



# Annual Report 1999-2000



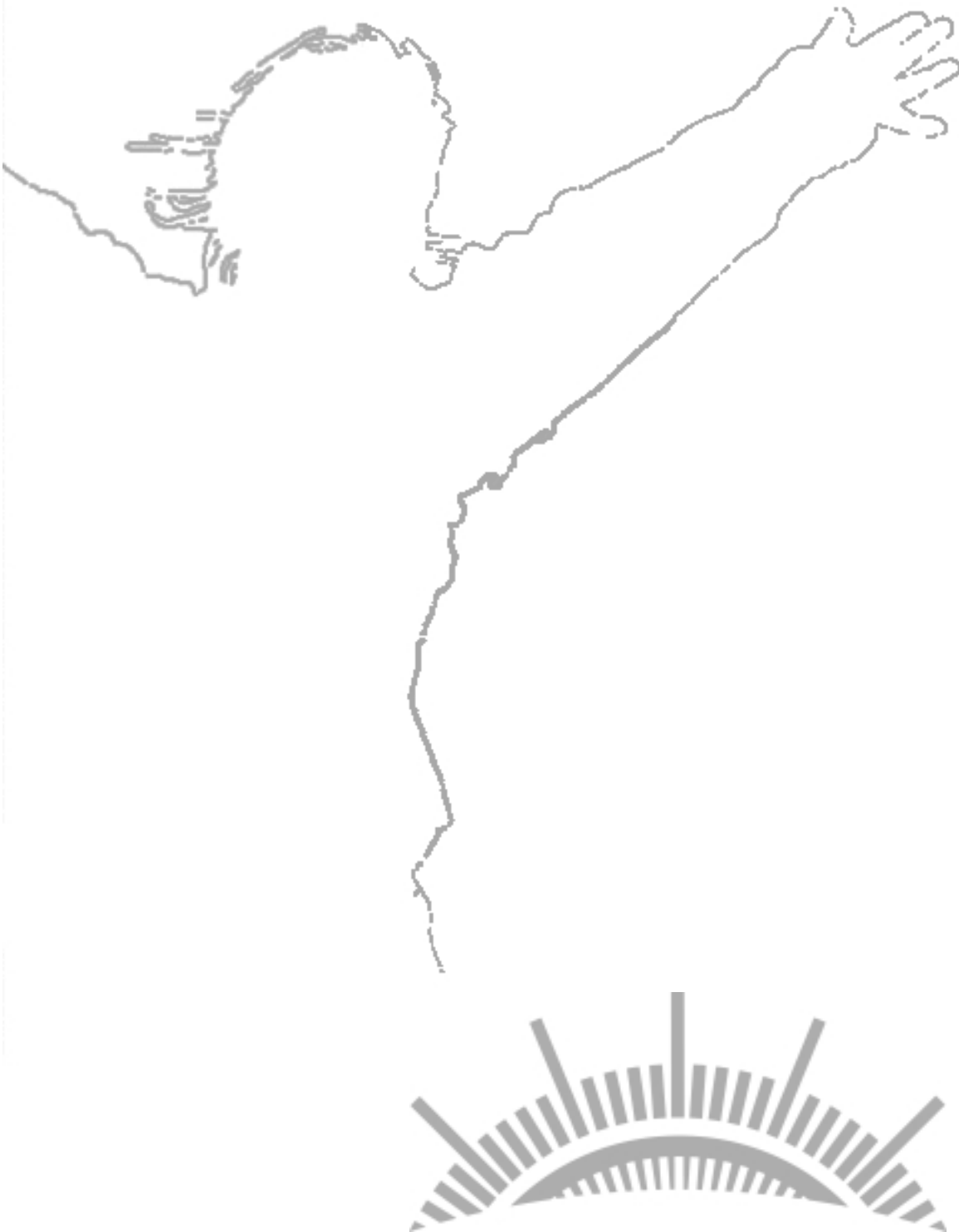
Indian and Northern  
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et du Nord Canada

Canada

# Annual Report

1999–2000



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## A Message from the Minister of Indian Affairs and Northern Development

I am pleased to present you with the fourth annual report on Indian and Northern Affairs Canada's First Nations and Inuit Youth Employment Strategy (FNIYES). This report provides us with an excellent opportunity to help Aboriginal partners and communities share their best practices and their accomplishments.

Each year, the First Nations and Inuit Youth Employment Strategy has become more and more successful. The number of youth participating in the five programs has increased steadily, providing more youth with the skills and experience they need to succeed in the future labour market. Since 1996, this strategy has supported more than 66,000 First Nations and Inuit youth participants in their pursuit of lasting and rewarding careers.

Aboriginal communities, organizations, employers and youth are seeing positive results from the First Nations and Inuit Youth Employment Strategy. Increased levels of self-esteem and confidence, career-related employment experience, a better knowledge of community needs, labour market and educational choices, and a smoother school-to-work transition, are some of the impacts benefiting youth.

It is clear to us that investing in First Nations and Inuit youth, in the spirit of *Gathering Strength — Canada's Aboriginal Action Plan*, is an investment in the economic future of First Nations and Inuit communities and, as such, is a solid investment in the future of Canada.



Robert Nault, P.C., M.P.  
Minister of Indian Affairs and Northern Development



## Acknowledgments

This report was produced thanks to the hard work and dedication of the co-ordinators in First Nations and Inuit communities and the regional Aboriginal organizations who recorded the accomplishments of the youth participants and reported these results to the partners who manage the First Nations and Inuit Youth Employment Strategy.

Thanks also to our summer student, Sarah Nya Laakkuluk Jessen Williamson, a young Inuk studying in Alberta, who helped collect the success stories for this report.



## List of Acronyms

AFI	Aboriginal Financial Institution
AFN	Assembly of First Nations
CEPN	Conseil en éducation des Premières nations
CR	Cree Regional Authority
FNESC	First Nations Education Steering Committee
FNIYES	First Nations and Inuit Youth Employment Strategy
FSIN	Federated Saskatchewan Indian Nations
HRDC	Human Resources Development Canada
INAC	Indian and Northern Affairs Canada
ICEM	Institut culturel éducatif montagnais
ITC	Inuit Tapirisat of Canada
KA	Kakivak Association
KEDC	Kitikmeot Economic Development Commission
KFNET	Keewatin First Nations Employment and Training Inc.
KRG	Kativik Regional Government
LEHD	Learning, Employment and Human Development Directorate
LIA	Labrador Inuit Association
NACCA	National Aboriginal Capital Corporation Association
NAFA	National Aboriginal Forestry Association
NWC	National Working Committee
SABIC	Saskatchewan Agricultural Biotechnology Information Centre
SET	Southern Employment and Training Inc.
SIC	Sakku Investments Corporation
YES	Youth Employment Strategy

ACRONYMS



## Executive Summary

The First Nations and Inuit Youth Employment Strategy (FNIYES) is one component of the Government of Canada's Youth Employment Strategy (YES) offered by Indian and Northern Affairs Canada (INAC). Human Resources Development Canada (HRDC) has the lead in co-ordinating the involvement of 14 federal departments and agencies in the strategy.

The aim of INAC's First Nations and Inuit Youth Employment Strategy is to help equip First Nations and Inuit youth with the necessary skills and experience they need for the future labour market and to help them make the transition from school to work.

## Overview of the Strategy

Working through partnerships at the national, regional and community level, INAC oversees the implementation of the five FNIYES programs:

- the First Nations and Inuit Summer Student Career Placement Program
- the First Nations and Inuit Science and Technology Camp Program
- the First Nations Schools Co-operative Education Program
- the First Nations and Inuit Youth Work Experience Program and
- the First Nations and Inuit Youth Business Program

Since 1996, the FNIYES has supported more than 66,000<sup>1</sup> First Nations and Inuit youth participants in their pursuit of lasting and rewarding careers.

## Overall Results for 1999/2000

Over 26,000 opportunities were provided to First Nations and Inuit youth through INAC's five programs in 1999/2000, with more than 600<sup>2</sup> First Nations and Inuit organizations designing and implementing projects in their communities.

- The Strategy created approximately 8,000 summer jobs.
- More than 10,000 First Nations and Inuit youth attended science and technology camps.

<sup>1</sup> The five FNIYES programs address five distinct sets of interests or life circumstances for First Nations and Inuit youth. Individuals may participate in more than one FNIYES program per year.

