

Self Government Sector
Training Project
Final Report

Prepared by: Elizabeth Hanson

Project Team: Katharine Haslett
Elizabeth Hanson

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Acknowledgement

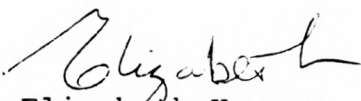
My thanks to all those who gave so freely of their time and their expertise; who responded so positively to requests for information, argued their points of view and remained open to those that differed from their own.

The pulling together of the data for the appendices couldn't have been done without Katharine Haslett (who was also the primary contact for the Maritimes, Quebec and Ontario.)

Andy Tamas' report on the Education for Self Government Symposium was widely circulated and plays an important part in this report.

A special thanks to Jim Morrison for helpful critiques and insight.

Although I owe much to the many people who provided information to the Self Government Training Project, I accept responsibility for this interpretation of the thoughts and data.



Elizabeth Hanson
September 1988

Self Government Sector Training Project

Final Report - Draft

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**SELF GOVERNMENT SECTOR
TRAINING PROJECT
FINAL REPORT**

In January 1988 the Self-Government Sector undertook a project which had as its objective the development of a comprehensive self-government training funding programme. The desired outcome of such a programme is the increased ability of Indian communities to participate effectively in self-government negotiations and to effectively plan for and implement new self-government arrangements.

1) BACKGROUND

As discussions with Indian communities have progressed over the past three years, the Self-Government Negotiations Branch has recognized that in the long term, most communities are seeking authorities that go beyond the Indian Act. There is also a recognition that communities are not in a hurry to assume authority and responsibilities which they do not yet feel confident they can exercise effectively.

There are currently 10-15 proposals that have a good potential of beginning detailed negotiations within the next year. Three to five of these proposals are considered to be at an advanced framework stage. These have been submitted by individual Bands (as opposed to tribal councils).

Many of the 132 Bands who are represented by proposals in the self-government process acknowledge a "limited expertise internally to design their own self-government models". The recognition of this as an issue is relatively recent. In terms of overt comment it is not only the Self-Government Sector which has failed to explicitly address the issue of training. **In fact, the issue of training has received little explicit comment from any source.** The Parliamentary Special Committee on Indian Self-Government in Canada (Penner Report) made only one reference to training:

"It would be essential in the early years to ensure that training requirements were taken into account in determining... the needs of Indian First Nation governments. The situation of Indian peoples has not permitted the development of a cadre of leaders and administrators. With Indian people assuming control of their own affairs, it can be assumed that they will want training programs and it is important that they have the means to obtain them." (page 99)

The Self-Government Sector Training Project began with several assumptions:

- 1) Given that each community or group proposal is assessed against a set of common criteria, one of the key elements of which is the administrative/management capacity of the community, the underlying assumption is that communities ready for self-government will have a good administrative track record.

and,

- 2) The ability to administer programs developed and controlled by external agencies does not provide all of the necessary background or knowledge for the development and administration of effective government.

The project approached training from two, non-exclusive, points of view:

- i) Developmental training which may have as its purpose to:
 - o assist community leadership to develop self-government proposals;
 - o increase the ability of Indian communities to participate effectively in self-government negotiations.
 - o provide an increased ability to access information (technical knowledge, research):
- ii) Self-Government Implementation training which may:
 - o assist leadership to effectively plan for and implement new self-government arrangements;
 - o focus on the public administration and policy development issues communities will need to consider.

The Self-Government Training Project was carried out in two phases a research phase and a consultative one.

2) RECOMMENDATIONS

Training Project Recommendations:

As a result of the meetings held, research and reflection during these two phases the following recommendations are made.

We suggest that these recommendations, if approached in a holistic manner would be supportive of the desired outcome of the project (and the self government process).

The significance of the approach suggested by these recommendations is that we are not suggesting that the Self Government Sector seek to inject new funds into a specialized "self government training" pot. Rather, we are recommending that:

1. The Self Government Sector adopt a promotional, coordination and advocacy role for self government training.

The following recommendations are all based on the premise that training is an integral, priority issue for the success of the self government policy initiative:

2. That a training needs assessment be incorporated into the framework stage of the self government negotiations process.
3. That the Self Government Negotiations Branch provide designated funding (seed money) at the framework stage for training related purposes i.e. for use as a lever to secure funds from (or prepare proposals) training funding sources.
4. a) That a position be designated within the Self Government Sector to coordinate, liaise, facilitate, plan, to ensure that community training needs are identified, addressed, and remain a priority from development through to implementation phase.
- b) That the Self Government Sector, by means of this designated training position:
 - i) Maintain the inter/intra departmental working group on training issues.

