with special needs.
- ☐ Christmas shows in schools: put them on in the homes, too.
- ☐ Affordable summer camps.
- ☐ Be inclusive with respect to all age groups, all citizens. Think outside the box.
- ☐ Special day for grandparents to go see their grandchildren play hockey.
- ☐ Volunteer in hospitals.
- ☐ Go into disadvantaged neighbourhoods and make things normal, eliminate the embarrassment. Have things in place so that people can go to them. Activities in partnership with other organizations to ensure success.
- ☐ Get out there and ask others how you or your group can offer assistance.
- ☐ Show caution when approaching those you want to help. Some do not want to be characterized as "in need."
- ☐ In some First Nations communities there is resentment in being identified as poor. It needs to be approached in another way.
- ☐ We need to stop the trend of people becoming more individualistic. We are losing the true sense of community.
- ☐ Block parties are a good way to bring the neighbourhood together.
- ☐ Make organizations more aware of the causes of poverty.
- ☐ Give children a sense of civic duty.
- ☐ Create a sense of family so that during meal-time we can have discussions around specific issues such as poverty and inclusion.
- ☐ Raise productive kids who take pride in our community and take ownership of problems and finding solutions.
- ☐ Promote a good deed every day that makes everyone feel welcome.
- ☐ Open our eyes to our community.
- ☐ Suggest different things to politicians.
- ☐ Provide incentives to organizations that give individual help to a family, i.e. tax receipt.
- ☐ Motivate community to develop community project.
- ☐ Educate the public regarding the needs of the poor, i.e. programs.
- ☐ Change your way of thinking - think community rather than individual.
- ☐ Watch out for your neighbour and empower others to speak for themselves.

Wednesday, September 25, 2013 CIN 6

- Bathurst

- ☐ Be a good neighbour. Communicate with one another.
- ☐ Support people who are in need in any way you can. Example: Elderly neighbour who loves fish so whenever they cook it they take it to their neighbour.
- ☐ Volunteer in community organizations.
- ☐ Don't assume that a neighbour might not be interested in helping out - ask them.
- ☐ Mentor others not only as a way to teach but to learn about the other person.
- ☐ Share what you have with others in need. Make extra portions and give to those you think might appreciate it.
- ☐ Volunteer to mow lawns or do chores for those who are unable to.
- ☐ Marketing campaign for CINs.
- ☐ Get community groups to tell CINs about their programming.
- ☐ Pay it Forward.
- ☐ Volunteer.
- ☐ Christmas boxes.
- ☐ Celebrate successes instead of failures.
- ☐ Raise awareness about poverty to eliminate myths and perceptions.
- ☐ Community-based radio station, i.e. Community Talk, special media for youth.
- ☐ Develop passion in individuals through role models and mentors.
- ☐ Provide proper avenues for developing skills.
- ☐ Advocate for more volunteers, mentor, be a role model, give, donate time.

- ❑ Create community-based mentors though specific organization.
- ❑ Credited courses for people apprenticing and working with community role model of certain profession/trade.
- ❑ Promote literacy programs for adults and seniors.
- ❑ People can become more involved, not always the same people. For example, recruit people who have been excluded and give them the resources they need to become involved.
- ❑ Accept people as they are – don't try to change them and don't judge them: respect them.
- ❑ Don't be afraid to stand up and defend those people make fun of. Stand up for them.
- ❑ Give people the opportunity to be heard through testimonials, etc. Put them in the front instead of leaving them at the back.
- ❑ Include people, listen to them.
- ❑ Seize every opportunity to eliminate isolation, taboos; raise awareness of the cause of poverty and of mental health issues, since people with mental health problems often live in poverty.
- ❑ Do volunteer work.
- ❑ Share the information you have and be informed. Make the effort to find out what resources are already in place.
- ❑ If you know about poverty or mental health issues, speak up, share your knowledge.
- ❑ Commit to raising awareness in our own families.
- ❑ Promote our areas by buying local.
- ❑ Don't be afraid of being labelled if you're with someone living in poverty.
- ❑ Open up initiatives to everyone. For example, village festivals rather than soup kitchens.
- ❑ Change our own mindsets with regard to poverty.
- ❑ Change the vocabulary: talk about building wealth rather than talking about poverty.
- ❑ Someone who took literacy studies at the age of 55 wrote a book and he now does presentations in schools. Have community mentors to give an example of success stories.
- ❑ Volunteer work, e.g. Meals on Wheels.
- ❑ Offer services to people who want to get out in order to build their self-esteem. Point them toward jobs.
- ❑ Listen to and encourage people who are in need.
- ❑ Create spaces so that people can find work. For example, work for free for a week.
- ❑ Offer reading tutor programs. A sponsorship system for sharing knowledge.
- ❑ Recycle our clothing; give children's clothes to others.
- ❑ Groups should work together and not be spread all over – everything under one roof.
- ❑ Community-based mutual aid, engaged people.
- ❑ Have people and organizations to support the services.
- ❑ Raise awareness of resources. Do an inventory and make people aware of what is available. Provide a description of what the organization does.
- ❑ Adopt a street, adopt a family and help them with sports, culture, etc.
- ❑ Radio program to promote community organizations (CKLE, MAX FM) – ask them to provide 10 minutes. It's safe to listen to information in your own home and it makes it possible to provide information to people who can't read.
- ❑ Provide services to people who do not have the means. Retired carpenter, exchange of services.
- ❑ Continue to listen, since silence speaks when someone listens.
- ❑ Work harder on my mental health mission.
- ❑ Encourage the most meaningful qualities in the world: simplicity, humility, patience, wisdom, humour, positive thinking, and love of self and one's fellow man.
- ❑ Carry the torch with pride and gratitude.
- ❑ Use every opportunity to break the isolation, to remove taboos and educate the public and target groups about mental health.

Monday, September 30, 2013 CIN 10 - Florenceville

- ❑ Local organizations need to network, communicate build awareness and pool resources.
- ❑ Volunteer as citizen -Organization needs to promote their need, how they can help.
- ❑ Regional directory of services kept updated and current, supported by CVIN.
- ❑ Speakers' bureau- what is offered to local people to assist and support mental health.
- ❑ Western Valley Wellness Network- Promote what it can do, community wellness activities.
- ❑ Hayward House (mental wellness) example of a community resource.
- ❑ Municipal perspective: Don't write a request that has to be read into the public record; talk off the record first. Will offer in-kind resources.
- ❑ Fear of downloading of social services costs on to municipality. Have conversations and work out how resources can be provided. Lots of lead time.
- ❑ Seek out local organizations as individuals to see what needs are.
- ❑ As an individual or as a family, offer or invite kids from families who can't to join in activities.
- ❑ As individuals on a personal level help one person at a time. Offer company (mental health).
- ❑ Get involved in local groups as Kinsmen or Lions Club.

☐ Get young people involved in school in community services projects. Families serving others. For example, students/schools keep walking trail maintained.

☐ Get the word out; let people know what is available.

☐ Inclusive programs, ex. Church suppers, breakfast programs.

☐ Encourage teachers to eat with the students.

☐ Have a toaster in the class with bread so kids can eat when they want.

☐ Don't get hung up on the little stuff.

☐ Listen to what people are or aren't saying. You need contact with individuals who are affected by poverty, how you reach these people.

☐ Belong to organizations that deal with poverty. Volunteer.

☐ Food banks have contracts with large department stores and grocery stores.

☐ Get together and contact farmers to get what's left over after they harvest their crops.

☐ Bring in an extra lunch program which can send kids home with their supper.

☐ Start an organization or join an organization.

☐ Volunteer in different ways.

☐ People who are making decisions are too disconnected.

☐ Get the word out; let people know what is available.

☐ Volunteer, volunteer, volunteer- churches, work activities, community events.

☐ We have a tunnel vision of what we can teach! Gardening, baking, home economics.

☐ Develop a friendly visiting program with volunteers.

☐ Offer letter from agency to support criminal record check.

☐ As individuals we can gather, collect promote and distribute resources available.

☐ Need to learn about other cultures, societies, and people- become less judgemental.

☐ Hard if English is not your first language- feel isolated so cultural awareness is vital.

☐ Link with multicultural organizations- we need to tell the schools.

☐ All agencies, organizations, individual, work could offer families money for transportation, taxis, baby sitting and make it easy and simple. Example. Talk with me program.

☐ Take a meal to a needy family.

☐ Give clothes to family that needs them.

☐ Give others the impression that someone cares.

☐ Match needs to someone who needs it: Home visitors, agencies, give and share newspapers, flyers, super sacs.

☐ Develop toy exchanges, book exchanges, clothing exchanges.

☐ Forum for exchange of services, needs, gives and gets.

☐ Partner with food banks, churches to create a forum of exchange.

☐ Promote the reuse movement and stop the "new" obsession.

☐ Forum that matches skills and abilities with needs.

☐ Let kids experience more skills: welding, carpentry, music.

☐ Create a connection individually.

☐ Volunteer, volunteer, volunteer- churches, work activities, community events.

☐ Positive attitude.

☐ Volunteer, get involved.

☐ Neighbourhood watches.

☐ Intergenerational exchanges.

☐ Establish connection.

☐ Childcare, seniors' activities, cooking classes in community schools.

☐ Closed schools should be given to communities to be converted to central places where activities should take place.

☐ Make transport available to get to food banks.

☐ Donate.

☐ Pay attention; be aware of the needs of others.

☐ Be creative.

☐ Play the poverty game.

☐ Get involved for effective change.

☐ Challenge people when prejudice is a norm, show people the road, and involve people.

Tuesday, October 1, 2013 CIN 9 - Burt's Corner

☐ Volunteer ourselves.

☐ Reaching to people in the community with disabilities and low income.

☐ Facebook page for community.

☐ How to extend the culture of community.

☐ Know your neighbor.

☐ Raise awareness to seniors and teens.

☐ Home maintenance enterprise- Teens doing stuff around the house for seniors.

☐ Facebook is a communication tool but in reality isolates people.

☐ Give jobs- some people can't work full time.

☐ Often positions are temporary or part-time, not full time permanent.

- ❑ Champion business to look at marginalised people to help them get work.
- ❑ Job readiness training from the basis for non-employed after many generations who just do not know what is expected of them when they work- stay off cell phone, call when you're sick,...
- ❑ Being empathic, live in someone else's shoes.
- ❑ Play the poverty game.
- ❑ Being the voice for people living of poverty.