<sup>2</sup> FNIYES programs supported more than 1,000 individual projects; since many Aboriginal organizations participated in more than one program per year, it is difficult to calculate the total number of individual agencies involved.



- Over 3,400 students participated in on-reserve co-op programs.
- More than 1,000 unemployed, out-of-school youth accepted six- to nine-month work placements linked to personal learning plans.
- Over 3,300 First Nations and Inuit young people received counselling on how to become entrepreneurs.

The aim of this report is to help Aboriginal partners and communities share best practices and communicate their accomplishments to the public. It details the results of each of the five programs for 1999/2000, including descriptions of the valuable work undertaken by community co-ordinators with the support of the FNIYES.

To see past annual reports, please visit our Web site at:

[www.ainc-inac.gc.ca/jeunesse-youth](http://www.ainc-inac.gc.ca/jeunesse-youth)



# Introduction

## INTRODUCTION

The First Nations and Inuit Youth Employment Strategy (FNIYES) is one component of the Government of Canada's Youth Employment Strategy offered by Indian and Northern Affairs Canada. Human Resources Development Canada has the lead in co-ordinating the involvement of 14 federal departments and agencies in the strategy.

In the February 1996 Throne Speech, the Government of Canada identified the issue of youth employment and appointed a ministerial task force to review the problem. The task force found that the youth most at risk included those with minimal education and who had low literacy levels, those with disabilities, single parents and those living in remote locations. Consulting with Canadian youth and employers, the task force determined the major barrier to success was the "no job/no experience conundrum." Another problem cited was inadequate information about the labour market and educational choices.

The Government of Canada responded to these concerns by introducing the national Youth Employment Strategy. In the 1996 federal budget, the Government reallocated \$315 million to create employment opportunities for young Canadians over three years ending March 31, 1999. Of this, \$60 million, or roughly 20 percent, was allocated to assist First Nations and Inuit youth living on-reserve or in recognized communities. In December 1998, Prime Minister Jean Chrétien announced that Canada's Youth Employment Strategy would be renewed.

On March 17, 1999, the Minister of Indian Affairs and Northern Development confirmed that the First Nations and Inuit Youth Employment Strategy would continue to provide \$24 million per year for the next two years.

The five programs respond to the multiple barriers to success faced by First Nations and Inuit youth. The unemployment rate for on-reserve youth between the ages of 15 and 24 was 32.1 percent in 1996, more than twice the rate of 16 percent for Canadian youth in general. In addition, a growing Aboriginal population is increasing the urgency for First Nations and Inuit youth programming. The Aboriginal working aged population (ages 15 to 64) is expected to grow by 72 percent between 1991 and 2016, compared to only 23 percent for non-Aboriginal Canadians.

The aim of INAC's First Nations and Inuit Youth Employment Strategy is to help equip First Nations and Inuit youth with the necessary skills and experience they need for the future labour market and to help them make the transition from school to work.



The FNIYES consists of the following five programs.

- The *First Nations and Inuit Summer Student Career Placement Program* provides wage contributions to support opportunities for career-related work experience and training during the summer months to First Nations and Inuit students living on-reserve or in recognized communities. The program prepares students for their future entry into the labour market by providing them with work experience related to their field of study.
- The *First Nations and Inuit Science and Technology Camp Program* exposes school-age participants to science and new technologies, thereby increasing their educational and employment opportunities. It also offers a new perspective on possible career choices.
- The *First Nations Schools Co-operative Education Program* helps First Nations high schools establish and expand their co-operative education programs. The program creates school-based work and study opportunities that provide meaningful work experience in a supportive environment.
- The *First Nations and Inuit Youth Work Experience Program* uses wage subsidies and employment development activities to provide work experience to out-of-school, unemployed youth through wage subsidies and activities which enhance their employment skills. Participants improve their job skills and future employment prospects while contributing to their communities.
- The *First Nations and Inuit Youth Business Program* helps young people interested in becoming self-employed or starting their own business. The program provides mentoring, workshops, training and micro-loans.

## Management of INAC's Youth Employment Strategy

With the exception of the Youth Business Program, the FNIYES programs are decentralized and are administered by First Nations and Inuit communities.

Within INAC, the Learning, Employment and Human Development Directorate (LEHD) is responsible for program design and national implementation. (See Appendix One for a list of contact names). This directorate developed guidelines and a reporting framework for all programs except the Youth Business Program. The guidelines are broad, flexible and easily adapted to meet the needs of all communities. As a result, many communities are combining FNIYES programs with other programs to maximize the numbers of, and support to, youth participants.

At the regional level, the management of the programs varies from one region to another. Where programs are managed through INAC's regional offices, regional officials review proposals and fund them based on either the merit of the proposal or by a regionally designed funding formula.

In Nunavut, British Columbia, Saskatchewan, Manitoba and Quebec, program management has been transferred to First Nations or Inuit organizations. (See Appendix Three for the program management chart). These arrangements build on the conclusions of an interim evaluation completed in 1997/1998 which showed that Aboriginal organizations use a more co-ordinated and cost-effective approach. The regional organizations are more attuned to community needs and have increased financial autonomy. Moreover, a high level of community pride is fostered when the programs are managed by the people they serve.

The Youth Business Program is managed by the National Aboriginal Capital Corporation Association (NACCA), which ensures the delivery of the program across the country in both official languages through its network of member corporations known as Aboriginal Financial Institutions (AFI). (See Appendix Two for a list of contact names.)



## Program Budget for 1999/2000

Program	Total National Budget
Science and Technology Camps	\$1,800,000
Summer Student Career Placement	\$8,200,000
Co-operative Education	\$6,000,000
Work Experience	\$6,500,000
Youth Business	\$1,500,000
<b>Total</b>	<b>\$24,000,000*</b>

\* Approximately \$230,000 was used to support the Summer Student Career Placement Program for national Aboriginal organizations (See Appendix Four for the complete list of national organizations that INAC funded), the Aboriginal Youth Network ([www.ayn.ca](http://www.ayn.ca)) and Concordia University's Native Access to Engineering Program ([www.nativeaccess.com](http://www.nativeaccess.com)). Less than \$25,000 was spent on program administration, including printing this annual report.

BUDGET



## 1999/2000 Results

YES Program	Total Participants
Co-operative Education	3,404
Work Experience	1,084*
Summer Student Career Placement	7,756
Science and Technology Camp	10,799
Youth Business	3,311
<b>Total</b>	<b>26,354</b>

\* Includes estimated final numbers for the Nunavut Region.

Over 26,000 opportunities were provided to First Nations and Inuit youth through INAC's five programs in 1999/2000, with more than 600 First Nations and Inuit organizations designing and implementing projects in their communities.

- The Strategy created approximately 8,000 summer jobs.
- More than 10,000 First Nations and Inuit youth attended science and technology camps.
- Over 3,400 students participated in on-reserve co-op programs.
- More than 1,000 unemployed, out-of-school youth accepted six- to nine-month work placements linked to personal learning plans.
- Over 3,300 First Nations and Inuit young people received counselling on how to become entrepreneurs.

## INAC Ensures the FNIYES Meets the Needs of First Nations and Inuit Youth

Based on recommendations and feedback from First Nations and Inuit communities and youth, INAC has taken the initiative to improve and enhance the FNIYES on several fronts.

### a) Interim Evaluation

INAC was the only federal department to undertake an interim evaluation of its YES programs. Treasury Board required an evaluation which focused on the initial year of implementation (1996/1997), examining the effectiveness of the strategy and its short-term impacts. The interim evaluation considered the Summer Student Career Placement, the Science and Technology Camp and the Co-operative Education programs. The evaluation was guided by an advisory committee with First Nations and departmental representatives, and was undertaken by Aboriginal and non-Aboriginal consultants.

The evaluation indicated that overall, the programs' initial objectives were largely met.

The evaluation also revealed that the programs had positive initial impacts for the youth participants:

- increased levels of self-esteem and confidence;
- career-related employment experience;
- better knowledge of community needs; and
- smoother transition from school to work.

Students said the programs helped to improve their attitudes toward school and to recognize the importance of staying in school. Employment preparation skills (e.g., résumés, letters, interviews, competition processes) were also considered useful.

Administration of the strategy by First Nations and Inuit regional organizations was found to be more effective than the direct administration of the program by INAC regional offices for the following reasons.

