



Annual Report 2000–2001

7000

approximately 7000 summer jobs were created

4500

approximately 4500 students participated in on-reserve co-operative programs

1200

more than 1200 unemployed, out of school youth undertook work placements



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A Message From the Minister of Indian Affairs and Northern Development

I am pleased to present Indian and Northern Affairs Canada's First Nations and Inuit Youth Employment Strategy (FNIYES) fifth annual report. This report showcases the accomplishments and best practices of the Aboriginal communities that participated in the strategy. We celebrate the successes of First Nations and Inuit communities!

The First Nations and Inuit Youth Employment Strategy programs continue to provide youth with greater access to the skills and experience they need to gain access to, and succeed in, the labour market. Since 1996, this strategy has supported more than 90,000 First Nations and Inuit youth participants in their pursuit of rewarding careers.

Indian and Northern Affairs Canada's *Evaluation of the First Nations and Inuit Youth Employment Strategy*, completed in 2001, indicated that the strategy is successfully meeting its objectives — encouraging First Nations and Inuit youth to stay in school, broadening their perspectives on career options, and easing their transition from school to

work. The evaluation report also revealed that, as a result of their participation in these programs, First Nations and Inuit youth have increased their self-confidence, and many are returning to school. The success stories found in this report support the positive findings of the evaluation.

It is clear that this support to First Nations and Inuit youth is not only an investment in the economic future of First Nations and Inuit communities, but also a commitment to improving the quality of life that will build a better future for all Aboriginal people in Canada.

Robert D. Nault, P.C., M.P.

Minister of Indian Affairs and Northern Development



Acknowledgements

This report on the First Nations and Inuit Youth Employment Strategy was possible due to the dedication of the program co-ordinators in First Nations and Inuit communities across the country and the regional Aboriginal organizations who not only recorded the accomplishments of the youth participants, but also communicated them to Indian and Northern Affairs Canada so that they could be shared.

The information from all sources was gathered, organized and drafted by Kirsten Miller, a student employee of the Learning, Employment and Human Development Directorate of Indian and Northern Affairs Canada.

List of Acronyms

AFI	Aboriginal Financial Institution
AFN	Assembly of First Nations
CEPN	Conseil en éducation des Premières Nations
CRA	Cree Regional Authority
CDRHPNQ	Commission sur le développement des ressources humaines des Premières nations du Québec
FNESC	First Nations Education Steering Committee
FNIYES	First Nations and Inuit Youth Employment Strategy

FSIN	Federation of Saskatchewan Indian Nations
HRDC	Human Resources Development Canada
INAC	Indian and Northern Affairs Canada
ICEM	Institut culturel éducatif montagnais
ITK	Inuit Tapiriit Kanatami
KA	Kakivak Association
KEDC	Kitikmeot Economic Development Commission
KFNET	Keewatin First Nations Employment 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



Executive Summary

The First Nations and Inuit Youth Employment Strategy (FNIYES) is the component of the Government of Canada's Youth Employment Strategy offered by Indian and Northern Affairs Canada (INAC).

The overall goal of the FNIYES is to help First Nations and Inuit youth gain the skills and work experience needed to make a successful transition from school to the workforce. With an annual budget of \$24 million, the FNIYES has supported over 90,000 First Nations and Inuit youth since the program began in 1996.

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

1. The First Nations and Inuit Summer Student Career Placement Program
2. The First Nations and Inuit Science and Technology Camp Program
3. The First Nations Schools Co-operative Education Program
4. The First Nations and Inuit Youth Work Experience Program
5. The First Nations and Inuit Youth Business Program.

In fiscal year 2000/2001, over 24,000 opportunities were provided to First Nations and Inuit youth through INAC's five programs, and more than 600 First Nations and Inuit organizations undertook youth projects in their communities.

In addition, the FNIYES recorded the following results for 2000/2001:

1. Approximately 7,000 summer jobs were created;
2. More than 7,000 youth attended science and technology camps;
3. Over 4,500 students participated in on-reserve co-operative programs;
4. More than 1,200 unemployed, out-of-school youth undertook work placements linked to personal learning plans; and
5. Over 4,000 youth received counselling on how to become entrepreneurs.



As INAC's *Evaluation of the First Nations and Inuit Youth Employment Strategy*, completed in 2001, and the 2000/2001 accomplishments in the field indicate, INAC is meeting its objectives to help First Nations and Inuit youth explore career options and acquire practical work experience and job skills.

This report summarizes the results of the five FNIYES programs for 2000/2001 and offers a selection of youth success stories and best practices of the Aboriginal partners and communities. The report also addresses the management of the programs and highlights key national initiatives supported under the strategy.

To see past annual reports, please visit our Web site: www.ainc-inac.gc.ca/jeunesse-youth



Introduction

Indian and Northern Affairs Canada's (INAC) First Nations and Inuit Youth Employment Strategy (FNIYES) is part of the Government of Canada's Youth Employment Strategy.

FNIYES aims to help equip First Nations and Inuit youth with the essential skills and work experience they need for the future labour market and to help them make a successful transition from school to the workforce. With an annual budget of \$24 million, FNIYES supports five program components geared to individual youth, as well as national projects that benefit First Nations and Inuit youth as a whole.

In the 1996 Speech from the Throne, the Government of Canada identified youth employment as a key national issue and appointed a ministerial task force to review the challenges. After consulting with Canadian youth and employers, the task force determined the major barrier to success was the "no job/no experience conundrum". An additional challenge cited by youth was the lack of information about the labour market and educational choices. The Government of Canada responded to these concerns by introducing the national Youth Employment Strategy (YES), led by Human Resources Development Canada and involving 14 federal departments and agencies.

The 2001 Speech from the Throne again recognized the unique characteristics of Canada's youth and underlined the importance of helping them realize their full potential:

"To succeed in the knowledge economy Canada will need people with advanced skills and entrepreneurial spirit. Canada's youth are optimistic, technologically savvy, globally connected and the most highly educated generation in our history. The government will continue to help young Canadians contribute to their country, gain employment, and apply their business and creative skills."



The First Nations and Inuit Youth Employment Strategy

Program Components

There are five programs under the First Nations and Inuit Youth Employment Strategy:

1. 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 for 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 area of study.
2. 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.
3. 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.