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- ❑ Bring food from gardens to food banks.
 - ❑ Put household goods not needed at curb with free signs instead of kijiji.
 - ❑ Create community co-ops- artists, small businesses. For example-York street art co-op.
 - ❑ Get involved in your CIN, can be an associated board member.
 - ❑ Volunteer, encourage others to volunteer.
 - ❑ Be a good neighbor, help with errands.
 - ❑ Be more aware of what is available in your community.
 - ❑ 100 Women group-picked 3 charities in the community-\$2 per week.
 - ❑ Community 50/50 fundraiser, lottery license.
 - ❑ Hire kids, community projects, youth engagement, bring wood to seniors.
 - ❑ Develop entrepreneurial spirit, work together to meet community needs.
 - ❑ Support your community business, shop local.
 - ❑ More promotion of the CINs.
 - ❑ Social networking pages, ex, Stanley Village.

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- ❑ Volunteer- for transportation, to coordinate transportation program and community coordination.
 - ❑ Volunteer for community garden, museum, resume building, job skills and job search, to be a mentor.
 - ❑ Become aware of where poverty exists. Link with those who are working, promote to neighbours, business, municipal councils, friends, schools.
 - ❑ Bring awareness to the many faces of poverty.
 - ❑ Sharing food, clothes- Need an infrastructure to share (churches, Salvation Army, Community yard sales).
 - ❑ Fresh food perspective- Lack of labour. Have food left in the fields, bad situation for farmers. Needs to be picked or used.
 - ❑ Go to social development and use food vouchers as an incentive or reward.
 - ❑ Poverty reduction- Emphasis on making certain choices not an option.
 - ❑ Mentoring job skills, experience will boost or enhance self-esteem.
 - ❑ Skill building to earn food vouchers.

- ❑ As individual member of organization, group, and community: Promote the value of every person.
- ❑ Poverty reduction is no easy answer, might take more than one generation- Keep this stuff working beyond the government of the day.
- ❑ Engage; connect the community at individual basis.
- ❑ Education, awareness that government can't be the solution all the time.
- ❑ Change me, me, me to we, we, we and our, our, our!

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- ❑ Call the neighbor; see if they need any help. Help them stay in their home longer.
 - ❑ Bring more people to do volunteering and participating in projects.
 - ❑ Try and get new volunteers involved. Pick people up; let them know you are relying on them.
 - ❑ Try and eliminate the perceived apathy of people. Let's show them it can be fun.
 - ❑ Spread the word about this OPT 2 and CIN.
 - ❑ Invite a neighbor to an activity.
 - ❑ Follow through on support you have given. Making sure to help.
 - ❑ Volunteering- How can we give a token of appreciation? How can this become a tax incentive? Focus on getting parents to volunteer and have kids participate.
 - ❑ Make financial or professional contributions.
 - ❑ Being proud of our province and our communities. Have people to look at us.
 - ❑ Create the snowball by doing the small thing.
 - ❑ Get the children to spend more time with their grandparents.
 - ❑ Bring back the *Thank you* card.

Wednesday, October 2, 2013 CIN 1 Moncton

- ❑ Individual- could mentor students and adults, families that need mentoring- Communities would need to be receptive to this.
- ❑ Taking low income housing out of silos. Break the cycle.
- ❑ Empowering people to be mentors and volunteers.
- ❑ Cross sectional collaboration by/with organizations.
- ❑ Mentoring program. People in low income housing need this for the connection to people. The individuals need to encourage getting involved in recreational programs, to make these connections.
- ❑ How do we help the youth get better connected in the community?
- ❑ Need to get away from segregating communities-i.e. low income housing.

- ☐ Recognition for leadership activities (similar to cadets).
- ☐ Sincere recognition.
- ☐ Openness to collaboration, cross-sectorial collaboration.

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- ☐ Volunteer.
 - ☐ Become a tutor.
 - ☐ Use social media to recruit volunteers.
 - ☐ Placement agency for volunteers to match with organizations. Broad base of organization. Agency must be professional, provide training for volunteers.
 - ☐ Educate people about value of volunteering.
 - ☐ Volunteer fair- Job fair for non-profits to set up booths to attract volunteers.
 - ☐ Chambers could have non-profit network events.
 - ☐ Be informed in financial literacy so that you can help.
 - ☐ At birth, children should all be registered in Education saving plans.
 - ☐ Get to know your neighbour.
 - ☐ Initiate community oriented activities.
 - ☐ Adopt a pay it forward mentality.
 - ☐ Initiate crowd sourcing for supplies: yarn, books, cooking supplies.
 - ☐ Bring awareness into workplace. Send out e-mail; spread the word about poverty, economic and social inclusion issues.
 - ☐ Be a mentor to children, role model to children.
 - ☐ Promote intergenerational activities and learning experiences.
 - ☐ Lobby large stores to supply local products.
 - ☐ Take care of our own health freeing up funds to divert to poverty/economic and social inclusion.
 - ☐ Encourage alternate health practices to improve health in communities.
 - ☐ Make homes more accessible- visit ability.
 - ☐ Get involved. Bring a neighbour to events like this.
 - ☐ Acknowledge people on the streets who are panhandling. Ask how their day is going and give them food.
 - ☐ Instead of giving out turkeys, invite people over for food.
 - ☐ Open community centres over Christmas/holidays to provide meals for community.
 - ☐ Befriend each other.
 - ☐ Keep Youth Quest open 24/7.
 - ☐ “Radical Hospitality” - people taking homeless people into their homes.
 - ☐ Parenting support for parents who might need help.
 - ☐ Atlantic Wellness Centre.

- ☐ Noticing/intervening as individuals in our community.
- ☐ As voters we can ask questions about poverty, make elected officials respond and governments accountable.
- ☐ Educate youth about civic engagement.
- ☐ As consumers, approach businesses and ask them to donate to different organizations.
- ☐ Be persistent in making voice heard on these issues.
- ☐ Advocate for change to happen.
- ☐ Community kitchens.
- ☐ Offer solutions.
- ☐ Organizations can evaluate community level services; conduct needs assessments and then act on findings.
- ☐ As a business owner/manager find out what you can do to help out in the community, network with the volunteers.
- ☐ Offer what you can to help others in the community, whether it's a drive to the appointment, stock shelves at the Food Bank, deliver food to those who can't get out.
- ☐ Teach people basic skills of money management.
- ☐ Organize coupon swaps.
- ☐ Find out what people who you know living in poverty need, i.e. clothing, bedding, furniture, etc.), and mobilize people to help out.
- ☐ Virtually everyone has something to donate. Find out who could use an item and give it to them.
- ☐ When you hear of job openings let someone know that might be looking for work.
- ☐ Use social networking to inform others in the community as to what is going on.
- ☐ Awareness of deaf culture is necessary to better communicate. Tap into existing organizations for resources and input. Deaf people can work all that is required is support. The deaf can help the hearing.
- ☐ Gov'ts, companies need to accept deaf applicants. Deaf need to be treated as equals at job application level. ASL is a language but our province only considers French and English.
- ☐ Stop making assumptions that being deaf means you can't work in certain sectors, i.e. construction or trades become a perceived danger. Companies often say that it costs too much, i.e. insurance.
- ☐ Deaf people's right to an interpreter is not respected.
- ☐ Deaf people need to be treated as equals.
- ☐ Government needs to assist employers with the cost of hiring interpreters so that companies can't use deafness as a reason not to hire.

- ❑ Deaf people need to prove themselves in 2 weeks to prove that they can do the job. TASS helps with the training stage and costs of interpreter but after the 2 week training period the company often doesn't want to cover the cost even if the candidate has proven him/herself. Help is needed beyond 2 weeks.
- ❑ Deaf people can contribute in many ways but not viewed as such. Provided similar opportunities to those provided to other people with disabilities.
- ❑ Cost of interpretation is too often used as an excuse.
- ❑ Gov't and business needs to come up with a solution.
- ❑ Legislation needs to be put in place to provide services for the deaf.
- ❑ Deaf people need to advocate for themselves.
- ❑ More research needed to support deaf workers.
- ❑ Many deaf people are on social assistance and stay there because there isn't support for them in the work sector.
- ❑ Create community orientation.
- ❑ Need role models.
- ❑ Celebrate, support, and recognize volunteers. Give incentives.
- ❑ Recognize more community schools.
- ❑ Encourage less technology with students at home. Go out as a family and volunteer.
- ❑ Volunteering creates self-esteem, mental and physical health.
- ❑ Better housing for single women.
- ❑ Living in NB Housing creates bad behaviour as there are no positive role models. Creates clusters and segregation
- ❑ Everyone should be responsible for their own community. "Be the Change."
- ❑ Young fathers and mothers need daycare to continue to attend school.
- ❑ Communities do not know what exists, especially for sports.
- ❑ Create connections for resources.
- ❑ Help line for seniors - 1-800 to get a real voice because they get so few personal connections.
- ❑ Create community orientation.
- ❑ Supper Club, i.e. "Club Chades" in Moncton where people with disabilities come together to share food and support.
- ❑ Reach out to people with no supports/friends. Talk to neighbours, check in with them.
- ❑ Clothing Exchange. Drop off clothes at a specific place/time and pick up at specific place/time. Call it the "Give a Little, Get a Little Network."
- ❑ Tap into people who have achieved, who have moved from poverty to prosperity and use them as spokespersons.
- ❑ Don't think that there are already supports for poor people and, therefore, no need to step up. Every human being is our responsibility as a fellow human being.
- ❑ Peer support.
- ❑ Encourage people to do more volunteer work. Find incentives to make people want to do more.
- ❑ Break the myths about poverty and people on social assistance.
- ❑ Recognize and value the achievements of people, especially those living in poverty.
- ❑ Continue to raise awareness in our community about poverty.
- ❑ Better understand the "real" poor. Make an effort to get to know them more.
- ❑ Create opportunities to do more volunteer work for young people, especially in rural areas.
- ❑ Set up mentorship programs for young people and guide them to become volunteers.
- ❑ Take the time to show young people how to become involved.
- ❑ As a parent, explain the importance of volunteering to young people.
- ❑ Continue to set up community volunteer circles.
- ❑ Give a voice to women in disadvantaged areas. Support them so that their message is heard by more people.
- ❑ Ask our employer to do volunteer work and have it recognized.
- ❑ Make more of an effort to get to know our neighbours and our community.
- ❑ Say hello.
- ❑ Recycle and give our bottles to others.
- ❑ Change the way I look at poverty. Put myself in someone else's shoes.
- ❑ Know the services and programs out there so we can help and guide people to them.
- ❑ Visit with people. Stop viewing people as a burden on the community.
- ❑ Don't throw things out – give things from NPOs and companies to families.
- ❑ Become involved- we are the government. Services have to be paid for, we have to pay taxes.
- ❑ Question the government, push the government, stand up for the poor and for everyone.
- ❑ Neighbourhood block parties.
- ❑ Offer your time and services, volunteer, service exchange groups.
- ❑ Interact so we learn from each other - in housing units and neighbourhoods – show what can be done, who we can be.
- ❑ Cultural initiatives: use creativity and art to foster inclusion and break down isolation.