- ii) Liaise with non governmental organizations regarding potential internships with groups like the Canadian Association of Municipal Administrators (CAMA) or regarding use of advisory services to assist in training needs identification and possible training mentor roles (CESO).
 - iii) Liaise with Public Service Commission (PSC) and Indian Inuit Management Development (IIMD) to identify and place Self Government (community) candidates on Career Assignment Program (CAP) education phase (and other PSC courses)
 - iv) Take a lead role in definition of INAC corporate strategy vis a vis management and public administrative training
 - v) Facilitate/coordinate community information sessions with particular emphasis on the implications for the community political systems of how the federal government operates.
- 5. That the Self Government Sector give careful consideration to the implications, for successful implementation of new self government arrangements, of the various management reviews (e.g. Evaluation Directorate, IIMD) currently underway within INAC and:
 - i) Continue to press for an active, equal, role in the Economic Development - Indian Services Steering Committee (rationalization of employability training - MOU)
 - ii) Provide clear, proactive direction to senior management regarding the importance of a clearly defined corporate strategy that recognizes the developmental needs of communities in the self government (and AFA) stream.
- 6.
 - i) That the Self Government Sector consider a native computer communications network as its primary tool for 'managing' training activities.
 - ii) That the Self Government Sector, with IIMD, sponsor a founding meeting of a native communication network that could provide:
 - Information exchange on curriculum development and distribution;

- Dissemination, verification of research;
- Conferencing on self government issues.

7. That the Self Government Sector collaborate (at all levels district to HQ) with Canadian Job Strategy (CJS) - Innovations, IIMD, Indian Community Human Resource Strategy (ICHRS), Band or Tribal Council to develop a comprehensive community based self government training program to be funded by Innovations.

This program would be accomplished by:

- means of a task force to develop a proposal for consideration by Innovations

The Self Government Sector would be required to take a lead role in coordinating activities of such a task force.

8. i) That the Self Government Sector sponsor 10-12 young people (age 17-24) from communities involved in the self government process for the The Forum for Young Canadians. The Forum is a week long intensive exposure to how the federal government operates sponsored by the Foundation for the Study of the Processes of Government in Canada
- ii) That the Self Government Sector encourage, by means of granting leave, the participation of a Self Government negotiator as a FYC resource person during one of the four week long sessions in March-April 1989.
9. That the Self Government Negotiations Branch encourage the participation of branch staff and Indian community representatives in the NHW/MSB negotiations course to be held in Oct. 1988, NCR.
 - o The course deals with negotiations issues in a government - community context and has received positive feedback on the insights gained from "both sides" as a result of the course.

3) STUDY

PHASE I

In the first phase, an attempt was made to review the existing training opportunities and resources available for aboriginal peoples in Canada.

The focus was purposely kept broad to avoid premature elimination of activities or institutions based on a pre-determined sense of what could be appropriately termed "self government training".

As the attached appendices indicate contact was made with:

- o INAC programs or components
- o Federal Departments
- o universities / colleges
- o provincial government agencies
- o municipal organizations
- o several foundations
- o Indian training organizations
- o Inuit training organizations
- o friendship centres
- o several consultants who work for aboriginal groups, and,
- o the NEDP

Although fairly extensive, the review does not purport to be exhaustive. We are daily made aware of yet another potentially relevant contact.

A number of observations and recommendations from the first phase of the project formed the basis for the second, consultative, phase.

Observations:

- o Aboriginal adults who do not have the basic requirements (eg. Grade 10) to enter CEIC type programs face almost impossible hurdles in getting training.
- o The shortage of future "ready" clients or learners is coming for some native training programs because the 'cream of the crop' ie. those participants with adequate educational background to cope with management and/or executive training represent only a small minority of the native population.