- First Nations and Inuit organizations have expertise in youth programming.
- Existing infrastructure, networks and contacts with First Nations and Inuit communities are used to communicate and distribute information and to share experiences.
- These organizations provide help and advice to develop proposals.



- First Nations and Inuit organizations are involved in other activities such as recruiting national employers, e.g., banks, airlines or utility companies.
- First Nations and Inuit are more willing to report information to their own organizations because they feel a greater sense of ownership over programs.
- Some First Nations have a mandate in education which allows them to provide expertise and advice in developing curriculum for a co-operative education program.

It was noted in the interim evaluation that First Nations and INAC are making use of the reports submitted by the communities and organizations. First Nations stakeholders are especially interested in tracking and evaluating the long-term impact of co-operative education upon students.

A copy of the interim evaluation report was sent to all Chiefs and Inuit leaders.

#### **b) National Working Committee**

INAC established a national working committee composed of representatives of the Inuit Tapirisat of Canada (ITC), the Assembly of First Nations (AFN) and the department. This committee's responsibilities are to ensure a successful implementation of the FNIYES, including the implementation of the interim evaluation's follow-up action plan, the development of recommendations for a possible renewal of the strategy after March 2001 and the completion of the long-term evaluation.

#### **c) Long-Term Evaluation**

In January 1998, INAC established an evaluation advisory committee to guide the long-term evaluation of the FNIYES. The committee comprises representatives from the ITC, the AFN and departmental personnel.

The committee developed a two-phased evaluation approach. Phase One was to get an indication of the implementation effectiveness of the programs and to examine the information currently available, including the interim evaluation, administrative data and discussions with implementing First Nations and Inuit organizations and INAC regional representatives. Phase Two of the evaluation will be more comprehensive and will involve First Nation and Inuit organizations in the data collection process. Phase Two, which is scheduled to be completed in early 2001, will build on the results of Phase One.

The results of Phase One, completed in March 2000, support the findings in the interim evaluation that, although the FNIYES programs have only been implemented within the last few years, First Nations and Inuit youth, organizations, employers and communities appear to be seeing positive results.



**Youth:** Youth participating in the programs have been attending school more often and have better self-esteem and confidence. They are satisfied with the programs, stating that their work experiences were worthwhile even if they did not always focus on their areas of interest.

**Aboriginal organizations:** Organizations feel, to a large extent, that the FNIYES programs meet youth needs, such as providing young people with work experience and information on jobs, and helping smooth the transition from school to work.

**Employers:** The majority of employers believe the programs help bridge the gap between school and work, and many said that they would be unable to employ a student without the help of the FNIYES programs. Employers also found that the programs provided them with information about youth workers and gave them experience working with young people.

**Communities:** FNIYES programs have improved linkages between organizations, and more partnerships were developed among First Nations Band offices and schools.

Results in the Phase One evaluation also show that since the introduction of the FNIYES in 1996/1997, there has been an increase in the number of First Nations and Inuit youth and organizations participating in the strategy.

Concerns still exist about data collection. The Phase One evaluation recommended that INAC should ask communities to use common forms for youth and employers to evaluate their experiences in the FNIYES programs. This would allow for the identification of trends, and make comparisons easier over time. It would also make it easier to determine the overall satisfaction levels of the participants for each of the five programs.

It is important to collect outcome data such as earnings, job retention and further education to measure long-term impacts of the programs. There has been much difficulty doing this in the past, particularly since hundreds of organizations and communities are involved in program reporting. To simplify the process and ensure data are collected with minimal burden to organizations, youth and employer surveys should be used to collect results-oriented data. Also, a longitudinal survey of youth participants should be conducted with past participants. One or more Aboriginal organizations could be responsible for this task, provided they have the appropriate technical support and resourcing.

#### **d) National Activities**

To support the successful implementation of the FNIYES, INAC has helped develop and fund several initiatives.

- In 1997/1998, INAC reduced the frequency of reporting intervals from quarterly to biannually.
- In October 1997, INAC funded a national conference on First Nations co-operative education. The goal was for everyone involved in the Co-operative Education Program to share their experiences, ideas and successes and to identify best practices. Recommendations included an annual national conference, regional workshops and a co-op Web site to improve communications. Those who participated found the workshop experience to be “empowering.”
- The national working committee held a national workshop in December 1998 with regional INAC officials and approximately 30 First Nations and Inuit regionally based organizations involved in the management of the youth programs. The workshop focused on information sharing, identifying improvements and determining what First Nations and Inuit people wanted to see in a possible renewed First Nations and Inuit Youth Employment Strategy.
- In 1998/1999, INAC undertook a review of reporting requirements under FNIYES programs and found them to be very similar to related federal programs such as those administered by HRDC. To make the collection of data easier in 1999/2000, INAC developed simplified spreadsheet-based reporting forms which will allow community co-ordinators and regional Aboriginal organizations to submit reports electronically.
- In 1999/2000, INAC changed the reporting requirements from biannually to annually. Community co-ordinators and regional Aboriginal organizations are required to submit final reports.

#### e) Communications Products

INAC helped develop, produce and has distributed several products which will aid Aboriginal youth in the future labour market.

- The *Job Search Tool Kit for Aboriginal Youth* helps young people identify career interests, offers information on the steps involved in obtaining work, provides examples of growing sectors of the economy and suggests starting points for aspiring young entrepreneurs.
- The *Scholarships, Bursaries and Awards Guide for Aboriginal Students* includes more than 300 awards, totalling over \$1.5 million, made available by various organizations and institutions. It builds on the 1997 directory which had just over 100 awards.

- In the summers of 1996 and 1997, INAC hired a First Nations student to gather information and success stories on the Summer Student Career Placement and the Science and Technology Camp programs. The student collected first-hand stories by talking to co-ordinators and young people about what they liked and disliked about the programs. He recorded his findings in a report called *Youth Strategy — INAC Summer Programs, 1996/1997*. Since then INAC has produced annual reports summarizing community achievements and success stories for all five FNIYES programs.
- The *First Nations and Inuit Youth Business Program Self-Assessment Guide* outlines various aspects of entrepreneurship such as how to start a business and how to create a business plan.
- The Canadian Aboriginal Science and Engineering Association, with the assistance of INAC, produced *Science-ational!, A Resource Guide For Developing a Science and Technology Camp*. This useful handbook provides the essential steps to set up a science camp. The aim is to help inspire Aboriginal youth to discover the benefits of learning different aspects of science and technology.
- Posters and bulletins have been distributed to all First Nations and Inuit communities to share best practices and success stories.
- INAC sponsored two episodes of *The Seventh Generation*, a new television series produced by an Aboriginal firm on Aboriginal youth role models. The episodes, broadcasted by the Aboriginal Peoples Television Network in the fall of 2000, profiled six young Aboriginal people who are pursuing studies and careers in science and technology.
- As part of the Summer Job Action Campaign, in early March 2000, a comprehensive package including the *1998/99 Annual Report on FNIYES*, the *Job Search Tool Kit* and the *Scholarships, Bursaries and Awards Guide for Aboriginal Students* was sent to all Chiefs and Inuit leaders, Directors of Education, and to all Employment and Education officers in the First Nations and Inuit communities.
- INAC has placed all program guidelines, the *Job Search Tool Kit for Aboriginal Youth*, the *Scholarships, Bursaries and Awards Guide for Aboriginal Students*, past annual reports and the interim evaluation on INAC's Web site so that information is readily available to all Aboriginal people. Please visit our site at:

[www.ainc-inac.gc.ca/jeunesse-youth](http://www.ainc-inac.gc.ca/jeunesse-youth)

# Summer Student Career Placement Program

With an annual budget of \$8,200,000, INAC was able to provide opportunities for 8,195 First Nations and Inuit youth. The Summer Student Career Placement Program provides wage contributions for career-related summer jobs for on-reserve First Nations and Inuit students. The jobs can be created by First Nations and Inuit communities, governments, organizations and businesses both in or outside the community.

As in past years, some communities chose to hire only a few students for longer work placements, while others tried to maximize the number of student employees by providing shorter work terms, thereby giving more students work experience.

In the summer of 1999, First Nations and Inuit youth received work experience in a myriad of employment areas. Many of the placements provided valuable and much needed support to the communities. Placements ranged from developing a museum and greeting centre, writing and distributing a community newsletter, working at the local radio station, to working at the Band Administration Office, Community Health Centre and other delivery services agencies in the community.