4. The *First Nations and Inuit Youth Work Experience Program* uses wage subsidies and employment development activities to provide work experience for out-of-school, unemployed youth. Participants improve their job skills and future employment prospects while contributing to their communities.
5. The *First Nations and Inuit Youth Business Program* helps young people interested in becoming self-employed or in starting their own business. The program provides mentoring, workshops, training and micro-loans.

Program Management

In managing its First Nations and Inuit Youth Employment Strategy, INAC works through partnerships at the national, regional and community level. The FNIYES programs are decentralized and administered by First Nations and Inuit communities, with the exception of the Youth Business Program and the national programs.

The Youth Business Program is managed by the National Aboriginal Capital Corporation Association (NACCA). The NACCA 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).

Within INAC, the Learning, Employment and Human Development Directorate (LEHD) is responsible for program design and national implementation. This directorate developed guidelines and a reporting framework for all programs. The guidelines are broad, flexible and easily adapted to meet the needs of all communities. As a result, many communities are combining FNIYES funding with other program funding to maximize the number of youth participants and the level of support they receive.

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 approve funding either based on the merit of the individual proposals or in accordance with a regionally designed funding formula.

In Nunavut, British Columbia, Saskatchewan and Quebec, program management has been transferred to First Nations or Inuit organizations. These arrangements build on the conclusions of the interim evaluation completed in 1997/1998 that showed that Aboriginal organizations are able to use a more co-ordinated and cost-effective approach. The interim evaluation also indicated that regional organizations are more attuned to community needs and have more flexibility in program management.

Moreover, it was shown that a high level of community pride is fostered when the programs are managed by the people they serve.

Program Budget and Summary Results for 2000/2001

In fiscal year 2000/2001, over 24,000 opportunities were provided to First Nations and Inuit youth through INAC's five programs. More than 600 First Nations and Inuit organizations designed and implemented projects in their communities.

In addition, the FNIYES recorded the following results in 2000/2001:

1. Approximately 7,000 summer jobs were created;
2. More than 7,000 First Nations and Inuit youth attended science and technology camps;
3. Over 4,500 students participated in on-reserve co-operative programs;
4. More than 1,200 unemployed, out-of-school youth accepted six- to nine-month work placements linked to personal learning plans; and
5. Over 4,000 First Nations and Inuit young people received counselling on how to become entrepreneurs.

Program	total national budget	total participants
Science and Technology Camps	\$1,800,000	7,392
Summer Student Career Placement	\$8,200,000	7,079
Co-operative Education	\$6,000,000	4,745
Work Experience	\$6,500,000	1,214
Youth Business	\$1,500,000	4,120
Totals	\$24,000,000*	24,550

**Approximately \$230,000 of the \$24,000,000 budget was used to support the Summer Student Career Placement Program for national Aboriginal organizations (see Appendix Four for the complete list of national organizations funded by INAC), the Aboriginal Youth Network (<http://www.ayn.ca>) and Concordia University's Native Access to Engineering Program (www.nativeaccess.com). Less than \$25,000 was spent on program administration, including the printing of this annual report.*



National Initiatives Under FNIYES

In 2000/2001, INAC undertook two major national initiatives with a view to improving the effectiveness of the FNIYES – the *Evaluation of the First Nations and Inuit Youth Employment Strategy* [referred to as the Long-Term Evaluation] and the Redesign Project. In addition, the FNIYES supports key national initiatives to meet the needs of First Nations and Inuit youth, such as the Summer Job Action Campaign, the Aboriginal Youth Network, and Concordia University's Native Access to Engineering Program.

sharing of information. INAC is developing an action plan that will address these two recommendations. In terms of relevancy and impact, the evaluation found that the strategy is well established in many First Nations and Inuit communities and is often the only source of funds targeted directly towards First Nations and Inuit youth. The conclusion was that the strategy continues to be relevant in that the economic and social conditions that existed when the strategy was introduced are still evident today.

Increasing Program Effectiveness

Long-Term Evaluation of FNIYES

The detailed Long-Term Evaluation was undertaken to assess the performance and long-term impacts of the Youth Employment Strategy and its components from the time it started to the present. The main issues defined in the terms of reference were: relevancy of the strategy and its continued rationale; effectiveness of the strategy in achieving its objectives; the long-term impacts of the strategy; and lessons learned and best practices. The evaluation recommended that reporting requirements be revised in order to better report results and that a communication strategy be developed to promote

Redesign Project

In 1998, LEHD held national meetings with First Nations and Inuit communities and organizations to discuss FNIYES' effectiveness. As a result of these consultations, LEHD received recommendations for change and created a Redesign Team to address the concerns raised. In early 2001, a questionnaire was drafted and distributed to a number of First Nations and Inuit communities and organizations across the country to seek their opinion on whether the objectives of the FNIYES were being met by the current programs. The Redesign Team used this input from First Nations and Inuit communities to identify and recommend possible changes to current FNIYES programming. Option papers have been



developed that outline recommendations on potential changes to program criteria, program guidelines, the allocation methodology and reporting. After thorough consideration by INAC, appropriate action will be taken to strengthen the program management.

Promoting FNIYES

In 2000/2001, in accordance with the Long-Term Evaluation recommendation regarding sharing information on the FNIYES, LEHD officials participated in a variety of activities in order to promote the FNIYES. The April edition of *Circles of Light*, produced by INAC to highlight First Nations and Inuit entrepreneurial success stories, featured a story about the Youth Business Program. In addition, LEHD participated in youth conferences, such as the Assembly of First Nations' Entrepreneurship Conference and the annual National Aboriginal Career Symposium. These conferences served as vehicles to promote the FNIYES, as well as to gain insight into the needs of First Nations and Inuit youth.

National Youth Projects

INAC supports and participates in various projects that benefit youth at the national level:

Summer Job Action Campaign

In spring 2001, INAC launched its third annual Summer Job Action Campaign, which aimed at encouraging youth, community and employer participation in federal Youth Employment Strategy (YES) programs. INAC's First Nations and Inuit Youth Employment Strategy Annual Report, various promotional materials on federal YES programs and a letter from the Minister of Indian Affairs and Northern Development, the Honourable Robert D. Nault, were mailed to Chiefs and Councils, Inuit

Leaders, Education/Employment Officers and Directors of Education in every First Nations and Inuit community in Canada.