- o Most training serves to reinforce an external definition of community structures. (i.e. the training is not supportive of indigenous or traditional governing systems, institutions).
- o An Indian Band could be participant/recipient of administrative training of one sort or another from eight INAC and three or four other federal programs at any given point in time.
- o The competing demands for limited personnel who, in many instances, are performing more than one function for the band administration creates problems for both the band administration and the sponsoring (monitoring) program and threatens the stability and development of Indian government organisations.
- o Bands may feel caught in a "catch 22". They have to appear to be 'ready' in order to have their Self-Government proposal accepted. Identifying training needs up front may seem to contradict the perception of readiness.
- o At present, communities in the self government process must articulate their training needs and determine how to meet those needs with little or no assistance.
- o Although the stated objectives of many federal training programs are enhanced autonomy and self-government, most of the training available appears to be of an administrative nature with little or no focus on policy development or other issues related to the development of governing capacity.
- o The integration of the Indian Inuit Management Development Program (IIMD) into the Transfer Payments Management Directorate has shifted its focus from developmental, proactive activities to more remedial maintenance functions (e.g. Band indebtedness policy)
- o Indian Community Human Resources Strategies (ICHRS) has suffered from poor communication of objectives. Despite the fact that ICHRS has a current budget of approximately \$19M, several regions report that it no longer exists or there is no money. Six project types may be funded through ICHRS including Human Resource Strategy Development and Management which: "provides resources to Indian bands, communities, etc. to support the development of employment related human resource strategies with a long-term framework. This includes the development of human resource inventories, job opportunity inventories and strategies to bring the two together. It also provides resources to manage the implementation of strategies".

- o C.E.S. Franks of Queens University made one of the few comments directly related to the issue:

"opportunities should exist for aboriginal persons who, though they have failed to complete formal secondary schooling, have proven capable of handling the responsibilities of administrative positions. Training programs targetted to positions in self government are essential. So also is a reconsideration of the formal qualifications for posts in government administration. Personnel administration should compensate for past deficiencies in the educational system, so that aboriginal persons of proven competence can be appointed and promoted, despite the absence of formal educational achievement. Adult and community education are needed to fill these gaps."

- o A number of problems have been identified by Indian/Inuit organizations regarding Canadian Jobs Strategy (CJS) including regional differences in skill shortages definitions, quotas, and lack of recognition for the aboriginal local government human resource issue.
- o There is no articulated CEIC (CJS) policy on aboriginal training/development. As a result training is often piecemeal and more responsive to changing program parameters than actual community needs.
- o Each province plays a distinct role with regard to Native Education and Training Programs.
- o A number of provincially supported institutions provide programs that are native specific or targetted to the native population in response to demand.
- o Most provinces support various types of training through line ministries. Provincial Attorneys-General, Social Service Ministries, Advanced Education, may provide program funding to aboriginal groups.
- o Universities have been slow to respond to Indian educational requirements. All point to the additional cost factors associated with developing and delivering curriculum that addresses aboriginal issues.
- o Without the Institutional Support dollars that have been available through INAC's Education program it is doubtful that most current Native Studies, Native Social Work, Native Law, and other native programs would exist. Some support has come from foundations and recently, NEDP.

- o In addition to having to comply with university entrance requirements, most of the university programs require that students attend on-campus. Several universities (U of Lethbridge, Trent, University of Victoria, Dalhousie) are experimenting with or have been doing some distance education.
- o Colleges have been more flexible in delivering courses by distance education.
- o There is a need to question the role INAC plays in administration/management training. Although the stated objectives are enhanced autonomy and self-government most of the training appears to be "maintenance" for delivery of INAC programs.

PHASE II

The major activity of the second phase of the project was a two day symposium on self-government training issues. A report (entitled Symposium on Education for Self Government) is available upon request.

The symposium was intended to focus on issues related to:

- a) identification of the skills required to implement self government arrangements;
- b) identification of the developmental training needs of aboriginal public servants and community leaders;
- c) issues related to adult learning, distance education and culturally adaptive curricula;
- d) possible ways to deliver self-government training.

Thirty five individuals from various Indian training organizations, universities, colleges and federal and provincial departments participated.

One of the conclusions of the symposium was that the process of education for self-government is difficult to define, and is probably more process oriented than focussed on a particular product or end state. It was implied throughout the symposium that if the process is sound, the best product will ensue. The underlying notion in this process is that the transition to Indian Self-Government requires a real collaboration and sharing of power in the design of the whole endeavour, something which can't be pre-determined or even achieved using existing paradigms of relationships between native peoples and the government.