- ☐ Demand municipal accountability. Speak out when there is reluctance with respect to social projects. People often only want to become involved when they are affected directly. Get going. You have to know what is going in in order to counterattack.
- ☐ Ensure that young people are represented.
- ☐ Relate the questions from the ESIC dialogues to ensure that the voices of those living in poverty are heard – in our NPOs, disadvantaged communities, etc.
- ☐ I trained 12 former inmates to work.
- ☐ Eliminate reliance on government.
- ☐ Decrease individualism.
- ☐ Increase volunteerism.
- ☐ Increase mutual assistance and fellowship.
- ☐ Increase respect for the person.
- ☐ Models and champions.
- ☐ Spend time with the underprivileged and those in need.
- ☐ Have early intervention programs.
- ☐ Anonymous donations.
- ☐ Include seniors.
- ☐ Talk to children.
- ☐ Listen to the poor.
- ☐ The problem of poverty is in the hands of the rich.
- ☐ Play together.
- ☐ Establish socialization groups and networks that encourage social integration and community activities.

Monday, October 7, 2012 CIN 8 – St. Andrews

- ☐ Volunteer community hours.
- ☐ Volunteer incentives, in schools it should be done every year. Have awareness of the organization.
- ☐ Being aware of the neighbors. If you do not see a neighbour in while go and check on them.
- ☐ Manners are lacking these days. One random act of kindness can make a difference. Teenagers forget what that is.
- ☐ Model what the Pilipino speaking communities have in their schools; manners and respectful conduct.
- ☐ Pay it forward.
- ☐ Mentorship with the elderly/spend more time with the elderly. Card games, reading,...
- ☐ Financial literacy- Have a class for people who are in debt. Have money management classes in the community.
- ☐ Cooking/food management/food mentoring in the community to promote healthy food choices.
- ☐ Continue with healthy food choices an extra 30 minutes after school.

- ☐ Getting rewarded, recognized for the little stuff.
 - ☐ Charlotte County Dinner Party.
 - ☐ Random classes, skilled classes to do asset mapping. What are your skills, what do you need?
 - ☐ Create a list of skills in the neighbourhoods. The key for it to work it has to be done by someone in their community.
 - ☐ Support groups for habits such as smoking.
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- ☐ Talk up importance of directing people in right direction.
 - ☐ Taking ownership- become a mentor, become a support system.
 - ☐ Create more things for people to do: raise money for food bank, supper and activities. Family oriented with different things going on for all ages
 - ☐ Share more: experiences, troubles, information, and knowledge. Connect, and let other know that changes can happen.
 - ☐ Volunteer; help those who volunteer as well.
 - ☐ Love one another as yourself. Treat others as you would like to be treated.
 - ☐ Stay connected.
 - ☐ Bring back play- Interact-Socialize.
 - ☐ Bring back community.
 - ☐ Acknowledge the good that people do- pay it forward.

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- ☐ Activity centres or non-profits could inform the broader communities about the abilities of their clients.
 - ☐ Individuals need to be open to accepting everyone's abilities.
 - ☐ Individuals need to participate and be involved, step up. We need to ask how to help.
 - ☐ Volunteer.
 - ☐ Empowerment of the community is the responsibility of everybody.
 - ☐ We need to focus on solutions and how we can do things instead of why we can't. Create the solution, not the problem.
 - ☐ We need to walk around with open eyes and a focus on how we can help and remember we are included.

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- ☐ Volunteer for community groups, offer more community work.
 - ☐ Parents who go to daycare bring items that are needed- paper towels, canned soup,...
 - ☐ Offering drive for those that need it.
 - ☐ Bartering at family resource center.
 - ☐ Buddy program (adult to adult). Buddying with a new mom.

- ☐ We need to reach out to people when we see the need.
- ☐ Info Charlotte.ca web site.
- ☐ Random acts of kindness.
- ☐ Pay it forward.
- ☐ With seasonal work a woman with 3 children can't go on assistance because her child support goes over the top.
- ☐ Family days at youth center. Cook meals together and sit. Bring what you can. Some days meals are provided for kids thru private funding.
- ☐ Collaboration of community groups, share resources.

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- ☐ Return to how do individuals bear responsibility for their decisions?
 - ☐ Volunteer. Individuals setting an example.
 - ☐ Promote volunteer among youth. Create next generation of volunteers.
 - ☐ Create a mechanism to coordinate micro-volunteerism opportunities (via service clubs, online,...).
 - ☐ Befriend someone in need, invite them to supper or include them in activities.
 - ☐ Share information person to person. Be part of the communication. Ways to help, services and programs available, promote ways to help.
 - ☐ Encourage, challenge our personal networks to help (I'm donating to x, why don't you?).
 - ☐ Make a personal pledge to donate, volunteer regularly.
 - ☐ Churches/other places of worship should promote the help they provide. Currently not well known in community.

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- ☐ Lobby government for family court services in Charlotte County on regular basis.
 - ☐ Have more knowledge about how to apply for child support.
 - ☐ Find our passion outside of our work and share with others.
 - ☐ Find more networking activities. Bumping in place in each community.
 - ☐ Volunteer more, encourage volunteering.
 - ☐ Employers need to allow staff to volunteer more.
 - ☐ More corporate sponsorship.
 - ☐ Organizations need to work together more and not come from working in silos.
 - ☐ Have "needs" board in each community.
 - ☐ Don't rely on the same people to do everything. People get burnt out. Engage more people. Make more connections.
 - ☐ Have a coat program with winter stuff, hats, mittens, in the schools.

- ☐ Leaders in training with the Boys and Girls Club. Skill development and volunteering taught. Advertised through the schools.

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- ☐ Keep our eyes and ears open, and be aware of resources and needs.
 - ☐ Being involved. Participate, volunteer.
 - ☐ Attend community events. Promote events.
 - ☐ Free sharing of wisdom, for example St-Stephen University, lecture 2-3 times/year.
 - ☐ Be an advocate.
 - ☐ Taste and see concert. Poverty of thoughts and minds.
 - ☐ Get to know your neighbors.
 - ☐ Say hello and smile.
 - ☐ Share skills, knowledge, tools....
 - ☐ Have a common project, for example a kids' playground.
 - ☐ Invite someone you don't know for a meal.
 - ☐ Be part of a mentorship program.
 - ☐ Establish a pool of services. Time valued the same for everyone, banking hours in and out.
 - ☐ Be optimist and enthusiastic.

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- ☐ Create awareness of needs and challenges of people in poverty.
 - ☐ Organizations should challenge policies that create barriers.
 - ☐ Promote volunteering.
 - ☐ Build on food banks as social centers.

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- ☐ Support the local CIN and invite people to share in the plan. Increase awareness about priorities as well as local services.
 - ☐ Develop specific asks that clarify a stakeholder's role in the initiative.
 - ☐ The power of multiplied gestures.
 - ☐ Celebrate success stories and foster a positive can-do culture.
 - ☐ Mentor, help someone in need.
 - ☐ Foster cross-generational relationships with an emphasis on mentoring and education.
 - ☐ Too many policies in social development.
 - ☐ Connecting job seekers with odd jobs.
 - ☐ Develop a system of bartering skills/training.
 - ☐ Support agriculture.

Tuesday, October 8, 2013 CIN 2 - Saint John

- ☐ Volunteer more.
- ☐ Give more financially

- ☐ Expand programs and services that are working well.
 - ☐ Share data from all organizations. Evidence based decision making to be more effective.
 - ☐ Inter-organizational education, sharing data.
 - ☐ Changing the culture.
 - ☐ Giving gifts and talents.
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- ☐ Give more of my time and donations.
 - ☐ Working with kids, spending time.
 - ☐ We do not see the poverty and speaking to them makes it clearer.
 - ☐ Make what's working a priority, make it better.
 - ☐ Some are looking for new but the organizations we do have can use more focus.
 - ☐ People working together bring ideas to the table.
 - ☐ Citizens educate as much as possible within organizations.
 - ☐ Keep pushing poverty issues with any decision-maker to make it an on-going priority.
 - ☐ Talk to personal networks about poverty reduction. Present solutions. Encourage civic participation.
 - ☐ Buy local and support socially-responsible businesses.
 - ☐ Do a better job of engaging youth and encouraging civic participation. Communicate "in their language" through social media.
 - ☐ UNBSJ act as a central library of documents and other materials related to poverty reduction. A central repository of info.
 - ☐ Leadership needs to be more progressive. Embrace change, try new things.
 - ☐ Contact mayor, MLA, etc. and be as much of "a pain in the ass" as you can to ensure leadership accountability in this area. Continue the lobby.
 - ☐ We need to start acting and stop relying on others to do it.
 - ☐ It's difficult to find out what's going on unless you leave your house. There's no motivation to participate in city elections, etc. because there's a sense that we can't impact anything. We feel disempowered.
 - ☐ Work to diversify our own circle of friends.
 - ☐ Give time and expertise, not just a cheque.
 - ☐ It takes a village; pride is what is around you.
 - ☐ Multicultural participation, education, youth, seniors.
 - ☐ Take individual social responsibility.
 - ☐ Encourage and support people to find their own power within.
 - ☐ Listen and encourage people to tell their own story. Empathy.
 - ☐ Accountability and benchmarks. Raise the bar.
 - ☐ Standardize what excellence means.
 - ☐ Poverty is not just about money.
- ☐ Donate time to a non-profit, serve on Boards, donate money to non-profits.
 - ☐ Community participation, get involved, "walk the walk." Encourage youth and children to become involved to develop confidence and skill development.
 - ☐ Advocate for change, participation, communicate ideas.
 - ☐ Citizen cooperative and match resources needed vs. resources available.
 - ☐ Tenant's Associations to share information.
 - ☐ Need to go outside our comfort zone to other areas to get information and share ideas - no need to reinvent the wheel.
 - ☐ Need to evaluate how to better engage citizens in our communities.
 - ☐ Maintain positive, hopeful attitude on a personal level - "I can".
 - ☐ Continue to be available to volunteer.
 - ☐ Encourage and bring children to volunteer activities.
 - ☐ Look out for neighbours.
 - ☐ Make community leaders more identifiable, i.e. community papers, surveys.
 - ☐ Highlight and celebrate success. One person can make a difference.
 - ☐ Community surveys - what do you want/need?
 - ☐ Star Citizen - Recognize efforts, i.e. employee of the Month, Tim's Card, etc.
 - ☐ Soup Kitchen/Community Food Banks/Free furniture. It needs to be about the children.
 - ☐ Celebrate successes no matter how small.
 - ☐ Report child neglect or abuse. Take a stand. Discipline ourselves to learn about issues, become engaged in the community, let decision-makers know what is happening, don't just walk away.
 - ☐ Do volunteer work.
 - ☐ Be a role model.
 - ☐ Donate to charities.
 - ☐ Help individuals holistically what their futures could look like. Then action the next steps. Contact resources, network and connect in the City, community, i.e. NBACL.
 - ☐ Poverty workshops - Urban Care Support Network. Experiential living based on the poverty game. Real life story to allow someone to walk in their shoes. Need funding to sustain this program for youth. Provided workshops to create awareness on poverty to help people understand the lives of those living in poverty.
 - ☐ Poverty is everyone's problem. Dialogue is important. Poverty is individual and not group-related and it adds stress. People should have a group to relate to. Trust and positive enforcement in community.