The Aboriginal Youth Network

This online community successfully serves as an information centre, a networking medium and a communications forum offering e-mail, chat rooms and newsgroups. By means of interactive information centres, Aboriginal youth can access information and opportunities in the areas of employment, education, culture, relationships and health.

The Aboriginal Youth Network (AYN) is working to ensure there is a place in cyberspace where First Nations and Inuit youth can connect, access information, exchange ideas, values and beliefs and share cultures and traditions. Most importantly, the AYN wants to make sure the content of the Web site remains in the hands of Aboriginal youth in Canada. Youths are encouraged to share their personal experiences, ideas, stories, community events, rants and job postings via e-mail, fax or phone. For more information on the Aboriginal Youth Network, visit the site at: <http://www.ayn.ca> or e-mail: siteadmin@ayn.ca.

Concordia University: Native Access to Engineering Program

INAC has contributed to Concordia University's Native Access to Engineering Program (NAEP) since 1994/1995. This initiative is aimed at increasing interest among Aboriginal youth in education and careers in science and technology. In 2000/2001, the NAEP developed a number of culturally relevant curriculum packages to be distributed to a network of teachers of Aboriginal students across Canada. The NAEP held its second annual "Dreamcatching" conference at Concordia University. The conference brought together teachers of Aboriginal students from across Canada, and offered workshops and resources on creating and using culturally relevant curriculum.



Community Initiatives Under FNIYES

Positive Impacts

The Long-Term Evaluation revealed that the FNIYES programs had positive impacts for the youth participants. These included:

1. increased self-esteem and confidence;
2. career-related employment experience;
3. a smoother transition from school to work; and
4. better attitudes toward school and recognition of the importance of staying in school.

The following success stories are based on information provided both by the youth participants and the communities where projects were carried out. As demonstrated in the Long-Term Evaluation and also illustrated in the success stories received, the FNIYES is helping First Nations and Inuit youth increase their self-esteem, further their education and develop career plans for the future. These impacts are in line with the overall objectives of the FNIYES.

Increased Self-Esteem and Confidence

James Smith First Nation, Saskatchewan
Co-operative Education Program

In April 2000, the grade 11 and 12 students worked in various locations in Prince Albert. Two grade 11 boys worked at a sports store and were complimented on their hard work by everyone who worked in the store. Right from the first day, the boys were given everyday responsibilities, at which they excelled. The manager handed over complete responsibility to box up and arrange out-of-season merchandise to one of the students, who was judged to be efficient, organized and confident. The second student was like a "duck in water", a natural in assembling new bicycles. Both boys were encouraged to use a hand-held computer throughout the week to perform their duties. The manager reported that he was really impressed with the abilities and capacities of these two students.





Ahkwesahsne Mohawk Board
of Education, Ontario
*Co-operative Education
Program*

“This program has done a lot for my self-esteem and confidence. When I was in high school, I always thought my work was not good enough. I always told myself I couldn’t do it, that I couldn’t make it past high school.

Once I got into this program, I did the work required, got my marks and, to my surprise, I did really well. Now, I know I can do the school work given to me. I know my marks will be good enough to pass and I am proud and confident of my work.”

Chehalis Community School,
British Columbia
Co-operative Education Program

A grade 11 student at Chehalis Community School in Agassiz, British Columbia, completed two work placements: one as a kitchen assistant at the Sasquatch Café and another as the Physical Education Assistant at the Chehalis Community School.

“Working at the Sasquatch Café improved my self-esteem and confidence. I try harder at school now and I have more confidence to look for a better job. I know that I wouldn’t want to work at a café forever, but I appreciate how much work is associated with running a small business. Participating in this program has helped me to see what kinds of jobs are in my community. Now I ask people about their jobs to see if I am interested. The program also changed my attitude toward school and made me realize that you need education to get a job that you like.”

Grand River Employment
and Training, Ontario
Work Experience Program

Two youth participated in the Work Experience Program by working at “Helping Our People with Emergency Start-up” (HOPES), a program designed to help community members who are dealing with emergency situations. The students sorted all the donations, sent letters to various referral organizations and distributed flyers to get the word out to the public.

“The opportunity to talk about my problems and things that were not going right in the group helped to increase my self-confidence. My self-esteem increased during my placement because it was like a real job. You only have one life, you should live it to the fullest. Try your hardest to make your life what you want it to be.”

“Don’t ever let anyone tell you, you can’t do something when you know you can.”

Driftpile First Nation, Alberta
Summer Student Career Placement Program

The Summer Student Career Placement Program organized by the Driftpile First Nation focussed on community enhancement projects such as maintaining local Elders’ yards and community areas. The students participated in special events such as a wagon trail ride, which lasted nine days, beginning in Driftpile and ending in Lac St. Anne, Alberta. These students also participated in the High Prairie Elks Pro Rodeo Parade, which was held in High Prairie, Alberta. At this parade, the students’ hard work was recognized because they won first place in the Community/Cultural Category.

Through these community enhancement projects and active involvement in their communities, these students developed important skills. Communicating with the Elders, maintaining the community with beautification projects, and



participating in a parade helped them with their communication, leadership, team-building and problem-solving skills, in addition to increasing their self-esteem.

Thunderchild First Nation, Saskatchewan *Work Experience Program*

"I took advantage of this program. It taught me life skills and gave me experience with children. My job title under this program was 'Youth Worker'. I was responsible for organizing children's activities in the evening and also arranging workshops for the children with the Elders.

The Youth Work Experience program has enhanced my self esteem and also helped me recognize my abilities. It also has taught me that it takes commitment and dedication to be successful in the work force. This program really encourages youth to follow their dreams."

Career-Related Employment Experience



Chippewas of Nawash
First Nation, Ontario
Work Experience Program

In 2000/2001, four youth were selected for various programs. The first was selected to be a Teacher's Assistant at the on-reserve elementary school; the second worked in the Aquaculture Project; the third worked in the local radio station; and the fourth worked in the day care centre. Although all participants went through personal development, the fourth participant, who worked in the day care centre stood out in particular. This youth was an asset not only to the staff at the day care, but also to the children. As a result of participating in this program, this young person

plans to enroll in an Early Childhood Education Course to become certified to work in the day care centre.