Principles

The Symposium participants articulated a number of principles they felt should guide the development of self-government education:

- o The education process should help restore self government in a contemporary form, as defined by aboriginal peoples; and identify and accommodate regional diversities.
- o Self-government training activities should be community driven, defined and based. Community based training implies undertaking programs in a culturally appropriate manner with communities assuming responsibility for such areas as setting goals, design, management, delivery and results of projects
- o There should be a significant element of 'sweat equity', ie commitment and resources from the community.
- o The validity of indigenous knowledge systems should be recognized.
- o Education for self government is a developmental, ongoing, incremental process, not a one shot deal.
- o The need for recognition of other cultural approaches to program design and administration. Management by values and relationships should be recognized as a valid and appropriate foundation for public administration in an indigenous setting.
- o Materials used in self government training must be accessible ie. in plain language. Recognition must be given to functional literacy issues and impacts.
- o Consideration must be given to the needs of adult learners: i.e. family responsibilities, community pressures.
- o In recognition of the impact of alcohol/substance abuse on many communities and of the increased pressures being placed on community leaders and employees, all training activities should incorporate appropriately designed EAP (Employee Assistance Plan) programming.

Program Development and Implementation

The content or training needs identified by the symposium participants were based on the **community and learner centered principles** note above and included:

Needs assessment skills: Participation in the analysis of human resources, those the community already has and those they feel they need.

In addition, as one participant has written:

"Indians at the community level have an acute awareness of problems and program impacts. In some localities... they have formulated community based strategies for acting on that awareness. However, information on how to inject community initiatives into the bureaucratic system and how local perceptions can be accommodated in policy formulations remains a mystery to most community people... an adult education effort would ... focus on demystifying the process by which empirical evidence or first hand experience becomes the data base for policy formulation" (Brant-Castellano CJNS vol. 2, N1).

This process may involve the following steps:

1. Need Assessment
 - a. Conduct a Human Resource Inventory (noting available and potential skills) in the community;
 - b. Identify areas of activity/programming for which the community wishes to assume full responsibility, with associated skill requirements;
 - c. Identify locally available resources ("sweat equity")
2. Program Design
 - a. Identify and assess available education/staff development resources;
 - b. Note gaps between learning needs and available educational resources;
 - c. Establish appropriate collaborative management structures for the education process;
 - d. Draft an overall training strategy and a detailed (phased/developmental) work plan with an effective evaluation component;

3. Program Operations

- a. Conduct and evaluate training activity;
- b. Review results of ongoing evaluation;
- c. Design and implement the next phase of the plan as above.

Scope of Training

The target group for self government training is those communities who have chosen to enter into the federal self government negotiations process.

It should be directed at several groups of learners:

- 1) where possible, the entire community (keeping in mind that we are talking about 3-5 forerunners, i.e. incremental pacing)
- 2) the existing cadre of Indian public servants (staff now working in administrative positions)
- 3) community leadership

Training Program Content

- o Instructional content should be determined by the local control and culturally appropriate factors noted above.
- o Training should provide generalist as well as specialized skills in areas that include:
 - o strategic planning
 - o knowledge and understanding of the local implications of Canadian political and economic systems
 - o policy development
 - o fiscal forecasting
 - o project planning and administration
 - o formulation of service and program delivery mechanisms
 - o participatory research skills
 - o ability to identify and incorporate features of traditional and contemporary institutions in a locally relevant manner
 - o use of computer network systems to facilitate curriculum development and research

Accreditation

Validation of learning is required from several groups: The educational institutions should see most Indian self government training as comparable with other mainstream activity and recognize or establish means to grant comparable certification to students involved; communities must see learners as being engaged in valid and important activity, and the various employers (community based or otherwise) must arrange their personnel practices to recognize this training as developing competencies which will benefit the communities and further the professional or career aspirations of those involved.

Instruction Methods

Symposium participant comments on methods included:

1. The method of instruction was seen as emerging from the collaborative and shared control process identified (above) as a cardinal principle in Indian self government training. While some communities might prefer a distance education structure, other students could thrive in an urban or some other centralized setting. The full range of options should be available as appropriate;
2. All communication with communities must use language which is clearly understood by all involved;
3. Wherever possible, instructional staff should be members of the native communities involved;
4. Instruction and administrative processes should reflect a collaborative approach to both the learning process and the organization of the context for this educational activity;
5. Curriculum and teaching practices should be fundamentally re-assessed to identify and relate central concepts to the context of the learners, rather than repeating what is often a culturally irrelevant form of teaching in the name of maintaining a high quality of instruction;
6. Existing or available employment can be assessed as potential settings to blend accredited education with practical experience. For on the job training to be effective it must be well planned and be seen as an organization wide priority. It must be adequately supported by both the employer and the educational institutions involved;

Symposium Recommendations on Role of the Federal Government

A number of recommendations came out of the symposium discussions. Some of the recommendations are noted below.