## Success Stories



### PEI

In the summer of 1999, **Lennox Island First Nation** in Prince Edward Island employed a grade 12 student and a young university graduate in an interesting project. The community wanted to renovate a former rectory building to serve as a Mi'kmaq museum and greeting centre for tourists visiting Lennox Island and the Malpeque area. It was hoped that the facility would also be used to develop eco-tourism businesses for the community. The two youth worked with the contractors to develop the welcome centre to depict Mi'kmaq culture and tradition. They assisted with the colour and lighting layouts, established programs for students and visitors, arranged tours and planned cultural awareness events prior to the grand opening. This project combined financial support from the First Nations and Inuit Summer Student Career Placement and Work Experience programs together with other Band sources to employ the two youth for approximately six months.



### Quebec

The **Unamen Shipu First Nation**, located at La Romaine, Quebec, established a partnership with the community radio station. The project allowed four young people, two girls and two boys, to work for six weeks as DJs while acquiring knowledge of the



various broadcasting techniques. The project supervisor made them responsible for 20 hours of programming per week. At first, the students stuck to broadcasting musical programs, but after a few weeks, they were discussing subjects of public interest including politics, territorial negotiations, child-parent relations, violence and drug and alcohol use. This project allowed these four young people to develop self-assurance and confidence that are now reflected in their lives and in their studies.



### Ontario

The **Mishkeegogamang First Nation** hired eight young community members for an eight-week period during the summer of 1999. The youth gained invaluable transferable skills in such fields as basic office practices, computer applications, auto mechanics and information management. The First Nation had placed the students with the operations of the Mishkeegogamang Safe House, the Community Health Centre, the First Nation Garage and the Administration Office, all essential points of service delivery within the First Nation. Along with gaining employment, the youth were able to give much needed support back to the permanent staff within the First Nation's operations.



### Saskatchewan

Two students from the **White Bear First Nation** were given the opportunity to produce a community newsletter called "The Bear Facts: White Bear's Community Newsletter." The students designed and developed all aspects of the newsletter. They canvassed for advertisers, made arrangements for printing, advertisements, sent out invoices and did their own photography and reporting. The tasks were enormous, but the response they received from the community was positive. Cheryl Peterson stated, "as editor of the newsletter, I acquired many interpersonal, computer and organizational skills that will greatly benefit my future employment. The project itself will continue to benefit community members of White Bear and now that they have seen the possibilities of its success, the community newsletter will be continued every year. This year, the project will be in its third successful year of operation."

Each year the **Federation of Saskatchewan Indian Nations** organizes work placements for many First Nations students. In 1999, one youth assisted in the organization of the Saskatchewan Indian Summer Games and the Little Red Youth Powwow. This experience provided him the opportunity to develop many practical job and interpersonal skills and it benefited his academic program in Business Administration.

Another student from the **Saskatchewan Indian Federated College** was hired to assist the Saskatchewan First Nations Veterans' Association. The youth learned about the history and struggle of First Nations veterans and was also able to travel and meet First Nations veterans across Canada. The student remarked "my employment tested my writing and critical thinking skills which is good because I am an English major."



### Northwest Territories

Two students from the **Aklavik First Nation** were hired by the Band Council to work with the Mad Trapper Tourism Centre and the Inuvialuit Social and Cultural Programs in the collection of oral history. Working alongside the local Elders, the youth created biographies of all Elders within the community. The data collected were either written or stored on video cassettes to be preserved for future reference. The youth were better able to understand the history of how their community evolved when it was first established. The students also had a chance to meet and greet the many tourists from various parts of the world. Both students would like to see this project continue on an ongoing basis.

### National Aboriginal Organizations Funded by INAC for the Summer Career Placement Program

Each year INAC sets aside \$100,000 for national Aboriginal organizations to provide valuable career-related summer employment for status First Nations and Inuit youth between the ages of 15 and 30. In the summer of 1999, 15 youth were hired for various jobs. (See Appendix Four for the complete list of national organizations funded by INAC.)

In the summer of 1999, **Pauktuutit Inuit Women's Association** was successful in attracting a student with a high level of knowledge in telecommunications and Web site technologies and applications. As a result, Pauktuutit was able to develop and launch a Web site which will serve both its membership and the general public.

The **National Aboriginal Forestry Association** (NAFA) hired two university students for the summer. One worked as research support to the office manager in updating an Aboriginal forestry education and training catalogue consisting of forestry-related training initiatives and programs at colleges and universities throughout Canada.

The other student worked as an administrative support technician. Of her experience, the young woman stated, "working with NAFA has enabled me to further strengthen my communications skills, and provided me with opportunities to work with a variety of different people. This will assist me in my career, and also help me to better interact with people on a personal and professional level. My work at NAFA has allowed me to greatly increase my organizational skills which will continue to enable me to effectively prioritize tasks while completing my university program and upon entering the work force. Overall, working with NAFA was an enjoyable and educational experience that has provided me with skills and knowledge that I will use throughout my life."

## Science and Technology Camp Program

With an annual budget of \$1,800,000 nationally, INAC was able to provide opportunities for 11,642 First Nations and Inuit youth. INAC funds First Nations and Inuit communities to provide science camps or to sponsor on-reserve First Nations and Inuit youth who wish to attend a science camp outside their community. The camps can be held in an academic setting or in the wilderness, depending on the subject matter.

As in past years, programs varied from community to community. Some projects ran for one day while others lasted a few weeks. Many of the programs focused on Aboriginal culture, language and traditions. Other innovative and dynamic projects included youth exchanges, local field trips to museums and science contests.

The Science and Technology Camp is popular with elementary and secondary students as well as their teachers because it makes science and technology fun and relevant to the youth.

### Success Stories



#### Quebec

From June 25 to 30, 1999, eight young people from the community of **Schefferville** took part in a science camp organized by the community of **Mingan**. They spent the week with another group of seven youth from the community of **Uashat**. Such meetings are not common because of the great distances that separate the Innu villages. Schefferville is in northern Quebec, in the middle of a forest, while Mingan is on the banks of the St. Lawrence. The five days began with the youth from Schefferville making the trip to Mingan by train and then by bus, visiting that community for the first time. The activities proposed by the monitors allowed the youth to discover another way of life and to learn about scientific activities. The students were shown the flora and fauna of the area and went on a cruise on the St. Lawrence during which they saw whales, seals and the various birds that live on the shoreline. They also witnessed a salmon run on the Mingan River. Other activities included using computers with an introduction to the Internet, and using microscopes and stereoscopes. From every point of view, the Mingan science camp was an enriching experience for the Schefferville youth, made particularly special by the warm welcome given them by the Mingan community. They will always remember their stay, and some continued to write to each other during the school year.



#### Manitoba

The **Peguis First Nation** has implemented the Science and Technology Camp Program for a number of years. The co-ordinator states “each year, our program has seen a tremendous increase in interest among the students. It has proven successful in developing



the students' awareness of science and the many career opportunities available within the science and technology field." In 1999, the science camp was open for two one-week blocks during July and August. A day for each group was used for orientation and going over the program with students and camp counselors. There were 55 students participating, with half attending the first session. The objective of the science camp was to provide a safe setting in which students could learn about a variety of topics within the fields of biology, chemistry, astronomy, geology and environmental science. The different environmental topics discussed always incorporated their native heritage. Elders were involved, sharing stories, legends and knowledge of the forest. Along with a regular schedule of activities, the students took part in field trips to Lake St. George, Underground Caves and to the large marsh area north of the camp. A variety of recreation activities were also part of the daily activities.



### Saskatchewan

During July and August 1999, the three summer science camps offered by the **Federation of Saskatchewan Indian Nations** attracted a record number of applicants from all over Saskatchewan. The junior campers (grades 6 to 8) were particularly numerous and enthusiastic.