- ☐ As individuals, be cautious of attitude. You are someone's support system.
- ☐ Right competency for employment is important. Increase professional skills while employed. Don't just hire people, develop them. Need to create skills and push them to develop more skills.
- ☐ Wind beneath the wings of the boys and girls stuff. Success stories exist and a constant struggle. Encourage/mentor where I can. Be accountable when it multiplies with the children. Stay in touch with 13-17 yr. old community - we can't lose them.
- ☐ Continue speaking for people who don't have a voice. To ensure their needs are met.
- ☐ Need to create awareness about what poverty really is. People don't even know what it means to live in poverty. People don't know what the poverty level is. Don't be afraid of the poor... they are people too.
- ☐ People are soft in the South End. They have a heart - create awareness in these people.
- ☐ Continue having community gardens. Great experience for everyone/entire community.
- ☐ Learn & Go - nice spaces for our communities.
- ☐ Garbage pick-up. Paint garbage cans.
- ☐ Citizens need to bring personal knowledge and experience to as many opportunities as possible.
- ☐ Many deaf citizens are willing to share but we need supports to do so, i.e. interpreting services.
- ☐ Individuals need to work together with open mindedness and mutual respect. Learn from one another. Diversity is a strength we to take advantage of.
- ☐ Organizations need to provide programs and services to other organizations and individuals. It is everybody's responsibility to be inclusive. To be inclusive enriches us all.
- ☐ We feel good about tonight and hope that this wasn't a token invitation. We want to continue to be involved.
- ☐ We need to have consultation with smaller groups where ideas can be exchanged at the event. Real learning will happen.
- ☐ Need to know discussions from other tables and other communities.
- ☐ We Want Action!
- ☐ Be a positive role model.
- ☐ Get involved in issues and organizations. Volunteer!
- ☐ Organizations need to talk to figure out how not to compete. Be prepared to give up power and how to work together more effectively.
- ☐ Be open to change.
- ☐ Vote mindfully - look at poverty issues. Churches could have powerful voice. We need to make more effort to voice opinions to local MLAs.
- ☐ Pick up the phone and call local councillors, MLAs, etc. to make opinions known. Invite MLAs to community social events.
- ☐ Watch out for our neighbours - be aware. Make sure people don't fall through cracks. Expand Neighbourhood Watch. Ask what you can do to help.
- ☐ Take more responsibility for our neighbourhoods. Stop being a by-stander. Act if you know something bad is happening.
- ☐ Get to know your neighbours including the kids in the neighbourhood. Neighbourhood parenting.
- ☐ Volunteer - give back to the community. Coverdale does a hot lunch program for women once a week. Staff sits down and talks to people, opportunity to present resources. Getting the word out.
- ☐ Visit seniors.
- ☐ Mentor.
- ☐ Clothing depots that offer professional clothing.
- ☐ Building intergenerational connections. Y kids and seniors.
- ☐ Welcome youth in the community, i.e. Charlotte County bringing youth to public dialogues.
- ☐ How are we making activities accessible, particularly for people with disabilities?
- ☐ Self-esteem programming. How to build up people's confidence before they can access resources.
- ☐ Provide information through wellness fairs, other community events.
- ☐ Get to know your neighbours, spread hope, positive influence, and reach out to others, i.e. "Say Hi" campaign. No strangers here. Be hospitable and welcoming.
- ☐ Participate in events.
- ☐ Recycle accumulated stuff, especially educational materials, furniture.
- ☐ Support local organizations, i.e. Boys and Girls Club.
- ☐ Make skills available.
- ☐ Be a mentor.
- ☐ Give little children hope; inspire them to do something.
- ☐ LET system - bartering skills and time.
- ☐ Interaction with newcomer community - openness, availability, no sense of entitlement, willingness.
- ☐ Not segmenting work between organizations - neighbourhood -based development.
- ☐ Combining funding rather than competition. Overcoming fundraising fatigue. Collaboration. Seek now opportunities for funding.
- ☐ Awareness of organizations with mandate to address poverty - new types of linkages - working together with new groups to address poverty - new connections.
- ☐ Volunteer more. Motivate friends to do more.

- ☐ Set examples, expose your children. Be good citizens.
 - ☐ Community gardens.
 - ☐ More flexible hours by social service agencies helping to reduce poverty, schools, community offices.
 - ☐ Social Service Agencies - cumbersome funding applications.
 - ☐ Social enterprise.
 - ☐ “Paint the Front Door” campaign. Beautification projects.
 - ☐ Organize ourselves to support each other.
 - ☐ Organizations have to organize to avoid duplication.
 - ☐ Non-profits mentor, coach, tutor, volunteer to cover transportation, childcare, transition to work.
 - ☐ Keep up professional development in NPs and charity sector.
 - ☐ NP sector has to stop being the “poor cousin.”
 - ☐ Stand up for ourselves.
 - ☐ Learn and Go, Power U, Block Parents - get involved.
 - ☐ Around the Block not getting where it needs to get. Increase communication.
 - ☐ Bolster the self-esteem of those living in poverty.
 - ☐ Provide training to preschool workers.
 - ☐ Involve young people in volunteer work.
 - ☐ Give poverty a face.
 - ☐ Give back to the community.
 - ☐ To change the world, we must change ourselves.
 - ☐ Encourage people to think globally and act locally.
 - ☐ Encourage people to celebrate differences and diversity.
 - ☐ Debunk myths surrounding learning disabilities.
 - ☐ Take responsibility as a citizen by overcoming obstacles for the well-being of the community.
 - ☐ Organize inclusive activities that are either free or low cost. For example, day camps where people from all walks of life mingle.
 - ☐ Accept our social responsibility.
 - ☐ Set up intergenerational book clubs.
 - ☐ Access to student employment.
 - ☐ UNBSJ: Ease the transition, which will facilitate student retention.
 - ☐ Don’t “over” professionalize helping people. Don’t always have to be therapist/clinician. Be a kind, empathetic, helpful person and listen.
 - ☐ Go to where the community is at; don’t wait for community in need to find us.
 - ☐ Share information, promote work of other organizations.
 - ☐ Partner/link/connect with others.
 - ☐ Keep information updated so people can find you.
-
- ☐ The deaf community is excluded all the time from decisions that are being made. Ex: education, political decisions.
 - ☐ As individuals we try to be involved but no one will provide interpreters. We need to know what’s going on in our communities.
 - ☐ There aren’t enough interpreters for all of us to be involved in everything we want to be connected with.
 - ☐ It’s not easy to get an interpreter last minute: I had a meeting with my daughter’s teacher but couldn’t go because I couldn’t get an interpreter.
 - ☐ Individuals from the deaf community have had to put off their education because they have to wait for an interpreter.
 - ☐ If there is ever an individual from the deaf community on a board and they make a recommendation it is always turned down.
 - ☐ We hear all the time that to get an interpreter is too expensive. We need trained interpreters not just a signer.
-
- ☐ How can we better sell an idea to appeal to people?
 - ☐ We need to leave our comfort zone and talk to people who may not be with the “in group”.
 - ☐ Provide a friend with ability to change a bad situation if they don’t have the means
 - ☐ We need to teach our kids about volunteering.
 - ☐ How can we bring back the sense of duty to community?
 - ☐ Take a neighbour to town to get groceries.
 - ☐ Give to the United Way.
 - ☐ Check on seniors, try and reduce isolation for them.
 - ☐ Try and run a recycle program for sports equipment and make ice time cheaper.
 - ☐ Downsizing getting rid of big houses and stuff (belongings).
 - ☐ Take some people in need and match them with people potentially a neighbour; how can we encourage a change in behavior to include more people?
 - ☐ Reward local leaders.
 - ☐ Volunteering and rewarding it: such as giving some time off work as a reward. Get “team” shirts to wear when this happens such as cleaning up garbage.

Wednesday, October 9, 2013

CIN 3-Fredericton

- ☐ Increase “Path to Home” program for low income immigrant families to identify immediate/medium/long-term goals to include other segments of society.
- ☐ Be a big brother/sister and expose kids to other opportunities (not just financial).
- ☐ Listen to peoples’ stories.
- ☐ Treat people with respect.