These recommendations fall into three groups with implications for various sectors of the government. They are noted here in a sequence of progressively widening scope of impact, beginning with the role of the Self Government Sector.

Self Government Sector

1. Conduct a community based needs assessment as a pilot project related to Indian self government, and relate these needs to existing education and other relevant resources. This project could incorporate many of the recommendations from the symposium, and document collaboration among various agencies such as CJS, Innovations, and INAC. The report of this pilot project should be shared with other similar groups across the country;
2. Set up a national clearinghouse to access and review all available resources related to Indian self government. This centre could provide a number of services:
 - a. Act as "better business bureau" for communities seeking consulting services, and as an honest broker or referral agent for communities seeking assistance with their development;
 - b. Act as a center for development and distribution of case studies for management training;
 - c. Support curriculum development and distribution;
 - d. Support related research and dissemination of findings;
3. Adopt a promotional, coordination and advocacy role for program financing;
4. Hold a series of national conferences (with workshops, etc,) on education for Indian self government. Participants in this symposium wanted to meet again in 6 months to review progress;
5. Carry out follow-up consultations with native political leadership to discuss these preliminary conclusions and determine the next steps in the process.

Indian and Northern Affairs Canada

1. Establish mechanisms which would facilitate and fund culturally-appropriate community controlled education programs related to Indian self government;
2. Discuss "standards" in education for Indian self government, and explore the possibility of a national accrediting body (as opposed to provincial) to do this;
3. Foster/facilitate networking among similarly-concerned workers across the country. Computer linkages through datapac would facilitate this communication;
4. Participate in 3 Conferences: Quebec City -- November 8-10, 1988; U. Alberta Nov. 17-19, 1988; U. Lethbridge Late Jan. early Feb. 1988 (Dates TBA).

Federal Government

1. Adapt existing training programs and funds so they could be used to support self government training;
2. Recognize that the movement toward Indian self government is a diverse and ambiguous developmental process which must be allowed (and helped) to go through a number of stages;
3. Correct the anomaly related to the inability of Indian education programs to access funds from the Social Science and Humanities Research Council -- this is a major impediment to the development of Indian scholarship;

Community Discussions on Recommendations:

The proceedings/recommendations of the symposium were shared with representatives of a number of communities in the self government process.

The purpose of the community discussions process was to

1. provide information on the self government training project
2. determine interest and/or involvement in training issues
3. get feedback on information generated by the project.

Over a two week period meetings were held with representatives of eight groups who have self government proposals in the system. A complete listing of the people contacted during this phase is included in Appendix C. Appendix C also lists the participants in the June 14-15 Symposium.

All expressed support for the general principles. Most wanted to see any "training" program include community leadership. Of particular concern/relevance was provision of a wider frame of reference for understanding "Government" than Indian Affairs. With the move to self government community leaders and employees recognize the need for greater clarity in understanding the federal government process. They stressed the need for a basic who, what, where, when, why approach as opposed to an esoteric theoretical framework.

Some of the issues raised by community representatives included:

- o questions of why the Public Service Commission does not deliver or make available to Indian organizations relevant management training courses.
- o CESO - question raised as to why a resource pool of Indian volunteers could not be identified and used?
- o reiteration of the need for all communication from Self Government Sector to communities to be in plain language
- o several groups thought the Forum for Young Canadians process could be useful for all age levels. A suggestion was made that perhaps the AFN could develop a similar process for adults.
- o interest was expressed in developing internships for band management personnel in strategic, appropriate, successful organizations in both the private and public sectors.
- o sporadic funding of key positions e.g. training coordination, was identified as problem for most groups.