In **Saskatoon**, approximately 80 campers experienced first-hand the many fields of science and technology in which the University of Saskatchewan is active. Each year, the university's SCI-FI Engineering, Medicine and Nursing, and Chemistry departments offer

activities. In 1999, even more sponsors joined to add their valuable input, including the (AgWest) Saskatchewan Agricultural Biotechnology Information Centre (SABIC) and the colleges of Kinesiology and Agriculture. On a typical day, while senior youth were performing experiments related to the science of heat and cold at the Chemistry department, the junior group was engaged in a frantic contest to



Regina Science Camp

design, build and then drop a model space capsule from the second floor without damaging its contents (a raw egg). In the SABIC lab, the participants learned how to extract DNA from onion cells and separate the fragments by agarose gel electrophoresis. The benefits of physical exercise and ways to accurately assess one's fitness were convincingly demonstrated by the College of Kinesiology team. The First Nations perspective was always present throughout the camp through the well-rounded programs offered by Wanuskewin Heritage Park, a teepee workshop and an evening with the



Metawetan program of the City of Saskatoon. The program co-ordinator noted, “like last year, several campers, particularly the females, became convinced that medicine or nursing would be their future career choice. Many junior boys, meanwhile, were enthusiastic about the hands-on tasks they performed during their investigation of the ruminant’s digestive system. While the campers’ favourite subjects may change as they grow older, they won’t soon forget the summer science camp that gave them their first opportunity to explore science and technology.”

In 1999, **Regina** held its biggest science camp to date, with 64 registered participants. New highlights included specially organized workshops at the Saskatchewan Science Centre and the Royal Saskatchewan Museum, guided field trips to Gardiner Dam and Echo Valley Park, and a carpentry workshop facilitated by the Women’s Construction Co-op.

The **Prince Albert** camp held in August 1999, focused on nature awareness, bio-diversity, forestry technology and protection of the environment. Nearly all of the 27 participants reported having had a great time and many expressed their hope to attend another science camp in the future.

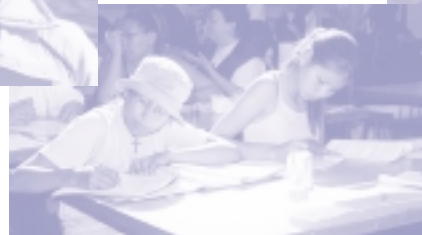
The Saskatchewan First Nations Summer Science Camp Program is complemented during the school year by the **Mobile Science Camp Program**. It provides hands-on science workshops to students and teachers of First Nations schools. This component of the program has been extremely well received and is only limited by the time and staff available. During the last two years, the Mobile Science Camp Program has expanded both in the number of sites visited, about 20 schools per year, and in the variety of topics offered, ranging from grade 3 earth science to grade 10 chemistry, to building simple machines, designing stable structures, exploring electric circuits and measuring weather parameters.



### Alberta

The seven First Nations in the **St. Paul, Treaty 6** area combine their funding each year to run a science camp in the summer. During the summer of 1999, several youth from each First Nation took part in a 10-day camp at the Lester B.

Pearson College of the Pacific, run by Ocean Educations Ltd. Students participated in various planned units, which included the natural environment, energy systems, an aquatic ecosystem study and population ecology. The material studied fits within the schools’ environmental science area of the curriculum. Students are chosen based on



their science marks, a personal résumé, as well as a brief essay on why they want to take part in the camp. Schools in the area have found this camp “to be a great motivation to their students to work hard in science.”

### Nunavut

Thirteen students from all over **Baffin Island** attended the Qikiqtaaluk Summer Science Youth Camp held between July 13 and 19, 1999, on Johnston Island. The camp which emphasized linkages among the youth, their language and their habitat was completely done in Inuktitut. The camp was held in collaboration with the Department of Fisheries and Oceans, the Canadian Wildlife Service, the Department of Sustainable Development and INAC. The Inuit Broadcasting Corporation sent a crew with the campers to document their activities. The youth studied traditional and modern navigation methods, dug for clams, fished for cod, watched polar bears and caribou, and they were also given demonstrations of traditional hunting techniques, surveyed eider duck nesting islands and hunted two caribou. They studied typical caribou parasites and the caribou's internal organs. They also skinned a ringed seal, and did a comparison between the seal's parasites and internal organs and those of the caribou. Students received a demonstration on SCUBA equipment and a dive was carried out to collect underwater specimens. Tide charts were also explained in relation to Inuktitut tide descriptions.



### Yukon

The program offered by the **Tr'ondëk Hwëch'in First Nation** is unique. It is a rite of passage to adulthood for young men and women. In addition to increasing young people's knowledge and respect for wildlife and the environment, it addresses some of the many responsibilities that go with adulthood. The campsite varies from year to year, depending on the location of the Porcupine caribou herd as it crosses the Dempster Highway on its annual migration. But it is always held somewhere along the Dempster, far from the comforts and conveniences of Dawson City, in late September when the snow begins to fall and when the nights are cold. Elders pass on their traditional knowledge through stories, workshops and demonstration of various techniques. The culture of the Tr'ondëk Hwëch'in is instilled in the minds of all participants.

In 1999, 92 people participated in the camp, 27 of whom were children between the ages of 8 and 16. Others included adults who came to learn or to share their hunting and bush skills. Participants learned how to read animal tracks, how to care for equipment and firearms, how to safely shoot a rifle, how to read maps and how to use a compass and a short-wave radio. They also learned how to field-fess a caribou, skin the hide and hang the meat. After the successful hunt, they were taught how to give thanks. While there were lots of chores involved in camp life, it was not all work. Everyone gathered around the campfire in the evening to hear stories, sing songs and to learn the Han language. Drumming, Indian bingo and stick gambling were also taught.

Although the camp is held in September, the First Hunt Feast occurs in November. All the participants invited their Elders, parents and other members from the community. The young people organized the feast and in preparation for the festivities, learned how to prepare and cook the caribou meat. “This animal has offered itself,” said Debbie Nagano, cultural programs co-ordinator of the Tr’ondëk Hwëch’in First Nation. “It’s the man’s part to teach them this. The first kill is a big responsibility. It must be shared with the whole community. All of it.”

Of the participants, Ms Nagano stated, “it’s very interesting to see the changes in the kids up there, it starts with the individual. They have responsibility within themselves.” “We come from the land,” Ms. Nagano explained. “Our ancestors are buried there. For some of these young people the daily events offer a healthy alternative to dysfunctional family life. There is a lot of bonding and sharing amongst ourselves.”

Ms. Nagano said she is grateful to INAC’s Youth Employment Strategy for the funding that helps to make the First Hunt Camp possible.

In 1999, the **Kwanlin Dun First Nation** offered the Personal Empowerment Program (PEP) as a summer pilot project through the House of Learning department. The co-ordinators of the PEP combined funding from the Science and Technology Camp and Summer Student Career Placement programs along with other sources of funding. The goal of the PEP is “to empower youth at risk so they can be successful, happy and healthy when forging into the new millennium as tomorrow’s leaders.” The program concentrated on six areas: academic reinforcement, cultural knowledge, traditional language, life management skills, pre-employment skills and a work placement. Two of the main highlights for the seven youth involved was the creation of a button blanket which they made with the help of two Elders. The youth also enjoyed a hunting trip where they learned traditional fishing and hunting techniques. One of the program co-ordinators stated, “this trip was a great learning experience that will have an impact on the youth now and further down the road. Having the Elders on this trip gave the youth the chance to see their people’s land, learn about their history and how they lived. The scenic view of the river and fishing was world-class and was an unforgettable experience for the youth. Today’s struggling youth rarely get a chance to participate in trips like this.” Upon completion of the program, the youth received certificates.

## Co-operative Education Program

With an annual budget of \$6,000,000 nationally, INAC was able to provide opportunities to 3,404 First Nations youth. The goal of the Co-operative Education Program is to fund proposals to establish or expand co-operative education programs (school-based work and study opportunities) in on-reserve schools.

The intent is to facilitate the successful transition from school to work. INAC's Co-operative Education Program brings industry, school and community together to create a culturally relevant learning environment for students, incorporating the knowledge of First Nations Elders, teachers and family.

In 1999/2000, most projects were quite comprehensive, providing an orientation session which generally included life skills training and a work placement. Some of the innovative work placements focused on entrepreneurship, science and technology and growing sectors of the economy.

### Success Stories



#### Quebec

In **Puvirnituk**, the principal of the **Iguarsivik School** set up an artisan workshop for 25 students. The objective was to create a co-operative that would become autonomous and support permanent employment. The students worked with leather, made mosaics, inukshuks, batik sweaters and started a flower greenhouse. In recognition of their punctuality, motivation and hard work, 11 of the 25 participants were taken on a very successful tour of related businesses such as the Tandy Wholesalers. The artisan workshop project was entered in Quebec's Entrepreneurship Competition. The project won both the local competition prize of \$50 and the Northern Quebec regional competition prize of \$300. The group was also invited to the Château Frontenac in Quebec City to receive the \$500 "Honourable Mention from the Jury" award. The project also won the Desjardins Co-operative Grand Prize of \$5,000 because, out of 27 other applicants, the Puvirnituk group best incorporated the "co-operative formula into an entrepreneurial model." This acclaim has encouraged the group to develop the second phase of the co-operative program. They plan to legally register their co-operative, move the workshop out of the school and allow the students to further develop their business.