- ☐ Volunteering doesn't have to be organized; be sure when the kids leave the house that the adults don't forget the activities. We need to re-engage those people.
 - ☐ Volunteerism: how to get your people involved, letting young people know where they can go to seek out volunteer opportunities. As a citizen, it is important to take time to volunteer.
 - ☐ Promote volunteering to young people and as a family.
 - ☐ Relationships: an effort needs to be made to build strong neighbourhoods that come together and many levels (ex: ride share).
 - ☐ Getting cooperation and buy-in and raise awareness of volunteer opportunities.
 - ☐ Networking, mentor, advocate, led by example, volunteer.
 - ☐ Myth busting: help break stigma/awareness! Advocate changing the way people see those living in poverty. To see that it could be any of us at any time that could be in their situation.
 - ☐ Can ESIC and the CIN bring mixed groups in to support/run the programs they fund? Talk to those who are in the programs and services "don't talk about us without us".
 - ☐ Change the societal attitude, passing laws alone will not work, you need community buy-in.
 - ☐ Taxes: spread out the wealth - removing disincentives.
 - ☐ Problem: people are always assessing what others are capable of, stop making people jump through hoops.
 - ☐ Have proper supports in place to help navigate the system.
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- ☐ Use my tax dollars to reduce poverty in our province; have fair taxation. We need to ensure adequate money for what is really needed.
 - ☐ We each need to be "learners", to connect with the community/engage with the community reach out.
 - ☐ Educate ourselves on the solutions as well as the problems.
 - ☐ There is a need for an "evaluation framework". The expertise needs to be available in the community and we must ensure outcomes and solutions.
 - ☐ Who is around the table?? Ensure the diversity/all communities/citizens need to do this.
 - ☐ Citizens/voting.
 - ☐ Mobilize forums and create the structure(s) that support citizen engagement. Connecting the community.
 - ☐ Name it something else - conversation - poverty, 5 weeks notice not enough time/ to get better engagement - what are the problems/challenge/a different discussion.
- ☐ Ex: used community transport ESIC. NB Transport - vehicle retrofit is out of money in 3 months into fiscal year.
 - ☐ Go to the communities and engage them.
 - ☐ Pay Equity \$15.00.
 - ☐ Literacy.
 - ☐ Housing.
 - ☐ Transportation.
 - ☐ Solutions.
 - ☐ Affordable, accessible child care.
-
- ☐ This is a very difficult question for us.
 - ☐ We're always the last person to hear about everything...hearing people seem to know more.
 - ☐ We talked about growing your own garden for food. There are city gardens that we can share. Setting up greenhouses for the winter might work.
 - ☐ It's hard for me to think about how to help others when we're struggling to survive ourselves.
 - ☐ I would love to mentor deaf youth but how can I find them?
 - ☐ Help us to find jobs. We need more opportunities for training and jobs. The test, too, that helps us in the area that narrows down the jobs we might like to do. Then there would be a good list of what available for jobs when they come up.
 - ☐ I would like to take a course of mental health. Family members are going through depression and I would like to attend but I'll need an interpreter. The problem is not all deaf people have the same interests.
 - ☐ The workshop we go to are the ones where there is an interpreter. Even if we don't want to attend because it doesn't interest us. Ex: we have a workshop or professional development at work; I can't attend or learn with colleagues because there are no interpreters. Staff meetings are frustrating because I can't see what's going on and I can't understand.
 - ☐ I'm the poverty demographic, so I need the basic needs to survive (food, gas).
 - ☐ I want to volunteer, but then how do I interact with hearing people, I would create a cost by needing an interpreter.
 - ☐ We get left out without interpreters. We've stigmatized in our own little world. People who are blind or in a wheelchair can advocate for themselves. Without these interpreters I would I would have no voice.
 - ☐ I need the help and accessibility.
 - ☐ Set up some ASL classes.
 - ☐ We need to advocate to McCain's, Irving's.
 - ☐ This is a very difficult question for us.

- ❑ Ask the people what they want to do! People in this room are still outside the box. Need to ask people facing poverty. We need to go to people. They won't come to these dialogues. Pick them up. Invite them personally. Invite students at schools and have creative ideas.
 - ❑ Need to know how to carry out actions to improve these situations and problems.
 - ❑ Help promote individual connections. People don't talk until they feel comfortable.
 - ❑ Training programs catering to those who need skills - help them to be successful when they are paired up with job opportunities. Many programs that try to place people from low income situations flop because we assume they have the skills or we don't set them up for success.
 - ❑ Help place people in volunteer experiences. Also, organizations need to be patient with people who have some barriers (e.g. Transportation, parking, issues at home, hunger, immigrant barriers).
 - ❑ People are pay cheque to pay cheque. Many people are actually living in poverty. We need to see this together through the same lens. We are all in similar situations.
 - ❑ However we have community supports that will step up if we lose our jobs, or come into a difficult situation. We need to increase these social supports for all people, despite their income bracket.
 - ❑ Incentives to businesses who hire people who are in low-income and keep them.
 - ❑ We need to build an in-between position for people who are not quite capable or trained to work a position, but with time and training they become ready. They need to be earning money during this time to help them while they are learning.
 - ❑ Keep u the "one-pledge" job program.
 - ❑ Remove stigma of mental illness - help pair people with mental illness (or without) with a mentor who works with them and advocates for them.
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- ❑ Get involved - we're already here!
 - ❑ Social networking needs to be done.
 - ❑ Pro-bono network beyond legal skills: English students for resumes, it's a 2 way street; resume gets written for vulnerable person and English student gets a reference. Or another example being a stock broker helping with financials. Volunteer burnout becomes an issue. Help with government forms.
 - ❑ Volunteerism needs to become part of our culture.
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- ❑ People want to belong. They want a purpose - helping people be part of their community.
 - ❑ Ensuring that people from all levels are part of our community activities – inclusivity.
- ❑ Remove barriers to community events and programs - e.g. Help with transportation, childcare, registration fees.
 - ❑ Form teams with our natural allies to help create changes.
 - ❑ Provide skills and volunteers or job opportunities to help non-profit organizations - development opportunities.
 - ❑ Ask people in our community to volunteer - some people don't come forward on their own but are happy to be asked.
 - ❑ Take a personal interest in the lives of individuals.
 - ❑ Treat people at all levels the same - teachers, government workers, health care workers.
 - ❑ There are a lot of people who care. How do we create spaces where people can meet each other and get to know each other and share ideas "bumping spaces"?
 - ❑ Retiring baby boomers may have energy to spend on volunteering' some will be dealing with their own poverty issues?
 - ❑ How do we connect people to find out what their gifts are? Building on each other's assets using strategic partnerships.
 - ❑ Mentors and role models - crossing generation lines.
 - ❑ Busting silos, for example putting day cares in nursing homes or building greenhouses attached to schools.
 - ❑ Volunteer: in different organizations - being purposeful, helpful, providing needed support.
 - ❑ We need to be interested and get to know our neighbours, help them when it is needed, for example befriend new comers, help them adopt to Fredericton, meet your neighbour day, have one for all of Fredericton on same day, the importance of being a friend to new comers or increase our social interactions, take the time to talk to people.
 - ❑ Share stories, increase awareness about these poverty issues in our schools and in our own circles.
 - ❑ Get involved in groups: importance of building network of support - choose your areas of engagement, don't try to do everything or try to get everyone involved before acting.
 - ❑ Change our mindset: see what we gain instead of what we give.
 - ❑ Donations of funds to community organizations.
 - ❑ Include a social event in the wellness programs in workplace that is linked to providing support for community organizations.
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- ❑ Networking: child care - not alone in situation - build on good ideas - improve - shared ideas - transportation - car pool.
 - ❑ More community awareness about savings to our communities through poverty reduction programs - value for tax dollars.

- ❑ Provide safe source environments to live in - community service mandatory in schools - part of curriculum.
 - ❑ Question policies e.g. Panhandling - community raising kids - direct access to decision makers - speed up access – “You can’t vote if you freeze to death” - Quote of the night.
-
- ❑ Communication - being informed.
 - ❑ Formalized networks of people who work with people experiencing poverty - i.e.: group of 10 community based organizations currently meeting - website with all the information - monthly informal meetings.
 - ❑ Think outside the box: be innovative (i.e.: partnering with pharmaceutical companies).
 - ❑ Creating partnership - drawing on common experience (everyone knows someone in poverty).
 - ❑ Developing “super groups” to support people with complex needs (i.e.: person who left a violent intimate relationship/would have stayed in it if they had known leaving would put them in poverty).
 - ❑ Engage children - talk about poverty more openly.
 - ❑ Give what you can (doesn’t have to be money - can be a blanket) - convenience factor of giving money can perpetuate problem - acknowledging all community members (i.e.: person who didn’t have money to give a person who was asking was polite and spoke, person said “thank you for acknowledging me”).
 - ❑ Perception of civil servants as disengaged - individuals giving (i.e.: gifts to families at holiday time).
 - ❑ Facilitate access to existing government services (i.e.: youth “couch surfing who wants to stay in school can SD help with rent?).
 - ❑ Help people fill in forms (i.e.: federal (dis) ability tax credit forms - can be complicated) have to have income to a certain amount/can be back paid for 10 years (can be even more challenging to have (“mental”/“emotional”/“learning”) (dis) ability acknowledged/qualifying for programs often requires using specific language.
 - ❑ Scenario: person (with a (dis)ability looking very hard for a job/may not know they’re eligible.
 - ❑ EI changes - study impacts on NB/NBASW to expand program to examine effects/ present brief/survey speaking with service providers re: what changes have been observed since EI changes implemented.
 - ❑ Knowing who to contact for what service (so they can share information with people can use services) - advocate for changes to system (i.e. age limits for “children” in care) refused access to service after age limit passed/seamless access to service/no “ageing” out of service.
 - ❑ “Kijiji” style website for lending things/“paying it forward” (is it ok to expect someone to give in the future?) Idea just to do what you can/little things (i.e.: pay for someone’s coffee) can make a big impact for people “suspended coffees” (Europe) pay for coffee for someone who can’t pay, who comes in later.
 - ❑ Accessing funding (Federal) for training in NB doesn’t mean staying/working in NB (i.e. news story of person who left a “good job” and went back to school/new unemployed).
 - ❑ Person left province 3 times and came back/ feels harder to find work/less progressive here (could be licensed as psychologist in 2 years in another province, not here) - many jobs require experience/how to get 1st job?
 - ❑ Become involved in your community: get to know your neighbours. Exchange of services.
 - ❑ The strength of the individual/a power.
 - ❑ Change consumption patterns.
 - ❑ Everyone doesn’t have a choice, but if you do have a choice, choose local. For example, buy directly from a farmer.
 - ❑ Be aware of the reality of poverty: re food - Costco/Walmart.
 - ❑ The game of poverty creates awareness among people/businesses, bilingual.
 - ❑ Harvest Jazz Festival had 2,000 volunteers. How do we muster that many people for the cause of poverty?
 - ❑ Gift. Asset-based community development.
 - ❑ How to integrate into the community? I can sew. I can cook.
 - ❑ Don’t judge people living in poverty and realize that you have a judgement.
 - ❑ Set up a network.
 - ❑ Orchestrate a culture change.
 - ❑ Make a contact, say hello.
 - ❑ People working together.

Online Comments

Saint John & Sussex

- ❑ As a community organization we need to keep learning about the challenges facing adults with limited academic and employment skills and trying other approaches.
- ❑ Also we have seen better results in working together across community organizations and departments. This collaboration is integral to our success and to the changes we need.
- ❑ Vote thoughtfully, and make politicians at all levels accountable for decisions that affect our economy, our social safety net, and the working poor.