SUMMARY

The Self Government Training Project has attempted to highlight a number of issues for consideration in the development of a corporate strategy supportive of communities moving towards self government. We suggest that the following be kept in mind:

- 1) The Self Government Sector in augmenting its advocacy role will need to stress that Self Government is not something thought up by INAC (or a wing of INAC). Constant, consistent reiteration of the Federal Commitment to self government is required to ensure the cooperation of both INAC programs and other Federal departments in the provision of resources (funding, expertise) to communities developing self government training initiatives.
- 2) Not all Indian communities will choose to enter into the Federal Self Government Negotiations process.
- 3) As we have stressed in all of our discussions we are talking only about the communities who have chosen to enter into the Federal Self Government Negotiations process. The 3 to 5 proposals currently considered to be at an advanced framework stage have approximately 350 employees. Their administrative/management group is approximately 100.
- 4) Introducing the reality of a limited number of communities in the process at a given time may serve to reduce the fears of other federal programs, and, to induce their cooperation in ensuring the success of self government as a Federal priority.
- 5) Emphasis can be placed on the fact that programs currently exist that may, with some expansion of the definition of their parameters, respond to the needs of the communities.
- 6) Assurance must be given that communities who reach the framework stage will not hit a brick wall when they begin to identify training needs.
- 7) Any support provided (e.g. ICHRS) to assist communities to develop their human resource strategies must be guaranteed for the duration of the negotiations phase. If the Self Government Negotiations Branch is providing funding for 2 to 3 years to negotiate and implement a self government agreement the ICHRS program should also ensure that that community has access to funding for the same period.

Attached to this report is an implementation plan for the Training Project recommendations indicating how the Self Government Sector might respond to the challenge of ensuring that there is an appropriate federal and departmental response to the training requirements of communities who have chosen to enter the Self Government process. The response is much like a jigsaw puzzle. Each piece is a vital element in the final outcome.

Elizabeth Hanson
Project Coordinator

SELF-GOVERNMENT SECTOR TRAINING PROJECT - Implementation Plan

<u>RECOMMENDATION</u>	<u>IMPLEMENTATION</u>	<u>WHO; Support Required</u> a) There now b) needed.	<u>DOLLARS</u> involved and Source (where known)
That Self-Gov't Negotiations Branch 1. Incorporate a Training needs Assessment into the framework stage of the Self-Government Negotiations process.	<ul style="list-style-type: none"> • revise Self-Gov't Negotiations Process paper • Inform Regional-HQ Self-Government, IIMD and ICHRS personnel. 	<ul style="list-style-type: none"> • Need informed support/ assistance to implement from IIMD/ICHRS/S.G. (b) 	<ul style="list-style-type: none"> • no dollars required to add step to process.
2. That the Self-Gov't Negotiations Branch provide designated funding allocation at framework stage for training i.e. for use as lever to secure funds from/prepare proposals for funding agencies.	<ul style="list-style-type: none"> • designate percentage of funds allocated for framework stage discussions for use in developing training needs assessment. 	<ul style="list-style-type: none"> • Support required from: 1) ICHRS to ensure Human Resource Strategy Dollars available (b). 11) IIMD to provide advisory (CESO/IMAP) (a-b). 	<ul style="list-style-type: none"> • designate percentage of framework funding - (eg. 15-20%). • ICHRS - amount required depends on scope-size of group. • IIMD-CESO allocation. • Additional P.Y. and resources for travel etc.
3. a) That a position be designated within S.G.N. Branch to Coordinate, liaise, facilitate, plan, irritate, to ensure that community training needs are identified, addressed, and remain a priority.	<ul style="list-style-type: none"> • identification of individual with background in development education. • develop position description. 	<ul style="list-style-type: none"> • Requires support of Sector Management team - (b). 	
b) That Self-Government Sector by means of this designated training position:			
1) maintain inter/intra departmental working group on training issues.	1) continued function; group established and shows interest/potential.	1) on-going operation requires continued commitment from sector (b).	1) minimal cost
11) liaise with NGO's re: potential internships (CAMA) or regarding use of advisory services to assist in training needs identification and possible training mentor roles.(CESO)	11) CAMA - interest in developing internships in regional/municipal governments for interested Indian participants follow-up required. CESO potential for use in training needs-requires development of orientation program/follow-up.	11) CAMA support of sector Mgmt and participating communities also CAMA Board once roles expectations defined CESO a) IIMD support. b) CESO executive b) Sector Management b) Community	11) possible sources of funding for internships include: a) CJS b) IIMD • Proposal Development Self-Government Sector (via designated seed dollars) • CESO-Source funds IIMD.