During the 1999/2000 school year, six youth from the **Uashkaikan High School** in **Betsiamites** had the opportunity to learn various skills involved in running a photographic archives centre. The high school library has an impressive collection of

photographic records and is constantly receiving requests to consult or borrow these photos, some of which are extremely rare. The school thus encouraged the creation of a photographic archives centre within the library. The centre is supervised by a professional photographer who gave practical training to a few young people who had demonstrated a particular aptitude for the work. The six young people, two girls and four boys, learned about record searches, archiving, digitizing photos and producing video documents. As part of the program, they were involved in a project to repatriate photographs that are part of important collections such as those of Frank G. Speck and Paul Provencher. The program took place in the school, which allowed the young people to pursue their education. The program taught them about preserving photographic records representative of the Innu culture and encouraged them to develop their pride and sense of belonging to the community and their history.



### Ontario

The **Keewaywin First Nation Education Authority** in conjunction with the **Keewaywin First Nation School** hosted two Co-op Ed sessions. One was held September to December and the other ran from January to June. A total of 10 students in grades 7 and 8, ages 12 through 17, participated in the three-phase program which consisted of an initial assessment and job readiness training, in-class training and instruction and a final assessment and evaluation phase. The students were exposed to a diverse array of experiences which included a life skills net fishing expedition, camping trips, participation in a career fair, an educational trip to Pelican Falls High School, a Youth and Elders workshop, a workshop on “How To Model Yourself for Life,” and a formal Co-operative Education dinner was organized by the participants. For their work placements, sites included the Keewaywin First Nation’s Administration Office, Health Authority, Education Authority, the Northern Store and the Niska Lake Development Corporation. Two fortunate students received work placements at Winnipeg’s City Hall, working for the mayor. The program co-ordinator stated, “overall the participants rated the program a success, with 100% agreement that they received invaluable experiences expanding their knowledge for future educational and career choices. The work they did was meaningful and not just something to keep them busy.”





### Manitoba



Through the Co-operative Education Program at the **Red Sucker Lake School** in Manitoba, 13 students gained knowledge about log house building and construction in general. The students learned about the history of the log house and the different types of log house construction such as Scandinavian scribe fit/shrink fit notches and the French pièce-en-pièce method. The youth were given assignments in basic math for calculating area and in blueprint reading, paying special attention to floor plans and log house design considerations. The students also received instruction on cutting out fir windows and doors and how to do a layout for hewing a log flat. They were involved in fitting log floor joists on a smaller 14' × 16' cabin. They were also given instruction on

the types of tools used in log house building and how to use and care for them. Safety was demonstrated at every opportunity.



### Alberta

A senior student from the **Kehewin First Nation** received a work placement with Kehewin Native Cultural Fine Arts, a performing arts group which travels widely. With the help of the performing arts leaders and the high school which purchased equipment for a media suite, the student was trained in the art of filming. The student also learned the process of editing and distributing films and documentaries. The film and documentaries that the performing group will make in the future will concentrate on the performing group itself and powwows. This is an excellent example of providing youth with the opportunity to delve into their own culture, as well as providing more possibilities for employment.



### British Columbia

In 1999/2000, 22 students from the **Nlakapamux School** in grades 9 to 12 participated in the second year of *PEAKS-for life*, Participatory Education for Attitudes, Knowledge and Skills -for life, in the Stein Valley. This holistic, community-based program provides students with a wide range of experiences designed to enhance their transition from grade 12 to the work place or to post-secondary education. *PEAKS-for life* has involved parents and employers to encourage support of student career development choices. Program components include job/career exploration, Nlakapamux language and traditional art, job search, family management and budgeting training. As a result of this program, students have developed learning plans, identified their accomplishments and worked on their social, educational, personal and career goals.



## Work Experience Program

With an annual budget of \$6,500,000 nationally, INAC was able to provide opportunities to 1,094 First Nations and Inuit youth. The Work Experience Program funds proposals to offer work experience to on-reserve First Nations and Inuit youth who are out of school and unemployed. The objective is to increase basic job skills and provide practical work experience to improve future employability while enabling participants to contribute to their communities.

In 1999/2000, programs varied from community to community. Participants were generally between 16 and 24 years of age, and programs typically ran between six and nine months. Most programs included an orientation period which included life skills courses, résumé writing and job search techniques. Many of the work placements provided direct benefits to the communities and their members. For example, youth were hired to be teacher's assistants, tutors, youth support workers and Band office support. Others gained invaluable experience by working at local businesses, both in and outside the community.

### Success Stories



#### New Brunswick

The **St. Mary's First Nation**, located in New Brunswick on the edge of the St. John's River, has participated in the Work Experience Program since it was initiated. In 1999, the community combined financial assistance provided by INAC through the Work Experience and other YES programs to provide up to eight months' training and work experience for a number of youth. Three young people were employed as teacher's assistants at Devon Middle School, South Devon Elementary School and at Fredericton High School. These youth had already completed grade 12, but needed additional training to qualify for job opportunities in their chosen fields. The work involved providing assistance in classrooms, libraries and laboratories, the supervision of students and general support duties such as records maintenance and preparation of instructional materials. Another part of the project included the development of a Maliseet language curriculum in multimedia format that could be used in elementary classrooms for improving computer skills and creating greater cultural awareness.



#### Ontario

The **Slate Falls First Nation** recognized the need to improve the reading and writing levels of students at the primary level. To this end, one youth was hired to conduct a 15-week tutorial program. The program was available to all students during the summer

months and into the month of September. In the summary report, the youth co-ordinator indicated that there was active participation from both the students and their parents in the start-up of the program. The young tutor also proudly described the astounding progress of one particular student: at the start of the program, the student was unable to read and write, but after the tutorial session, was able to read and write at the appropriate grade level. With the start of the school year, teachers referred students to this program for tutorial exercises.

The **Mattagami First Nation** in conjunction with Kunuwanimano Child and Family Services, Nishnawbe-Aski Nation and Turtle Concepts employed a youth support worker for a six-month term to interact and provide support services to the local elementary school students. Her attendance at two workshops — Suicide Prevention and HIV/AIDS Peer Education hosted by Nishnawbe-Aski Nation — gave her the necessary background for her role. She successfully co-ordinated special events such as Carnival Day, a ball hockey tournament, Career Development Day and a student exchange week. These events were in addition to regularly scheduled activities such as gym and exercise nights, Saturday night youth dances, cooking classes and nutritional bingo which focused on healthy lifestyle choices. The youth support worker also initiated a drama club class for grades 6, 7 and 8 students not only to demonstrate the basics of acting, but also to teach the youth to express themselves through acting. These bi-weekly classes proved most beneficial, increasing the communication abilities of the participants and decreasing levels of shyness among the students. In the end, the youth support worker achieved her goals which were to increase the self-esteem and pride of the participants. She has since moved on and is presently enrolled in a 52-week Police Services Training Program.



### Saskatchewan

In 1999, youth from the **Buffalo River Dene Nation** were involved in the construction of two local docks and other small projects. One dock was built at Buffalo River and the other on the shore of Peter Pond Lake. The new docks allow for fast, efficient emergency service to the hospital by float planes. They also enable people to be flown out to their cabins in the Treaty 10 area for traditional and cultural hunting, fishing and trapping. Another advantage of the docks is that they allow parents to more closely observe children when they are swimming. Other small projects included community clean-ups at the beach and local garbage collection.



### Alberta

The **Alexander First Nation** partnered with the neighbouring Canadian Forces Base, the Northern Alberta Institute of Technology and the University of Alberta to create the Alexander Youth Mentorship Program which provided training and job placements for youth. Young people were placed in various fields at the base including the Audit Office,



Public Affairs, Engineering, Personnel and the Signals Squadron. Most positions were in office administration. The program was successful in helping to break down the perceived barriers between the Armed Forces and the First Nation community. At the end of the program, five of the participants were given jobs at the base.