- ❑ Consider local economic sustainability and poverty issues when voting with your wallet. Support businesses that are socially responsible and engaged, and committed to aiding in poverty reduction. Buy local, and give locally.
- ❑ Take responsibility for neighbourhoods and neighbours.
- ❑ Volunteer, and promote volunteerism.
- ❑ Use mass transit, even if you can afford to drive.
- ❑ Participate in advocacy, events, social opportunities, organizations, etc. that address poverty or include those living with poverty, even if you yourself are not poor.
- ❑ Find ways to contribute financially to projects within my community, and I can volunteer my time and skills.
- ❑ To connect with members of my community to encourage ideas and action plans to better my community.
- ❑ You have identified education as an important consideration in escaping poverty. There is a program which has proved effective elsewhere in Canada but I have yet to see any evidence of it making an appearance here in New Brunswick.
- ❑ I am referring to the Pathways to Education (pathwaystoeducation.ca) program. I am prepared to discuss with other interested citizens the establishment of a "Pathways to Education" program in the Saint John area.
- ❑ Unfortunately I am unable to attend the public session in Saint John due to another engagement. I hope to hear back from you regarding my suggestions here and other ideas which I have not discussed.
- ❑ I can teach children how to garden, producing healthy homegrown products.

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- ❑ Volunteer at your local community and help out as much as you can.

Acadian Peninsula

- ❑ [Http://www.radio-canada.ca/regions/atlantique/2013/10/23/005-enquete-berwick-nouvelle-ecosse.shtml?isAutoPlay=1](http://www.radio-canada.ca/regions/atlantique/2013/10/23/005-enquete-berwick-nouvelle-ecosse.shtml?isAutoPlay=1) (French)
- ❑ Vacant premises for artists, Michel Tremblay. (French)
- ❑ Vacant premises for artists, Michel Tremblay. <http://www.acadienouvelle.com/mon-opinion/2013/10/21/locaux-vacants-les-artistes/> Des locaux vacants pour les artistes, Michel Tremblay (French)
- ❑ Disabled people; housing
- ❑ <http://www.youtube.com/watch?v=ASa9UhdNIdI> (French)
- ❑ Disabled people http://www.gnb.ca/legis/QP/video/57-3-29_o.aspx

- ❑ Sometimes I drive people on low-income to appointments
- ❑ Sometimes I hire people on social assistance to do painting or cleaning.
- ❑ I direct people towards the appropriate resources when they need it.
- ❑ Development of cooperative movement
- ❑ <https://www.youtube.com/watch?v=AnW8y3O7Lbw> (French)
- ❑ Enabling Accessibility
- ❑ <http://www.hrsdc.gc.ca/eng/disability/eaf/index.shtml>
- ❑ Accessibility Standards for Customer Service
- ❑ http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_070429_e.htm
- ❑ Develop accessibility for disabled people.
- ❑ Get to know my neighbors.
- ❑ Help whenever I can.
- ❑ Give to the food bank.

Central New Brunswick

- ❑ Include these folks into what is going on. If you are a community group or organization, you need to be inclusive yourself. This may mean trying to include some folks whose social stigma is not the best.
- ❑ Don't assume that being poor does not mean they are not trying. You can only get beat down so many times and you can lose the spark. As a community member, try and provide the spark.
- ❑ As mentioned above, programs are needed and many require a significant financial contribution from community and government. At the end of the day though, no one benefits if they do not put some effort into it themselves.

Northumberland

- ❑ Organization?
- ❑ Continue to offer programs free of charge.
- ❑ Direct parents to other agencies that can help them.
- ❑ Make people feel comfortable in our groups.

Greater Fredericton

- ❑ I work at the University of New Brunswick. PSE institutions are one of the best mechanisms for economic growth. Funding universities well will translate into better paying jobs and a better tax base.
- ❑ And no, poverty reduction is not an individual task, it is a collective task.
- ❑ Volunteer in my community on various levels (as individual, with organizations) that will make a difference.
- ❑ Take responsibility – act.

- ☐ Support local efforts, and dialogue with my elected members.
- ☐ I hope to get churches providing 'drop-ins' for those in need in the downtown to in some way co-ordinate their services.
- ☐ I would like to see some sort of 'store front' place available at bar closing time in the downtown for people to be able to have a coffee, call a cab, or wait for a drive.
- ☐ I have volunteered in the past on various boards that serve people on the fringes, and doing pro bono communications work, and I'd be willing to do more, as time allows. My skill set is in writing, PR, communications strategy, that kind of thing.
- ☐ As in individual I will continue to call for elected officials who have some kind of decorum, are honest and have real concern and compassion for citizens.
- ☐ Poverty is serious business and there needs to be serious steps taken.
- ☐ I work in a not-for-profit organization, so within my work I am contributing to social inclusion - and hopefully economic inclusion.
- ☐ In my personal life, I try and support various initiatives around this issue and consider myself a person who is considerate of all members of my community when out and about.
- ☐ It starts with respect - anyone can get involved in inclusive activities by just being respectful of everyone they meet.
- ☐ Again, developing economic solutions is not my forte, but I think the "support local" movement is great.
- ☐ I would love to help... I just don't know how. I gave a drive to a mother and her daughter to a school event tonight because she doesn't have a car. Does that count as helping with social inclusion?
- ☐ Listen; listen to those living in poverty. What do they really need to get out of poverty? Is it training, transportation, babysitting/daycare spaces, and so on?
- ☐ For each community it will of course differ. Then once we find out the reasons why people live in poverty our organizations, businesses, churches and concerned citizens can work on providing what is needed.
- ☐ But again the public at large needs to know what the problems are - too many New Brunswick citizens just don't know the problems and therefore don't know how to help. Then again many times organizations do offer services (ex. free vegetables) but people who might need these don't know about it.
- ☐ Other ideas: buy locally keeping our small stores open, organize community kitchens and gardens (provide training growing our own produce is a lost art) buying bulk. These are just a few ideas, but again people need to know what is available for them in their community.
- ☐ Meet your neighbour.
- ☐ Say Hi to strangers.

- ☐ Smile and wave at people when you pass them in the street or hallways.
- ☐ More random acts of Kindness.
- ☐ Pay it forward.
- ☐ Share our stuff.
- ☐ Choose curiosity over judgement.
- ☐ Be your best self, share your gift.
- ☐ Engage in the community.
- ☐ Have more dinner parties.
- ☐ Help people do their stuff.
- ☐ Buy coffee for the next person in line.
- ☐ Give your time freely.
- ☐ Be a part of your kid's school.
- ☐ Spend time with seniors.
- ☐ Buy local.
- ☐ Use your library.
- ☐ Turn off your TV.
- ☐ Pick up litter.
- ☐ Hold doors.
- ☐ Say thank you.
- ☐ Appreciate the people in your life.
- ☐ Change your world.

Charlotte County

- ☐ I will be undertaking adult financial literacy trainer training next week and hope to apply it to both the local newcomer community and then more extensively within our region.
- ☐ Support community events and programs that help to reduce poverty and social inclusion.
- ☐ I have said it. Support entrepreneurship.
- ☐ Volunteer.
- ☐ 1. Vote in elections.
- ☐ 2. Keep elected officials to their promises.
- ☐ 3. Help neighbours when in need.
- ☐ Most of my client base is on social assistance, I encourage them to become more involved, to volunteer, to try to make connections in the community so they can learn about employment opportunities.
- ☐ Unfortunately, there appears to be an attitude of "I am not working if I don't get paid", and "I am not working for minimum wage" and without education, there are not a lot of opportunities for work paying higher than that.
- ☐ So, I guess we need to put efforts towards the youth promoting education to break the cycle of poverty as I am not hopeful that change can happen for the adults already in the system, nor do I believe they actually want things to change.

North West

- ▢ We should, when there are gifts, take the time to look into our belongings, regardless of what you do not use and give it to someone in need.
- ▢ We should also try to not to buy what we do not need and make more small donations that will help someone.
- ▢ When we see a family living in poverty and that we have a surplus of food, we should give it them if we do not need as much.
- ▢ Each community should form its own committee, target poor families in the region and discuss on a monthly basis things they can do to help them.
- ▢ As an organization, we are making major life changes for people in transition or in poverty. We welcome them regardless of the age and give them the strength to believe that they need to know how important they are to a community.
- ▢ And even if their bland experiences seem to have no end, Resnet provides them with the opportunity to help and also to achieve the wonderful colors (qualities) they own and share in a workplace.
- ▢ In addition, our values promote personal success.
- ▢ First by being a responsible citizen, by helping the poor to return and contribute to society while promoting the responsible use of our natural resources.
- ▢ This is a personal pivot, sensitive to the life framework we want to bequeath to future generations.
- ▢ This obviously implies the notion of a permanent return to the labor market and the protection of the environment.
- ▢ A second value is trust. Our training programs sow seeds of confidence so that the willingness of employees and learners grow to give the best of themselves.
- ▢ Then follows integrity It is a source of daily motivation and spreads among all our employees.
- ▢ Respect is the value that becomes the thread of our organization.
- ▢ Our mistakes allow us to be respectful to each situation and Resnet focuses on the qualities of all.
- ▢ Enthusiasm at Resnet is a highly significant value. It is contagious and the motor of all our activities.
- ▢ Resnet is still developing its staff development program offered to employees in transition.
- ▢ We strongly believe that by inviting partners that make a difference to the well-being of a community, we maximize access to different learning and thus help the individual stuck in the vicious circle of poverty.

- ▢ More than 300 people in transition (success rate 67%) benefited from such a program since its inception in 2003, and now we want to expand our range of key people who can help increase wellness through interactive and to-date sessions.
- ▢ In addition, Resnet gave computer equipment to 800 low-income families through the Trust Fund.
- ▢ Resnet aims to increase the number of people eligible for the program by expanding the territory at the regional and provincial levels.
- ▢ We support all regional community activities requiring knowledge.

Westmorland-Albert

- ▢ Volunteer, network for positive awareness.
- ▢ I am doing as much as my time allows by being a volunteer on a board and participating in their initiatives.
- ▢ I also believe that an informed populace is better able to direct their own future so I read with the first grade to instill in them the love of books and the freedom reading provides them.
- ▢ Am also on another board, providing low income housing in this area to decrease cost and insure safe housing for families.
- ▢ Pedvac serves as a hub in this community - involving everyone who wishes to be a part at the level they need, either as a volunteer, a client, or just an observer.
- ▢ I can volunteer time, which I do.
- ▢ Do what you can in your own neighbourhood and at work, be inclusive, think about free babysitting if having an event.
- ▢ Keep events low cost for families, have healthy foods at events, not junk.
- ▢ Be strength based with children, don't judge, get involved in your community and talk to politicians, use your voice, create awareness.