SELF-GOVERNMENT SECTOR TRAINING PROJECT - Implementation Plan

<u>RECOMMENDATION</u>	<u>IMPLEMENTATION</u>	<u>WHO; Support Required</u> a) There now b) needed.	<u>DOLLARS</u> involved and Source (where known)
iii) liaise with PSC and IIMD to identify and place Self-Government (community) candidates on CAP education phase and other PSC courses.	• Negotiations with PSC and IIMD required	• PSC support and (b) • IIMD support (a.b) • Indian community support (b)	PSC - course costs IIMD - living expenses Band - Salary.
iv) take a lead role in definition of INAC corporate strategy vis à vis management and public admin-training.	• Involvement in various groups evaluating training. • developing and putting forth S.G. position.	Support required from S.G. Sector Management consultative role. (b)	Minimal
v) facilitate/coordinate community information sessions (in particular community political system (how government operates)).	• Develop innovative approaches to informing Indian community leaders about process of Canadian Gov't System how they relate now and in the future.	• Support required from S.G. sector to explore creative approaches (b) • from INAC Training Development & Communication Services to develop presentation. (b)	May require funds to have appropriate resources developed or to have Communication Services produce.
4. That the Self-Government Sector give careful consideration to the implications, for successful implementation of new self-government arrangements, of the various management reviews currently underway within INAC and: i) Continue to press for an active, equal, role in the Economic Development - Indian Services Steering Committee (rationalization of employ-ability training - MOU)	• Participate in October "Think tank" being organized to 1) review Economic Development Indian Services project findings and 2) to develop corporate strategy on training.	• requires senior management questioning of intent of current reviews and demands for consideration (recognition) of federal commitment to self-government. Therefore need for corporate commitment, by means of realigning resources to support Indian management development and public admin. training.	

SELF-GOVERNMENT SECTOR TRAINING PROJECT - Implementation Plan

<u>RECOMMENDATION</u>	<u>IMPLEMENTATION</u>	<u>WHO:</u> Support Required a) There now b) needed.	<u>DOLLARS</u> involved and Source (where known)
ii) provide clear, proactive direction to senior Departmental management regarding the the importance of clearly defined corporate strategy that recognizes the developmental communities in the Self-Government (and AFA) stream.			
5. i) That the Self-Government Sector consider a native computer communications network as its primary tool for 'managing' training activities.		• requires sector management support and liaison with other programs to encourage this as favored means of doing business.	
ii) That the Self-Government Sector, with IIMD, sponsor a founding meeting of a native communication network.	<ul style="list-style-type: none">• Functions when implemented could include:<ul style="list-style-type: none">- information exchange on curriculum development and distribution;- dissemination, verification of research;- conferencing on self-government issues.• b.b. bureau for consulting services.		<ul style="list-style-type: none">• Funds required from Self- and IIMD to fund meeting and follow-up.

SELF-GOVERNMENT SECTOR TRAINING PROJECT - Implementation Plan

<u>RECOMMENDATION</u>	<u>IMPLEMENTATION</u>	<u>WHO:</u> Support Required a) There now b) needed.	<u>DOLLARS</u> involved and Source (where known)
6. That the Self-Government Sector collaborate (at all levels district to HQ) with CJS - Innovations, IIMD, ICHRS, Band or Tribal Council to develop a comprehensive community-based self-government training program to be funded by Innovations.	<ul style="list-style-type: none"> • By means of task force, develop proposal for consideration by Innovations • Self-Government Sector required to take lead role in coordinating activities. 	<ul style="list-style-type: none"> • Support required: <ol style="list-style-type: none"> 1) Regional INAC management (b) 2) Band/Tribal Council (b) 3) Regional CEC (b) 4) HQ CJS/INAC (b) 	Funds identified in Point 2 would be used to develop proposal.
7. i) That the Self-Government Sector sponsor, annually, the participation of 10-12 young people from communities in the self-government process in The Forum for Young Canadians. ii) That the Self-Government Sector encourage, by means of granting leave, the participation of a Self-Government Negotiator as a F.Y.C. resource person.	<ul style="list-style-type: none"> • follow-up required with Regions, HQ personnel regarding selection process. • information to communities in process to be sent. • provision of leave to interested staff to act as resource persons/counsellors during FYC in Spring of '89. (maximum 1 week) 	<ul style="list-style-type: none"> • Support required by HQ S-G (a) Regional S-G (b) Communities (a) Support required by Sector Management.(b) 	Costs are approximately \$10K. per year.
8. That the Self-Government Negotiations Branch encourage the participation of Branch Staff and Indian Community representatives in the NHW/MSB Negotiations Course.	<ul style="list-style-type: none"> • S.G.N. Branch employees (Region and H.Q.) have been invited to participate in MSB courses. • Next course October 24, 88 in NCR. January - a Region. 	<ul style="list-style-type: none"> - Self-Government Sector Management HQ & Regions. 	<ul style="list-style-type: none"> - No cost for course. - travel costs only.