Fishing Lake First Nation, Saskatchewan *Summer Student Career Placement Program*

One youth, a winner of several academic scholarships and who is currently working toward a Masters of Business Administration, worked as an Information Technology Trainer/Facilitator in Student Services at the Saskatchewan Indian Federated College (SIFC).

He provided computer training and developed a training manual for two software packages. He also facilitated two training seminars for staff at SIFC's Student Services and one-on-one training in the office. In addition, he took part in planning, designing and developing the new Web site for Student Services and trained the designated Webmaster.

In addition, this youth developed a proposal for submission to the Aboriginal Healing Foundation, outlining the need to hire a psychologist at the SIFC to provide counselling in coping with the inter-generational effects of the residential school system.

"My work at Student Services was of enormous benefit in terms of my personal growth. I gained very valuable professional experience that I will be able to use in the pursuit of my career objectives."



Kahnawake, Ontario
Professional Carpet Cleaning
Youth Business Program

One youth (a confident, enthusiastic and dedicated 24-year-old Mohawk from the Kahnawake Territory) established a professional carpet cleaning business, with support from the First Nations and Inuit Youth Business Program. He worked hard and trained well to develop his expertise. His personal investment in time and energy in learning the business has given him a significant amount of knowledge and experience in managing his carpet and upholstery cleaning business. He also obtained certification from the Institute of Inspection Cleaning and Restoration, which gave him a truly sound knowledge of his business and further enhanced his ability.

Currently, this is a one-person operation. The youth does basically everything. In the future, he plans to offer employment to the community once his workload/schedule warrants it. With proceeds from business loans from the Kahnawake Youth Business Fund and the National Aboriginal Capital Corporation Association Youth Business Program, he purchased equipment and a used van, in which he efficiently installed all his professional carpet and upholstery cleaning equipment. He had his colour logo (which he designed himself), company name and telephone number painted on both sides of his van, and drove around the community delivering his marketing flyer and business cards door-to-door. He also aggressively solicited the business sector of the community and has obtained numerous contracts from both markets, many by "word of mouth".

This youth is very passionate about providing quality products and services to his clients. He is expected to enjoy a successful operation for years to come.

Timiskaming First Nation, Quebec
Work Experience Program

One youth worked as an Early Childhood Education Assistant at the Timiskaming First Nation Childcare Unit. Her duties consisted of working with the "Critters Camp" summer program for children, organizing the week's activities by preparing crafts, stories and songs, and assisting with parent play groups, video day and with clean-up. (The program was designed to prepare the participants for work in day care or Early Childhood Development.)

This youth is currently employed by the Pidaban Childcare Centre on the Timiskaming First Nations reserve as a full-time Educator with her own class of 15 children. The children in her class (ages four to five) speak both English and French. She adopts the "High Scope" approach in the classroom and does all of the planning. She is also responsible for buying all the necessary materials for the classroom. She truly enjoys working with children and is interested in writing books for Native children.

Skidegate Band, British Columbia
Summer Student Career Placement Program

A grade 11 student at Queen Charlotte Secondary School worked at the Skidegate Day Care for the Summer Student Career Placement Program. She was chosen for this position because of her love for children. Her employers had only good reports about her dedicated work at the day care. In fact, they wanted to keep her there into the fall; however, for this student, education comes first.

"In the Summer Student Career Placement Program this summer, I worked at the Skidegate Day Care five days a week. Working there made me feel more comfortable working with children. I have always shown an interest in child care, but this summer was the first opportunity I had to look after a lot of kids at the same time. It made me realize that I do want to own a day care or work at one when I graduate, whereas before I was indecisive."



Smoother Transition From School to Work

Opitciwan, Quebec
Work Experience Program

A youth submitted an application to enroll in a professional course. At the evaluation interview, he revealed an interest in a number of trades and was open to different ideas and opportunities. The youth agreed to attend a session on career choices to help him decide which trade was best suited to his abilities. He is waiting to take the necessary courses for a career in the trades. In the meantime, he is putting the skills he acquired through the Work Experience Program to use in part-time and occasional jobs.

Kitchenuhmaykoosib Inninuwug, Ontario
Work Experience Program

Kitchenuhmaykoosib Inninuwug, a northern community accessible only by air, was able to hire four youth for nine-month placements at local businesses. The objective of this program was to provide youth with an opportunity to develop the necessary work ethic and increase their employability. In a northern community where the rate of unemployment is 80 to 90 percent, the existence of the First Nations and Inuit Work Experience Program provides the opportunity to gain work experience where otherwise there would be none.

One youth was placed with an airline company as a flight agent. He had to ensure passengers were notified about flight arrangements, issue flight tickets and manage freight shipments. Another youth was placed at a sporting goods store as a sales clerk, where he gained valuable retail experience and increased his public relations skills.

The remaining two youths were placed the Community Access Site Program. Their activities included informing the community members about the Community Access Site and the potential of the Internet. They also organized public information sessions, approached local businesses and services

to form partnerships, taught the general public about basic computer and Internet use and provided technical support.



Communauté de la Romaine,
Quebec
*Co-operative Education
Program*

The Co-operative Education Program in the community of Romaine allowed a number of youths to explore their creativity. At the same time, they were able to acquire new skills and gain valuable work experience. A number of youth participants took on the project of designing and painting murals to be displayed in the community sports centre. Although the youth were sceptical about the project at first, they soon began to appreciate this new way of expressing themselves. For some of the participants, the experience confirmed an interest in a career in the arts or design. There may even be another project in the future!



Dakota Tipi First Nation School, Manitoba *Summer Student Career Placement Program*

The following is adapted from an article in *The Daily Graphic* (Portage la Prairie), by David Schmeichel on August 25, 2000.

Students at the Dakota Tipi First Nation School did not get much of a vacation this summer, but they did learn some valuable lessons about respect, responsibility and the real world.

"It was hard to get them to come to school in the summer," said Dakota Tipi co-ordinator J. T. Turner. "I kept telling them it wasn't school — it was training." Turner is one of the organizers of Dakota Tipi's Summer Student Employment Program, a combined life skills/work experience initiative. The two-month project puts students to work in a variety of jobs and community maintenance projects. It also provides the tools they'll need to survive once they're out in the real world.