A community-run business in **Whitefish Lake #128** was revived when eight youth were hired through the Work Experience Program to help manufacture cedar lawn furniture. Under the supervision of a foreman, the youth were trained at all positions on the assembly line. Each person rotated among the positions and as a result developed a variety of skills. At the end of the program, all eight were taken on as permanent employees at the business.



### British Columbia

Four youth from **Stl'atl'imx communities** from the **Uxwalmixw Centre Society** were participants in the Work Experience Program in Lillooet, B.C. This comprehensive program included three phases. Phase I focused on a medicine wheel project which aimed to explore Stl'atl'imx culture through circle teachings, to develop a positive self image and to encourage group participation, progress and personal development. In Phase II, the youth received work placements at a local electric company, at the Tribal Council, at an accounting firm and at the Cayoose Creek Spawning Channel. Phase III focused on communication and assertiveness, time management and employment research. One participant was so enthused by her work placement that she has enrolled in a fisheries program.



### Northwest Territories

The **Dogrib Rae First Nation** hired a young woman to establish a Band membership list of 2,000 beneficiaries for the community. To ensure that the data were accurate, she worked with local organizations to collect details on each beneficiary. Through her work, she became more familiar with the programs and software used by the Band, and she re-organized and maintained the filing system for the Band office. Not only were her employers quite pleased by her work, this project was beneficial to the Band as well. The Band list will be updated on a regular basis.



## Youth Business Program

With an annual budget of \$1,500,000 nationally, the Youth Business Program was able to provide opportunities for 3,311 First Nations and Inuit youth. The Youth Business Program offers seed capital and mentoring to First Nations and Inuit youth living on-reserve or in recognized communities, who are interested in starting a business. The program focuses on young people who are out of school, unemployed and between 15 and 30 years of age. Underemployed youth, part-time students and those at risk of dropping out of school are also eligible.

The Youth Business Program is managed by the National Aboriginal Capital Corporation Association (NACCA) which delivers the program across the country in both official languages through its network of member corporations known as Aboriginal Financial Institutions (AFIs). (See Appendix Two for a list of contact names.)

The program developed by NACCA leads participants through five steps in a combination of business counselling, mentoring and equity.

Step 1, Assessment of Entrepreneurial Potential, and Step 2, How to Start a Business, help participants judge how ready they are to embark on careers as entrepreneurs.

In Step 3, The Business Plan, participants select a mentor who will help them prepare a business and financing plan. The mentors are entrepreneurs, individuals with experience in government or private industry and individuals with the knowledge and expertise to provide specialized advice.

Under Step 4, Capitalization, youth can receive small loans of up to \$3,000 and/or an equity advance of up to \$1,500.

In Step 5, After-Care Management Assistance, each participant receives up to \$2,000 in services during the first two years of self-employment in the form of mentoring and assistance in developing a business plan.

The counselling and mentoring aspects of the program are highly educational, and fringe benefits extend to all community members who become involved. The program design gives youth many opportunities to discover if they have the characteristics and skills to become an entrepreneur before embarking on business ownership, and assuming debt or other potentially cumbersome obligations. Youth are able to utilize the program in conjunction with other financing sources and programs. The program is complementary to other products and services offered by the AFIs.

In 1999/2000, 3,311 youth received counselling advice, a total of 1,897 youth proceeded to the mentoring stage and there were 98 loans made to youth to start their businesses either in the form of micro-loans or equity matching loans.

## Success Stories



### Saskatchewan

A young man from the **Red Earth First Nation** has become a role model for many high school students in the province with the production of his magazine *Gen-X*. He started his business from scratch, developing a business and marketing plan. His business, which he runs out of his home, supports him and one part-time staff member.



### Yukon

A 28-year-old started up a seasonal tent city, complete with shower facilities and a confectionery store. He too is doing very well. This individual is motivated and is heavily involved with after care support with the AFI.



### British Columbia

A couple from the **Neskonlith First Nation** applied under the First Nations and Inuit Youth Business Program for a loan to purchase supplies and equipment to generate sales for their artwork. Their long-term plan is to generate revenue to re-invest into an invention they have created which they want to patent and sell. The business will be located out of their home. Their business activities will also include the promotion and sale of oil paintings, carvings and custom work. It will also include transferring some art to postcards, t-shirts and posters for mass production and sale.

An entrepreneur from **Kamloops First Nation** was extremely resourceful in tapping a variety of financing sources that included Youth Investment Funds and micro-loan and equity matching dollars from INAC to start a car detailing business. The business employs two people.

In partnership with her husband, a woman from the **North Thompson First Nation** obtained contract work with the Ministry of Forestry and Tolko Industries. She submitted an in-depth, well-developed business plan. The funds she received were used to purchase a used pick-up truck, for operating capital and for setting up an office in the basement of their home. This loan provided jobs for eight people.

As you can see from the many success stories above, the AFIs in British Columbia have placed a huge emphasis on leveraging dollars from INAC's Youth Business Program with other loan programs readily available. Other examples of recent business start-ups in the province include:

- housing renovations
- video production
- charter fishing boats
- landscaping
- excavating
- guitar manufacturing
- fishing boats
- diving school
- grocery store
- candy making
- Web site design
- music teaching
- trail riding

This list is typical of the projects undertaken and the businesses started all across Canada.



## Profile of Noah Nashaooraitook

Noah Nashaooraitook, a 26-year-old Inuk, operates a taxi and freight delivery business called Hiqiniq Services, in Taloyoak, Nunavut. Noah started the company in November 1999 with a micro-loan provided by the Kitikmeot Economic Development Commission (KEDC) under the First Nation and Inuit Youth Business Program. He used the loan to assist in the purchase of a van which he used to secure a mail-hauling contract with Canada Post Corporation.

Since receiving his first contract, Noah has taken on additional freight-hauling contracts with Northern Stores, the Co-op store, the local health centre, school and college. He was also awarded a contract by Kivalliq Air to provide passenger and cargo agent services in Taloyoak.

In the fall of 2000, Noah expanded his business by starting a local taxi service with the purchase of a 15-passenger van. Financing for the purchase of the van came from several sources including equity built up in the business, contribution funding provided by the Government of Nunavut's Business Development Fund and Grants to Small Business programs, and loan funding from Kitikmeot Corporation's Kitikmeot Business Assistance Program.

Sales from freight hauling and taxi services are projected at close to \$48,000 for 2001. Noah expects to create one part-time job for a local Inuk in the coming year as the increasing workload make it impossible for him to continue to look after all aspects of the business on his own. Noah receives after care and business support from both KEDC and the local economic development officer. Noah's entrepreneurial skills will be enhanced this February with his participation in a Simply Accounting computerized accounting training workshop to be held in the community.

Not content to rest after what he's already accomplished, Noah continues to look for other opportunities to expand his business to provide additional services to residents of his community.

PROFILE

## Profile of Ruth Peters

Ruth Peters, 22, is a member of the Soda Creek First Nation. She, her husband, Mike, and their daughter currently live in Kamloops, British Columbia. They have lived in the Central Interior area most of their lives. They have strong connections in the powwow community and have decided that this network of people will be helpful in their chosen business.

Ruth and Mike are manufacturing First Nations powwow figurines. A total of \$6,000 in financing was secured from the First Nations and Inuit Youth Business Program and the Community Futures Development Corporation Central Interior First Nations Youth Portfolio. The funds were used to assist in the purchase of a computer and as operating capital. The computer permits access to the Internet and the development of a site that will facilitate advertising and sales of the dolls to a potentially larger market.

Currently, Ruth and Mike are marketing their dolls to museums, galleries and casinos. They secured a contract with the Secwepemc Museum and Heritage Park to produce six dolls for an exhibit. The museum will be purchasing the dolls and they will become part of its permanent exhibits.

Ruth and Mike have worked extensively to put together their business plan and cash flow. They are receiving mentorship and assistance from Brenda Eaton, an entrepreneur from Castlegar, B.C.

Ruth and Mike are currently on income assistance and have an opportunity to improve their lifestyle with the support and training from the First Nations and Inuit Youth Business Program and Community Futures Development Corporation.



## Conclusion

INAC's First Nations and Inuit Youth Employment Strategy is relevant to First Nations and Inuit youth, especially to those at risk of dropping out of school. While the unemployment rates for non-Aboriginal youth are falling, the rates for Aboriginal youth remain extremely high. Aboriginal youth are more likely to face multiple barriers to success. This programming meets an urgent need for Aboriginal youth.