Carleton-Victoria

- ▢ Acknowledge that there is poverty and advocate on the individuals behalf.
- ▢ Look and seek out possible support groups in our community.
- ▢ I am currently serving on the board of a local non-profit, have been involved since its inception.
- ▢ In my professional life I am the manager of a public library and offer a wide variety of services to all residents of the province.
- ▢ I am already offering to help transport and pay for women in need of a license; to reduce their isolation and enable them to transport their children to appointments, which the medical/educational staff deem important.

Kent

- ❑ We contribute already by working hard every day and paying for social services and EI which we never benefit from most of us in our life time how about something for the working poor.
- ❑ Citizens should not be taking this on, it's a government issue. We don't need another project and foundation to waste money on, just government with common sense would be a benefit to all.
- ❑ Buy local as much as possible.
- ❑ Get involved in your community as a volunteer
- ❑ Take part in community programs.
- ❑ We have to accept that there are people who do not want to make an effort to improve their situation. They are happy the way they are.
- ❑ Do not judge people for who they are, and you will see a person who just wants to feel good about his/herself.
- ❑ Continue what I'm doing now. Listen, act and make a difference in the lives of people who want to do something.
- ❑ Go meet your neighbours, invite someone to your house for supper, grow a garden in your front yard, and give away food to walkers in your neighborhood. Focus on what is awesome in all people.
- ❑ Donate to the food bank and donate used clothing, and donate new school supplies to the schools.
- ❑ However, literacy is not only the government's responsibility. And money is not the only factor.
- ❑ It is everybody's business. Each and every one of us must do our part so that people can continue to form from birth to grave to improve his lot.
- ❑ The ordinary citizen, employer, parent, grandparent, everyone can encourage anyone to improve their reading skills or work directly with people with such needs.

Chaleur

- ❑ I can let the people know what services are available so they can take advantage of their situation.
- ❑ I can continue to work on and for the ESIC committee so I am updated on the prosperity of the different subjects.

Thursday, October 24, 2013 – Provincial Stakeholders meeting – Fredericton

Société des enseignants et des enseignants retraités francophone du NB

- ❑ Hope that OPT2 will bring about measures to settle issue of poverty once and for all

- ❑ Needs to be analysis of all departments to determine if rules/regulations are designed to bring about solutions, i.e. Municipalities Act is no longer as relevant (doesn't meet needs). Do regulations related to poverty issues bring about desired change?
- ❑ Need regulation system that makes sense; that's relevant
- ❑ Need better coordination between departments
- ❑ Minimum wage needs tonight enough so that we don't have working poor - annual examination of minimum wage to ensure that it is enough for people to live on
- ❑ Pay equity - government needs to be commended for addressing pay equity but it needs to be entrenched in corporate sector. Pay equity is critical for women.
- ❑ Design programs to ensure that there are incentives for working poor
- ❑ Education - literacy - family literacy - literacy programs for parents. There are many programs but they're not working. There needs to be systemic program in all areas of the province to assist children reach appropriate levels of literacy
- ❑ There needs to be the political will to make reduction an issue of great importance. Policies need to reflect this and focus on social justice issues.
- ❑ Designate certain percentage of HST to poverty reduction strategies (similar to gas tax designation)

NB Health Council

- ❑ Recommended similar course of action to that being practiced by NB Health Council regarding information gathering, priority-setting and decision -making
- ❑ Organized, comprehensive information is required for knowledge and comparative purposes on which to base decisions
- ❑ Involve people to collect and validate information
- ❑ Engaging people makes them aware of where there are gaps in the information/ data and realize the value of having this information/ data
- ❑ Translate information to action plans and action to changes
- ❑ Report on actions
- ❑ Remove silos for continuity of care
- ❑ Frame challenges, i.e. How are we going to measure poverty? How are these measurements going to help us to adjust our strategy?
- ❑ Conduct survey to identify where there are "holes" in services. This will indicate where focus needs to be placed. Set target response rates for entire province
- ❑ Apply NB Health Council "formula" to ESIC. Determine what needs to be improved, survey what's out there, gather information from survey, analyze information, make decisions based on information, turn decisions into action, and report on impact of action.

- ☐ Break down information to community level. Once information is provided at the community level, the community can determine where to focus

- ☐ Monitor impact

NB Coalition For Pay Equity

- ☐ Equal pay of equal value (different than pay parity which is when men and women are paid the same for the same job)
- ☐ Need to compare jobs mostly done by men with jobs mostly done by women to ensure that the jobs are valued the same
- ☐ Pay equity considers how we value jobs
- ☐ Research indicates that women are paid less mainly because jobs typically held by women are valued less
- ☐ 59% of women are in the workforce compared to 67% men in the workforce. There is an 11% wage gap between men and women.
- ☐ 30 % of single working women live below the poverty line while 17% of single working men live below the poverty line
- ☐ The New Brunswick public sector now has legislated pay equity
- ☐ Legislated pay equity is also needed in the private sector
- ☐ Issues have arisen in the public sector even though equity has been mandated. The methodology used to determine value needs to be improved.
- ☐ There is no pay equity commission in NB, therefore, there is no recourse for people who have felt unfairly treated. While there is a pay equity bureau, it is operated by GNB employees and is, therefore, not independent
- ☐ Women being underpaid contributes to their poverty
- ☐ An ideal pay equity model would be a combination of Ontario's and Quebec's models, with slight improvements to each

NB Association For Community Living

- ☐ 39% of the social assistance case load has some sort of disability. These people may or may not receive additional benefits.
- ☐ The average person receives \$9000/year. There are additional expenses incurred by people living with a disability, therefore, the rate should be adapted to adjust to these costs
- ☐ There is not much focus in current poverty reduction strategy on people living with disabilities. Given the high rates of disabled persons collecting social assistance, an increased focus is necessary
- ☐ Poverty reduction strategies need to target specific populations, with associating indicators/actions/measurements
- ☐ Need adequate planning for moving people out of poverty

- ☐ Poverty reduction plan should be linked to the Employment Action Plan for Persons with a Disability in New Brunswick (2012-17)

- ☐ Needs to be an adequate system of planning and preparation for students with a disability who are in high school so that they are prepared to go on to further education and training or to enter the workforce
- ☐ Increase the amount that people with disabilities can earn while they're on social assistance. Should be permitted to receive up to \$500/month before their income benefits are reduced plus 30% of the ext \$500 of monthly income.
- ☐ Benefits should be topped up by \$200/month for persons with a disability if they are unable to engage in employment
- ☐ Change social assistance benefits so that all payments from a Registered Disability Savings Plan are except income for purposes of provincial income support benefits
- ☐ Need improved housing programs with access to portable housing supplements, allowing people with disabilities to live where they choose
- ☐ Need to address transportation needs of persons with a disability who live in both urban and rural areas.
- ☐ Need to increase funding to NB Vehicle Retrofit Program
- ☐ Dedication of additional funding for disability supports in licensed daycares
- ☐ Encourage Gov't of Canada to make the Disability Tax Credit a refundable credit
- ☐ Implement a Catastrophic Drug Plan
- ☐ Establish business/community collaborations designed to link businesses to organizations that support people to find employment

NB Association Of Social Workers

- ☐ Expressed appreciation for announced SA increases
- ☐ Expressed appreciation for the creation of the Department of Healthy and Inclusive Communities
- ☐ Association is mandated to protect through licence professional practitioners and to promote areas of practice, i.e. social justice
- ☐ 1700 social workers in NB
- ☐ NB needs comprehensive, affordable, licensed daycare strategy
- ☐ ESIC should sponsor a Daycare Action Plan
- ☐ Needs to be more mental health supports, particularly for homeless
- ☐ NB needs to adopt Housing First model with housing located in central areas and with larger units for families
- ☐ Need more provisions for transportation

- ❑ Need to address significant barriers to settlement. More than 36% of immigrants live in poverty, 5% of people living in poverty are immigrants. U de M research may identify models that have proven newcomer transition success., i.e. New Zealand
- ❑ Should be a resource centre with translatable information available to those living in poverty. The centre should be staffed to help users navigate services
- ❑ NB needs to recognize relatable credentials gained in other countries.
- ❑ Mentoring amongst profession - local, skilled professionals mentor skilled professionals from other countries
- ❑ Intimate Partner Violence - 32,000 women are living in poverty - Many have left abusive relationships but regret decision because they have been forced into poverty as a result of their decision.
- ❑ There needs to be affordable housing and employment opportunities so that women can achieve financial stability
- ❑ Need community/school partnerships so that better, more targeted programming can be delivered at schools, i.e. nutrition programs
- ❑ Funding needs to be made available at community level to deliver language training
- ❑ Non-profit sector must work together to examine community assets
- ❑ Need Community Integrated Service Delivery Model

NB Social Policy Research Network

- ❑ Recommend shifting spotlight to CINs and the work they can do. Increase capacity of CINs.
- ❑ As a province, we need to focus on the potential of community and community development
- ❑ Currently poverty reduction is addressed in a “client” culture where government puts supports in place to assist those living in poverty
- ❑ Social and economic inclusion is about shifting from the client/program focus to the development of community assets
- ❑ Asset-based development approach draws on the community’s total strengths, i.e. citizens, NGOs, etc.
- ❑ Recognize existing resources and talents in the community, build assets and develop necessary skills
- ❑ Identify activities that create economic and social inclusion for low income households rather than providing services that treat them as “clients.”
- ❑ As part of renewal process, keep current finding levels set in OPT1 in place
- ❑ Identify/share success stories
- ❑ Accept that not all projects work and, when something doesn’t work, redirect funds to other poverty reduction programs

- ❑ A solid social program infrastructure is essential but needs to be coupled with asset-based community development initiatives