"It's designed to develop soft skills, like employability skills and communication skills," said Turner. "But it's also about learning to live by values." Turner said the program is taught cross-culturally, to bridge the gap between Dakota Tipi's traditional values and those of the ever-changing workplace. "They're very advanced here in terms of their traditional values," said Turner, noting many Dakota Tipi students are active on the provincial powwow circuit. "So really, this is just building on good work that's already being done."

This summer, 23 Dakota Tipi students from grades 7 to 12 took part in the program. Some took jobs at the reserve's gas bar, day care and bingo hall, while others were enlisted for community clean ups and landscaping projects. The Program Co-ordinator said the program brings out a side of youth that's often not noticed. "It was definitely a success," said the coordinator. "And it was nice to have all the young people involved like that — working together as a community, to bring the community together."

Program participants may not have been thrilled about giving up their summer at the beginning, but in the end they think the experience was worth it.

"We learned a lot about our emotions, and how to deal with our problems," said one Dakota Tipi student. "But we also had fun." All 23 participants were recognized at a graduation ceremony and dinner at the Dakota Tipi School.



Obedjiwan, Quebec *Summer Student Career Placement Program*

Just like many youth from the Obedjiwan community in Quebec, this young man was experiencing problems finding work. He was selected to participate in the Summer Student Career Placement Program because of his ability to motivate other people to work. The youth

participated on a special team project that aimed to discover the employment needs of the youth in the community. His efforts were so positive that he is now the foreman for the second phase of the project.





Ahkwesahsne Mohawk Board
of Education, Ontario
*Co-operative Education
Program*

One youth began the Co-op program as a pregnant 16-year-old who persisted in achieving her goals. She made the decision to raise her own child and to complete her high school education. She completed 16 credits and the Co-op/Alternative Program,

maintaining an 81 percent average and received 100 percent on her employer evaluations.

She is now an employee with the Ahkwesahsne Mohawk Board of Education, under the FNIYES program. She is a secretary for the program and offers tutorial services to students. She is a role model for others, confirming that youth can set and attain their goals.

**Better Attitudes Toward School
and Recognition of the Importance
of Staying in School**

Dokis First Nation, Ontario
Work Experience Program

A grade 12 student, who has a keen interest in drafting and design, worked as an Architectural Designer. One supervisor believes that students should be given the opportunity to experience real-life situations in the work world. The youth enjoys his work and is presently designing his own floor plans.

"I feel this program can help students find what career they are looking for and give them experience. Students can also find out if the job is right for them and what they need to get into the field. Participating in this program helped me change my attitude towards school and employment; I can achieve my goals."

Bella Bella Community School,
British Columbia
Youth Work Experience Program

"I am 20 years old and I lived in Bella Bella, which is on the northwest coast of B.C. I lived there all my life until I moved to Nanaimo for school. I am now in my first year of the inboard/outboard technician program.

This program has influenced the way I perceive school and work. I now understand what I need to do to get somewhere. It also changed the way I look at school because I was just going there just to do something. Until I started the program I was not going to go to college. I was just going to go as far as grade 12 and quit there, but the program opened doors for me.

The experience has helped me a lot even now. It has showed me what I need to do at work and what I am able to do on my own. I am still working on my main goals, but that is not good enough. I will not stop and be satisfied until I get to work and be on the payroll as a seaman on the Coast Guard. Until then, I am going to keep on trying to get more experience as a seaman."

Moosomin First Nation, Saskatchewan
Work Experience Program

Several eager students were employed from May to December 2000 on the Moosomin First Nation. They held positions as teacher assistants, receptionists for arena/public works and administration assistants.

Because the students had some previous skills and knowledge of computers, they were all very helpful in the day-to-day operation of the community. They proved to be especially helpful during the Treaty Land Entitlement Celebration Powwow. Their assistance was required in security, registration and the general coordination of this successful event.

All of the students returned to school, with the exception of one, who was offered employment with the First Nation. Everyone reported being thankful for the work experience and having a new perspective on career options.



*'Namgis Health Centre, British Columbia
Science and Technology Camp Program*

A 15-year-old student, who lives in a small island community near the northern tip of Vancouver Island called Alert Bay, has taken part in the Summer Science Camp led by the 'Namgis Health Centre for the past three years.

One component of the summer science camp was a whale-watching trip to learn about the water of Johnston Straits and about Orca Lab, a scientific laboratory that tracks whales and their pods in the 'Namgis traditional territories.

"We heard the whales making sounds using an underwater acoustic system. We learned that we have to respect the whales and that they were important to our ecosystem. It was a totally awesome experience! This is what I would call real science, experiencing and seeing the wonders of the world.

I am more interested in science at school now because of my experience at the summer science camp. I wish that schools would consider having camps like this because we learn so much by being able to actually do the activities ourselves. It makes science interesting and a lot of fun. By becoming involved in the summer science camps, I know that participation in future programs is based on good behaviour and by having a good attitude. I can't wait until next summer to participate in the program. I might even apply for one of the summer student positions because I know that I have learned so much by being actively involved in the summer science camps over the past three years."

*Ahkwesahsne Mohawk
Board of Education, Ontario
Co-operative Education Program*

"I am 16 years old and I attended the Co-op program for one year. I was having a hard time in the regular schools so I came here. I feel that it was the best decision for me. I always had someone to listen to me. I learned that I could ask for help and not to be embarrassed about it. I especially learned a lot from one individual, who helped me learn that I can do a lot of things in life.

I worked hard at Alternative Education. I did my homework and I made it to school everyday (with a lot of encouragement from my teachers). I learned how to use machinery in the woodshop and I received my safety certification. That made me feel good about myself. I want to finish school. I know that with the help from teachers like the ones at Alternative I can make it!"

*Ondak, Quebec
Work Experience Program*

A young Abénakis from the community of Ondak had experienced difficulties during childhood. His father had died, leaving his mother to raise him and his siblings by herself. This troubled childhood had a negative impact on his success in school. He eventually made the decision to drop out of school to look for work. However, he quickly realized that "work life" is not as fulfilling as he had anticipated. In the summer, he applied to participate in a training session to learn a traditional basket-making technique. He has now completed his training and is able to train others in this trade. As a result of this experience, he has decided to return to an educational institute to further his training.