Since it began in 1996, the FNIYES has been well received by First Nations and Inuit communities, youth, organizations and businesses. The FNIYES is successful because it uses a holistic, flexible approach that is community-driven and focused on the needs of the individual youth. As the success stories noted in the report show, INAC's five programs encompass culture, traditions, internships, career exploration, entrepreneurship, capacity building, exchanges and partnership.

Feedback from our First Nations and Inuit partners and participants, as well as the results from the interim and Phase One evaluations, indicate that INAC is meeting its objectives in helping First Nations and Inuit youth explore careers while in school and acquire practical work experience. The strategy is having positive impacts on the young people such as increased self esteem and confidence, career-related employment experience and a smoother school-to-work transition.

INAC has also made a concerted effort to provide information about the labour market and educational choices.

Each year, there is an increase in the number of participants and in the quality of the work placements. INAC is committed to continuing its support for First Nations and Inuit youth to acquire the relevant skills to be successful in the future labour market.

CONCLUSION

# Appendix One

## Key Contacts Indian and Northern Affairs Canada

### Headquarters

Shannon Beauchamp  
(819) 953-4693  
Sylvie Séguin Brant  
(819) 953-0558

### Atlantic Region

Gina Barlow  
(902) 661-6360  
Wayne McCabe  
(902) 661-6345

### Quebec Region

Martine Moisan  
(418) 648-7797

### Ontario Region

Barb Fritz  
(416) 973-3164  
Catherine Green  
(807) 624-1539

### Manitoba Region

Graham Lloyd  
(204) 983-0678

### Saskatchewan Region

Dianne Elkington  
(306) 780-8216

### Alberta Region

Jim Baylis  
(780) 495-2805  
Sandra Giraud  
(780) 495-2830

### British Columbia Region

Ken Lutes  
(604) 666-5143

### Yukon Region

Frances Taylor  
(867) 667-3364

### Northwest Territories Region

Graham Baptiste  
(867) 669-2548  
Nadine Lennie-Misgeld  
(867) 669-2629

### Nunavut Region

Greg Healey  
(867) 975-4500





# Appendix Two

## First Nations and Inuit Youth Business Program Aboriginal Financial Institutions

Company Name	Address	Work Phone	Contact Person
Alberta Indian Investment Corporation	P.O. Box 180 Enoch, Alberta T7X 3Y3	(780) 470-3600	Don Morin
All Nations Trust Company	208–345 Yellowhead Highway Kamloops, British Columbia V2H 1H1	(250) 828-9770	Marilyn Ota
Anishinabe Mazaska Capital Corporation	300–208 Edmonton Street Winnipeg, Manitoba R3C 1R7	(204) 940-5000	Errol Wilson
Bella Bella Community Development Centre	P.O. Box 880 Waglisla, British Columbia V0T 1Z0	(250) 957-2556	Keith Hamilton
Corporation de développement économique montagnaise	1005 Boul. Laure, Suite 110 Sept-Îles, Quebec G4R 4S6	(418) 968-1246	Natalie Castonguay
Dana Naye Ventures	409 Black Street Whitehorse, Yukon Y1A 2N2	(867) 668-6925	Elaine Chambers
First Nations Agricultural Lending Association	200–345 Yellowhead Highway Kamloops, British Columbia V2H 1H1	(250) 828-9751	Peter Schwritc
Indian Agri-Business Corporation	210–2720, 12th Street NE Calgary, Alberta T2E 7N4	(403) 291-5828	John Tarsitano
Indian Agriculture Program of Ontario	P.O. Box 100 Stirling, Ontario K0K 3E0	(613) 395-5505	T. Wayne Martin
Tewatohnhi'saktha Business Loan Fund Ltd.	P.O. Box 1110 Kahnawake, Quebec J0L 1B0	(450) 638-4280	Barbara McComber
Kitikmeot Economic Development Commission	P.O. Box 18 Cambridge Bay, Nunavut X0E 0C0	(867) 983-2095	Keith Peterson
Nishnawbe Aski Development Fund	P. O. Box 20119, Green Acres Thunder Bay, Ontario P7E 6P2	(807) 623-5397	Harvey Yesno

Nunavik Investment Corporation	P.O. Box 239 Kuujjuag, Quebec J0M 1C	(819) 964-2035	Vallee J. Saunders
Nuu-chah-nulth Economic Development Corporation	7563 Pacific Rim Highway Road P.O. Box 1384 Port Alberni, British Columbia V9Y 7M2	(250) 724-3131	Al Little
NWT Metis-Dene Development Fund Ltd.	5125–50th Street, 2nd Floor P.O. Box 1805 Yellowknife, Northwest Territories X1A 2P4	(867) 873-9341	Steven Morse
Ohwistha Capital Corporation	P.O. Box 1394 Cornwall, Ontario K6H 5V4	(613) 933-6500	Pauline Lazore
Prince George ABDA	3845–15th Avenue Prince George, British Columbia V2N 1A4	(250) 562-6325	Ray Gerow
Saskatchewan Indian Equity Foundation Inc.	224B–4th Avenue South West Saskatoon, Saskatchewan S7K 5M5	(306) 955-4550	Dana Soonias
SOCCA (Native Commercial Credit Corporation)	265–201 Place Chef Michel-Laveau Village des Huron, Wendake, Quebec G0A 4V0	(418) 842-0972	Marcelle D'amour
Tale'Awtxw Aboriginal Capital Corporation	Units 29 & 30 6014 Vedder Road Chilliwack, British Columbia V2R 5M4	(604) 824-2088	Wayne Gray
Tecumseh Development Corporation	R.R. #1 Muncey, Ontario N0L 1Y0	(519) 289-2122	Brad Brownlee
Tribal Resources Investment Corporation	217 West 3rd Avenue Prince Rupert, British Columbia V8J 1L2	(250) 624-3535	Greg Hazel
Tribal Wi-Chi-Way-Win Capital Corporation	203–400 St. Mary Avenue Winnipeg, Manitoba R3C 4K5	(204) 988-1888	Alan Park
Two Rivers Community Development Centre	P.O. Box 225 Ohsweken, Ontario N0A 1M0	(519) 445-4103	David Vince
Ulnooweg Development Group Inc.	139 Esplanade Street Truro, Nova Scotia B2N 2K5	(902) 893-7379	Bob MacGillivray

# Appendix Three

## Management of INAC's YES Programs: Delivery Mechanisms

Regions	Science and Technology	Co-operative Education	Summer Career	Work Experience
Atlantic	INAC	INAC	INAC	INAC
Québec	Conseil en éducation des Premières nations (CEPN) Institut culturel éducatif montagnais (ICEM) Cree Regional Authority (CRA) Conseil de Bande de Naskapi Kativik Regional Government (KRG)	CEPN ICEM CRA Naskapi KRG	CEPN ICEM CRA Naskapi KRG	Commission sur le développement des ressources humaines des Premières nations du Québec (CDRHPNQ) Algonquin Nation Programs and Services Secretariat CRA KRG
Ontario	INAC	INAC	INAC	INAC
Manitoba	INAC Keewatin First Nations Employment and Training Inc. (KFNET) Southern Employment and Training Inc. (SET)	INAC	INAC KFNET SET	INAC
Saskatchewan	Federated Saskatchewan Indian Nations (FSIN)	FSIN	FSIN	FSIN
Alberta	INAC	INAC	INAC	INAC
British Columbia	First Nations Education Steering Committee (FNESC)	FNESC	FNESC	FNESC
Yukon	INAC	N/A	INAC	INAC
Northwest Territories	INAC	N/A	INAC	INAC
Nunavut	Baffin Region: Kakivak Association (KA) Kitikmeot Region: Kitikmeot Economic Development Commission (KEDC) Kivalliq Region: Sakku Investments Corporation (SIC)	N/A N/A N/A	KA KEDC SIC	KA KEDC SIC

The Youth Business Program is managed by the National Aboriginal Capital Corporation Association which ensures the delivery of the program across the country in both official languages through its network of member corporations known as Aboriginal Financial Institutions.

## Appendix Four

### National Aboriginal Organizations Funded by INAC for the Summer Career Placement Program

- Aboriginal Nurses Association of Canada
- Council for the Advancement of Native Development Officers
- First Nations Confederacy of Cultural Education Centres
- Inuit Art Foundation
- Inuit Tapirisat of Canada
- National Aboriginal Forestry Association
- Pauktuutit

A total of 15 placements was approved.