NB Adoption Foundation

- ❑ 600 children are in permanent care in New Brunswick. These children are the responsibility of the Province of New Brunswick and, as such, the people of New Brunswick
- ❑ More that 60% of these children are 12 years of age and older
- ❑ Teens are most at risk of having no one to call “parents”
- ❑ When children “age out” of care, they no longer have anyone to call parents, they no longer have benefits, and they no longer have anyone to support them. App. 90 kids/year “age out” of care.
- ❑ 45% of children leaving care experience homelessness
- ❑ Within 2-4 yrs. of leaving care, half have not finished school, half are unemployed, 60% of women have children, 48% experience depression/ mental illness. Only 20% become self-sufficient
- ❑ Permanency provides security.
- ❑ Lack of permanency is a funnel to poverty
- ❑ The entire system needs to value permanency
- ❑ There are barriers within the system that, ultimately, discourage permanency., i.e. funding, benefits, post-secondary support
- ❑ In discussions about how to improve the system to help remove these barriers, youth, adoptive families, social workers need to be at the table
- ❑ Adoption needs to be a national initiative so that there is standardized data on which to base decisions
- ❑ Peer-to-peer community networks are needed so that adoptive families can support each other. This is currently being piloted in Moncton but needs to spread across the province
- ❑ **“A healthy family is the best anti-poverty program.”**

Union Of Municipalities Of NB

- ❑ Poverty reduction is actually not the responsibility of the municipalities; it is the responsibility of the Province
- ❑ Municipalities can make decisions that support anti-poverty programs, i.e. housing
- ❑ Municipalities can encourage developers to build affordable housing, however, they need the Province to adjust legislation regarding housing
- ❑ Municipalities support volunteer and non-profit organizations in their communities that are doing this work. Often support is quiet and not well-known
- ❑ Municipalities want to participate in the anti-poverty program but are nervous to take on too many responsibilities because of the increased down-loading of responsibility from the Province to the municipalities

- ▢ There needs to be a formula adjustment for rents from current rate of 30% of SA
- ▢ Asset-mapping is required to help in decision-making so that municipalities can identify areas to prioritize
- ▢ Municipalities can play a supportive role by assisting in quality of life, i.e. accessible recreation programs, seniors/youth programs, literacy programs

Office Of The Child And Youth Advocate

- ▢ Acknowledgement of significant progress made for children/youth in the first stages of the plan, particularly in the areas of increased child care spaces, dental/vision plan, community investments to improve school readiness and the commitment to the establishment of early learning sites around the province
- ▢ The Office of Child and Youth Advocate would like to be more involved in next stage of the plan
- ▢ While progress made in early childhood, more progress needs to be made for youth
- ▢ Need to be concerned with youth physical/mental health, youth in secure custody, teen pregnancy
- ▢ Needs to be “child first” philosophy and program. We have a moral and legal responsibility to protect and nurture the child. In the long-run, it is less expensive to support a child then to address life-long poverty
- ▢ Need to expand ESIC Board of Directors to include child and youth voices
- ▢ Central goal of OPT2 should be to reduce child poverty to less than 5% by 2019
- ▢ Need to develop partnerships between ESIC, Office of Child and Youth Advocate, business, academia and non-profit leaders to raise awareness around child poverty and the child’s right to an adequate standard of living
- ▢ Need to develop a children’s budget to improve transparency and accountability on investments in children
- ▢ Conduct review to ensure a fair balance in supports to children, disabled persons, seniors and other vulnerable groups
- ▢ Set short term goal of reducing child poverty below general rate of poverty by 2015
- ▢ Match provincial child tax benefit for low income households
- ▢ Focus Child Poverty Reduction Plan on social determinants of health and risk factors, i.e. youth/boys
- ▢ Revise provincial employment standards regarding child labour
- ▢ Develop a strategy for Young Carers - children who care for siblings, parents, etc.

ELF - Elementary Literacy Family

- ▢ Literacy an integral component of OPT1. Creation and mandate of ELF directly correlates to priorities of poverty reduction

- ▢ ELF is a non-profit organization as a public/private (Government of New Brunswick and Brunswick News) partnership with the aim of improving literacy rates in elementary school children.
- ▢ Work of ELF contributes to overcoming the significant skills gap in NB
- ▢ Those with the highest literacy levels acquire the highest incomes and greatest job security
- ▢ While investment in adult literacy is important, investment in child literacy has the greatest return
- ▢ ELF is a one-on-one mentoring program for grade 2 students in NB. It utilizes existing infrastructure of schools and bus transportation+A147
- ▢ Retired teachers and literacy support workers provide standardized training to community volunteers with standardized materials to provide a standardized literacy experience to children twice/week for 10 weeks
- ▢ There is an estimated 20-30% of grade 2 students who are considered at risk, giving a goal of reaching approximately 2300 students in 217 schools across the province
- ▢ Province-wide cooperation is needed to identify the 2200 volunteers required to deliver the program throughout the province
- ▢ ELF requesting CINs support to assist in identification/coordination of volunteers. ELF needs to “stand on shoulders to see further into the community.”
- ▢ In some communities there is a community school coordinator to assist with identification/coordination. In communities that don’t have this position, CINs could provide this assistance

NB Non-Profit Housing Corporation

- ▢ A comprehensive housing is required in the province as provincial and federal operating agreements are expiring
- ▢ There are 22 non-profit housing cooperatives in NB for over 800 households
- ▢ Across the province, low-income families and individuals that live in over 270 affordable coop homes will lose their rental assistance when federal operating agreements come to an end
- ▢ NB housing coops are seeking to partner with the government to find ways to continue to provide quality permanent affordable homes to diverse communities across NB
- ▢ Best way to enhance housing options for low income NBers is through development of new homes in existing cooperatives. Expanding number of homes within existing 22 non-profit housing cooperatives would allow these cooperatives to grow and prosper
- ▢ There are approximately 6000 units of affordable housing in NB
- ▢ The expiry of social housing agreements could lead to as many as 5400 housing units no longer supported by government by 2030

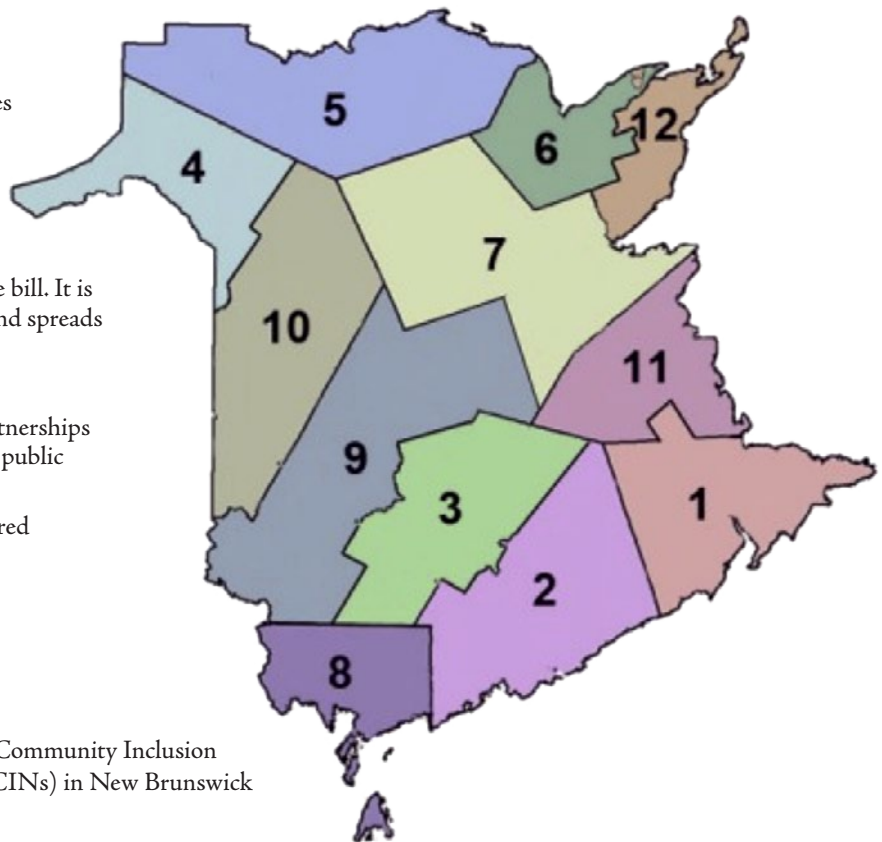
- ❑ Federal and provincial governments must re-invest in affordable housing
- ❑ Municipalities must become more engaged in the issue of expiry and join with other levels of government and other stakeholders in private sector to devise local solutions to ensure this housing community asset is saved
- ❑ 29,000 households in NB are in need of affordable housing with waiting lists exceeding 5000, The need is great.
- ❑ Providing housing produces considerable savings in other areas, including health, criminal justice and social services
- ❑ Programs need to be kept flexible as success lies in the ability of each community to identify the most pressing needs and make their funding decisions accordingly

Business Community Anti-Poverty Initiative

- ❑ Must make children, youth and their success a pillar of OPT2. Must take long-term view and realize value of this investment
- ❑ Need to help parents to make sure that they have resources to provide their children with the same opportunities as middle-class families
- ❑ Children in low-income families are, for the most part, not ready for kindergarten. This has long-term effects as 50% of children in low-income families don't graduate.
- ❑ Must heavily invest in day cares as it provides "biggest bang for buck"
- ❑ Education is the most powerful route out of poverty
- ❑ Business community has embraced opportunity to enrich educational experiences for children because they recognize the benefit and are adding community resources to government expenditures
- ❑ Model community schools program throughout province. Currently, this is a private/public partnership. However, next year the Dept. of Education will have to cover entire bill. It is essential that this model continues and spreads
- ❑ Model PALS (Partners Assisting Schools) throughout province
- ❑ There needs to be more business partnerships and work experience partnerships in public schools throughout the province.
- ❑ The work of BCAPI needs to be shared and spread throughout the province

Community School, Leadership And Technology - Eecd Francophone

- ❑ Entrepreneurial schools based on 4 pillars (entrepreneurship, education, health, sustainable development)
- ❑ Since the creation of the first, the model has spread throughout the Francophone school system
- ❑ Different style of teaching/learning and, in some cases, difficult for teachers to give up control of classroom
- ❑ Each classroom has a "position" for the student, i.e. marketing director, accountant, cook
- ❑ This model builds confidence, sense of success reflects in academic results and leadership abilities. Students work on projects that they control
- ❑ Entrepreneurial approach is applied to all subjects. The ultimate goal is not to create business people but to develop entrepreneurial skills - spirit of learning
- ❑ Schools are k-12
- ❑ This model draws on and supports local economy, i.e. local food
- ❑ Community school coordinators required to assist with program delivery
- ❑ Be more conscious of accessibility - to buildings and to employers. Sensitize employers to attract and retain people with disabilities.



Map of the Community Inclusion Networks (CINs) in New Brunswick