Best Practices

Ahkwesahsne Mohawk
Board of Education, Ontario
Co-operative Education Program

The Alternative Education Program of the Ahkwesahsne Mohawk Board of Education started out as a pilot project in 1997, with only nine students working in the basement of the community's local group home. Since then, the program has assisted at least 300 Native youth.

An important goal of the program is to offer career-oriented exposure in and out of the community, with a focus on teaching trades to the youth. The FNIYES allowed these services to expand. As the program progressed, a woodshop component was developed and incorporated into the program.

Access to the Alternative Education Program increases opportunities for youth who, for whatever reasons, could not make it in a standard high school program. The program promotes holistic teachings focussed on areas pertinent to a youth's needs. The components offered are based on realistic goals for young adolescents. The students are also exposed to the community-oriented services such as Addictions and Prevention, Traditional Teaching and Self-Esteem Builders.

The ultimate reward for the people involved in this program was being part of a youth's path to success. The staff felt privileged to be part of the personal growth these students experienced while participating in this program.

Eskasoni First Nation, Nova Scotia
Co-operative Education Program

Eskasoni First Nation, situated along the Bras d'Or Lakes in Cape Breton about 40 kilometres from Sydney, Nova Scotia, has been participating in the Co-op Education Program since it was first established as part of the FNIYES.

The Co-op Education Program was initiated at the Unama'ki High School, an alternative night high school administered by the Unama'ki Training and Education Centre. Students usually chose to attend the Unama'ki High School because they were older than regular high school students and preferred an adult setting. The placements were very beneficial in providing "real world" experiences related to each student's area of interest.

In the 2000/2001 school year, the Eskasoni High School Co-op Program set out to ensure student commitment by integrating Co-op work placements into the high school's Entrepreneurship course. Fifteen out of 18 participants successfully completed a 10-week work placement. The students were placed with Band-administered agencies such as Eskasoni Fish and Wildlife, schools and the day care, as well as with private businesses. The students' roles varied from scallop harvester to teacher assistant to cashier.

The Co-op students have repeatedly conveyed their gratitude for having had positive exposure to the working world, while earning school credits. Some students have continued to follow career paths directly related to their Co-op placement. Others have reported how the Co-op Program has turned their lives around, taught them how to support themselves, or given them greater confidence to pursue higher goals. All of the students have indicated that their Co-op placement has provided a practical dimension in their education that would otherwise have been missed.



Lennox Island First Nation,
Prince Edward Island
Summer Student Career Placement Program

The Lennox Island First Nation, Malpeque Bay, Prince Edward Island, has been very active and committed to helping their students find summer employment to gain job market experience and income support. To this end, its Council and Band administrators have participated in the Summer Student Career Placement program since it was initiated in 1996/1997.

In 2000, the Band was able to support nine grade 11 and 12 students (aged 15 to 24) in work placements of up to 16 weeks. These summer jobs included: tourist information guide, camp counsellor, health worker, cashier and carpenter.

Champagne and Aishihik
First Nations, Yukon
Science and Technology Camp Program

For the past two years, the Champagne-Aishihik First Nations has coordinated a Science Camp in cooperation with surrounding First Nations. The purpose of this camp was to involve students between the ages of 12 and 17 and to spark their interest in science. The camp connects ancestral teachings and traditional knowledge with new technologies. An important part of Science Camp is a visit to an archeological ice-patch site where students try to find evidence of their ancestors.

This year's Science Camp was held at the tip of Aishihik Lake, about 43 kilometres from the Alaska Highway. Caxcross-Tagish, Champagne-Aishihik, Kwanlin Dun and Kluane First Nations pooled their resources to include the participation of Elders, community members, camp staff and students in the activities, to make this camp a success.

A total of 46 students participated in the jammed-packed week at the Science Camp, actively involved in activities relating to science, technology and outdoor survival.

The following are examples of science-related activities and the hands-on approach used at the Science Camp.

1. *Ice Patch Research:* Students were flown on a chartered helicopter up to the ice patch site where they were given brief lectures on ice patch research, historical evidence of animals that inhabited the area long ago and studies about the parasites that existed at that time. Participants were also given the opportunity to use ice-climbing equipment to climb on the ice patch itself.
2. *Chimi Village Site:* Elders familiar with the area and archeologists guided participants to Chimi village that was once occupied by Champagne-Aishihik people. Because the remnants of the original structures and their contents were scattered around the houses, the students were taught the ethics of picking up archaeological artifacts.
3. *Marmot/Pika Study Science Camp:* Participants were divided into small groups, using radio collar devices and radio chips to find each other. This activity demonstrated what is done in the field to track marmots and pikas.
4. *Atlatl-making Session and Competition:* A community member introduced hunting tools that are being recovered from the ice patches. Participants made their own atlatls and darts, tried them out, refined their designs and had a competition for accuracy, longevity and design.
5. *Elder Expertise:* The camp also incorporated knowledge from Elders and involved them as much as possible in every activity. Participants were given "Elder Time", where the boys and girls were organized into separate groups. The boys' presentations were on hunting methods and survival techniques while the girls' presentations focussed on sewing, gathering foods and traditional medicines.

Because statistics show that First Nations and Inuit youth are less likely to choose science-related



careers, Science Camps aim to stimulate interest in careers in the sciences. This Science Camp Program is based on the premise that participants are more likely to be interested in science if the approach is non-threatening, fun and experiential — and this proved to be the case.

The camp has been operating for two years. The plan is to continue the program each year, with greater involvement from the communities. The organizers also hope to be able to offer the camp as a high school credit in experiential science.

Labrador Inuit Association *Science and Technology Camp Program*

The Labrador Inuit Association (LIA) represents the Inuit communities of Nain, Hopedale, Makkovik, Postville and Rigolet. These five communities are located along the Atlantic coast of Labrador from Rigolet in the south to Nain in the north.

The LIA has been very active and supportive of the YES programs since they were first initiated in 1996. Due to budgetary restraints, the Association has held summer science and technology camps in two of the five communities each year. In 1998, 48 students attended one-week summer camps in Makkovik and Rigolet, where two high school students were hired to assist the instructors. In 1999, 57 students took part in science fairs held in Postville and Nain.

As a result of the success of the camps held in previous years, the two camps in 2000 both lasted two weeks. The students participated in numerous activities aimed at awakening their awareness of science and their environment and at promoting science as a career choice. The activities included investigating a variety of microhabitats in the area, learning about the food chain, exploring and testing human-made electricity.

Seven Generations Education Institute, Ontario *Science and Technology Camp Program*

The Seven Generations Education Institute offered three two-week camps at Asskabaska Park to youth from First Nations in the Fort Frances area. The program provided students with a holistic understanding of the Lake of the Woods area by addressing the history of the area, ethnobotany, fisheries, ornithology, canoeing, camping and Ojibwe traditions.

Federation of Saskatchewan of Indian Nations (FSIN) *Science and Technology Camp Program*

During July and August 2000, the FSIN organized three successful summer Science Camps, which attracted 166 participants from 72 First Nations communities. Camp participants from both the elementary and secondary level experienced a wide variety of hands-on activities and engaged in events designed to demystify math and science. The camps take full advantage of the University of Saskatchewan's academic environment and lab facilities to introduce First Nations youth to the diverse areas of science and technology.

During the school year, FSIN also offers the Mobile Science Camp program as a complement to the Saskatchewan First Nations Summer Science Camp Program. This program delivers a variety of science and math workshops to students and teachers of First Nations schools. It has been modified to enhance and incorporate traditional science into the classroom. For example, the rock, minerals and fossils component of the program uses ancient tools and technologies such as arrowheads and stone mauls as teaching aids. Students are enthusiastic and excited by the program's experiential learning approach.

Both the FSIN Summer Science Camp and the Mobile Science Camp are well received and equally anticipated by both the First Nations youth and the teachers.



Conclusion

The evidence clearly shows that INAC's First Nations and Inuit Youth Employment Strategy continues to be relevant to First Nations and Inuit Youth — and particularly to those at risk of not completing high school. While the unemployment rates for non-Aboriginal youth are falling, the rates for Aboriginal youth remain extremely high. As well, Aboriginal youth are more likely to face multiple barriers to success. These programs meet an urgent need for First Nations and Inuit youth by providing them with opportunities to gain valuable work experience, increase their motivation to stay in school and help them make the transition from school to work.

Since 1996, the FNIYES has been well received by First Nations and Inuit youth, communities, organizations and businesses. The FNIYES is successful because it uses a holistic, flexible approach that is community-driven and focussed on the needs of the youth. The *Evaluation of the First Nations and Inuit Youth Employment Strategy* indicates that the strategy is resulting in positive impacts — not only

for the youth who participate in the programs, but also for the communities as a whole. The strategy has provided needed resources for employers, changed the community's perspective about youth, created new jobs in the communities, increased awareness of culture and traditions, and produced community beautification projects.

INAC believes that the FNIYES is an extremely important tool for First Nations and Inuit youth in making a successful transition to the labour market. Through the FNIYES, First Nations and Inuit youth are also being given career-planning skills and exposure to a variety of career options. As underlined in the Long-Term Evaluation and also illustrated in the stories, the FNIYES is helping First Nations and Inuit youth increase their self-esteem, further their education and make career plans for the future.

It is hoped that, by communicating the many accomplishments and sharing the best practices of the Aboriginal partners and communities, we will help ensure FNIYES' future success.



Appendix One: Key Contacts Indian and Northern Affairs Canada

Headquarters

Sylvie Séguin Brant	(819) 953-0558
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Atlantic Region

Wayne McCabe	(902) 661-6426
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Naomi Ferdinand	(902) 661-6277
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Québec Region

Ghislain Truchon	(819) 648-3873
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Ontario Region

Barb Fritz	(416) 973-3164
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Northern Ontario Region

Crystal Finlayson	(807) 624-1524
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Manitoba Region

Graham Lloyd	(204) 983-0678
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Cari Locke	(204) 983-4887
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Saskatchewan Region

Dianne Elkington	(306) 780-8216
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Alberta Region

Jim Baylis	(780) 495-2805
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Audrey Weasel Traveller	(403) 292-6172
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Sandra Giraud	(780) 945-2830
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British Columbia Region

Ken Lutes	(604) 666-5143
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Yukon Region

Frances Taylor	(867) 667-3364
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Northwest Territories

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

Beverly Foster	(867) 975-4541
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Hazel Ootoowak	(867) 975-4541
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Appendix Two: First Nations and Inuit Youth Business Program Aboriginal Financial Institutions

Atlantic

Ulnooweg Development Group Inc.

139 Esplanade Street, Truro, Nova Scotia, B2N 2K5

t: (902) 893-7379

f: (902) 893-0353

contact: Todd Hoskin

SOCCA (Native Commercial Credit Corporation)

265-201 Place Chef Michel-Laveau, Village des
Hurons, Wendake, Québec, G0A 4V0

t: (418) 842-0972

f: (450) 842-8925

contact: Marcelle D'Amours

Québec

Corporation de développement économique montagnaise

1005 Boul. Laure, Suite 110, Sept-Iles,
Québec, G4R 4S6

Toll Free: 1-800-463-2216

t: (418) 968-1246

f: (418) 962-2449

contact: Donald Pilot

EEYOU Economic Group/CDFC Inc.

#3, Highway 113, Waswanipi, Québec, J0Y 3C0

t: (819) 753-2560

f: (819) 753-2568

contact: Chris Cooper

Tewatohni'saktha Business Loan Fund Inc.

P.O. Box 1110, Kahnawake, Québec, J0L 1B0

t: (450) 638-4280

f: (450) 638-3276

contact: Angela Deer

Ontario

Indian Agricultural Program of Ontario

220 North Street, Box 100, Stirling,
Ontario, K0K 3E0

t: (613) 395-5505

f: (613) 395-5510

contact: Wayne T. Martin

Nishnawbe Aski Development Fund

Box 20119, Green Acres Post Office, Thunder Bay,
Ontario, P7C 6P2

t: (807) 623-5397

f: (807) 622-8271

contact: Gail Anderson

Ohwistha Capital Corporation

P.O. Box 1394, Cornwall, Ontario, K6H 5V4

t: (613) 933-6500

f: (613) 933-7808



Tecumseh Development Corporation

R.R. #1, Muncey, Ontario, N0L 1Y0

t: (519) 289-2122

f: (519) 289-5550

contact: Brad Brownlee

Two Rivers Community Development Centre

P.O. Box 225, Ohsweken, Ontario, N0A 1M0

t: (519) 445-4103

f: (519) 445-2154

contact: David Vince

Waubetek Business Development Corporation

General Delivery Whitefish, River Community Centre,
Birch Island, Ontario, P0P 1A0

t: (705) 285-4275

f: (705) 285-4584

contact: Dawn Madahbee

Manitoba

Anishinabe Mazaska Capital Corporation

300, 208 Edmonton Street, Winnipeg,
Manitoba, R3C 1R7

Toll Free: 1-800-665-8935

t: (204) 940-5000

f: (204) 940-5003

contact: Judy Schneider

Tribal Wi-Chi-Win Capital Corporation

203, 400 St. Mary Avenue, Winnipeg,
Manitoba, R3C 4K5

t: (204) 988-1888

f: (204) 946-5318

contact: Ivan Davis

Saskatchewan

Beaver River CFDC

P.O. Box 2678, Meadow Lake,
Saskatchewan, S9X 1P8

t: (306) 236-4422

f: (204) 236-5818

contact: Jo-Anne Dallyn

Saskatchewan Indian Equity Foundation Inc.

224B, 4th Avenue SW, Saskatoon,
Saskatchewan, S7K 5M5

t: (306) 955-4550

f: (306) 373-4969

contact: Dana Soonias

Visions North CFDC

P.O. Box 810, LaRonge, Saskatchewan, S0J 1L0

t: (306) 425-2612

f: (306) 425-2205

contact: Vicki Heppner

Alberta

Alberta Indian Investment Corporation

Box 180, Enoch, Alberta, T7X 3Y3

t: (780) 470-3600

f: (780) 470-3605

contact: Don Morin

Indian Business Corporation

210, 2720 12th Street NE, Calgary,
Alberta, T2E 7N4

t: (403) 291-5151

f: (403) 291-0953

contact: John Tarsitano

Treaty Seven Economic Development Corporation

400, 9911 Chula Boulevard, Tsuu T'ina,
Alberta T2W 6H6

t: (403) 251-9242

f: (403) 251-9750

contact: Shawna Morning Bull

British Columbia

All Nations Development Corporation

208, 345 Yellowhead Highway, Kamloops,
British Columbia, V2H 1H1

t: (250) 828-9770

f: (250) 372-2585

contact: Marilyn Ota



Bella Bella Community Development Society

P.O. Box 880, Waglisla, British Columbia, V0T 1Z0

t: (250) 957-2556

f: (250) 957-2544

contact: Keith Hamilton

CFCD of Central Interior First Nations

215, 345 Yellowhead Highway, Kamloops,

British Columbia, V2H 1H1

t: (250) 828- 9972

f: (250) 828-9972

contact: Geri Collins

Nuu-chah-nulth Economic Development Corporation

P.O. Box 1384, Port Alberni, British Columbia, V9Y 7M2

t: (250) 724-3131

f: (250) 724-9967

contact: Al Little

Prince George Aboriginal Business Development Association

3845, 15 Avenue, Prince George,

British Columbia, V2N 1A4

t: (250) 562-6325

f: (250) 562-6326

contact: Ray Gerow

First Nations Agricultural Lending Association

200, 345 Yellowhead Highway, Kamloops,

British Columbia, V2H 1H1

t: (250) 828-9751

f: (250) 372-1595

contact: Peter Schwirtz

Tale-Awtxw Aboriginal Capital Corporation

Units 29 & 30, 6014 Vedder Road, Chilliwack,

British Columbia, V2R 5M4

t: (604) 824-2088

f: (604) 824-2022

contact: Leslie Schroder

Tribal Resources Investment Corporation

217 West 3rd Street, Prince Rupert,

British Columbia, V8L 1L2

t: (250) 624-3535

f: (250) 624-3883

contact: Angie Stewart

Nunavut**Kitikmeot Economic Development Commission**

Box 18, Cambridge Bay, Nunavut, X0E 0C0

t: (867) 983-2095

f: (867) 983-2075

contact: Keith Peterson

Northwest Territories**NWT Metis-Dene Development Fund Ltd.**

P.O. Box 1805, Yellowknife, NWT, X1A 2P4

t: (867) 873-9341

f: (867) 766-3745

contact: Dave Heron

Sahtu Business Development Centre

P.O. Box 174, Norman Wells, NWT, X0E 0V0

t: (867) 587-2016

f: (867) 587-2407

contact: Nick Dale

Yukon**Dana Naye Ventures**

409 Black Street, Whitehorse, Yukon, Y1A 2N2

t: (867) 668-6925

f: (867) 668-3127

contact: Kelly Dickson



Appendix Three: Management of INAC's YES Programs: Delivery Mechanisms

Regions	Science and Technology	Co-operative Education	Summer Career	Work Experience
Atlantic	NAC	INAC	INAC	INAC
Québec	CEPN ICEM CRA Conseil de Bande de Naskapi KRG	CEPN ICEM CRA Conseil de Bande de Naskapi KRG	CEPN ICEM CRA Conseil de Bande de Naskapi KRG	CDRHPNQ Algonquin Nations Programs and Services Secretariat CRA KRG
Ontario	INAC	INAC	INAC	INAC
Manitoba	INAC	INAC	INAC	INAC
Saskatchewan	FSIN	FSIN	FSIN	FSIN
Alberta	INAC	INAC	INAC	INAC
British Columbia	FNESC	FNESC	FNESC	FNESC
Yukon	INAC	N/A	INAC	INAC
Northwest Territories	INAC	N/A	INAC	INAC
Nunavut	KA KEDC SIC	N/A	KA KEDC SIC	KA KEDC SIC

The Youth Business Program is managed by the National Capital Corporation, 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

- 1.** Council for the Advancement of Native Development Officers (CANDO)
- 2.** Inuit Art Foundation
- 3.** Inuit Tapiriit Kanatami
- 4.** National Aboriginal Achievement Foundation
- 5.** National Aboriginal Forestry Association
- 6.** National Association of Friendship Centres
- 7.** Native Women's Association of Canada
- 8.** Pauktuutit

A total of 16 placements were approved.