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
<u>UNIVERSITIES/ COLLEGES</u>			
Dalhousie University: Henson College	Virginia Jackson, Program Director (902)424-2526	Advanced Management Centre: - supervisory and management training - correspondence courses available for credit/non-credit in business - non-credit certificate in Business Administration - Pilot Project in Band Management for Native Communities	Business Community and Private Sector
Native Counselling Program	Jean Knockwood (902)424-8863	- post-secondary program - study skills and counselling - designed to assist native students to make adjustment to city and to university	Natives Post-Secondary students
Native Professional Careers Project	Tom Batiste (902)424-2526	- 3 year developmental project to address the lack of native representation in professional careers - goal is to open access to education in professional disciplines i.e. law, medicine thus increasing the number of Micmac and other native students enrolled in programs at the University	Natives
Transition Year Program	Peter Rams (902)424-3730	- since 1970, a department within the faculty of Arts and Science - mandate to prepare students for first year - no fixed criteria; judgement call if students will be ready in a year - recruit through political organizations and at band levels - 1 year program	10 Native's 10 Blacks per year

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
Continuing Education	Katherine Rice (902)424-2526	<ul style="list-style-type: none"> - distance education in health services training - developmental funds lacking - interested in participatory role with Indian Bands - upon request will provide an estimate of costs to produce a course in Band Management to be delivered in "distance mode" 	Open
Maritime School of Social Work	Jackie Pace, Director (902)424-3760	<ul style="list-style-type: none"> - B.S.W. for natives - decentralized program - monthly classes alternate between Halifax/ Sydney - work/study program designed to allow participants to combine employment and study 	Native Health Care and Child Workers
3. St. Thomas University	Malcolm Saulis (506)452-770	<ul style="list-style-type: none"> - B.S.W. (Natives) - same courses as offered in regular sector of the University - part-time or full-time basis 	Natives who are: a) graduates of certificate of Social work program or; b) employees of the Band's Child Welfare program
4. University of New Brunswick	Prof. B. Hamilton (506)453-4840	<u>Micmac/Maliseet Institute</u> <ul style="list-style-type: none"> - Teacher Training, B.Ed. - Program is being evaluated by Council of Maritime Premiers 	General population natives
	Marilyn Noble (506)453-4646	<u>Continuing Studies</u> <ul style="list-style-type: none"> - Extension Department <p>Programs for natives are still in developmental stage:</p> <ul style="list-style-type: none"> - 1984 Federal funding for assessment workshops - certificate in Business Administration can be done via distance education 	

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
		- upon request from bands will design courses	
1. St. Francis Xavier University Antigonish Nova Scotia	Angus Braid (902)867-3923	<u>NNADAP Training:</u> - ended last year - negotiations again for new program	Native Alcohol and Drug Counsellors
Coady Institute		<u>Social Development</u> <u>Community Development</u> Programs for third world countries.	Third World Countries

NATIVE ORGANIZATIONS

Micmac Native Learning Centre	Shirley Mitchell Noel Knockwood (Elder) (902)422-9577	- computer delivered academic upgrading and computer skills program - life skills training - individualized study and on the job training	Natives in Nova Scotia - 19 years and up: out of school for 1 year or unemployed for 24 weeks or more
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PROVINCIAL

1. Maritime Municipal Training Development Board	Donald Snelitze Halifax, Nova Scotia (902)425-6484	- interprovincial council - mandate is to Act as a clearing house to update and modernize Administrative techniques in municipal governments - publications available - do not give training but act as a resource centre	Municipalities
2. Vocational and Technical Training	Provincial government: Nova Scotia Mr. J. Murley (902)425-5960	- continuing education in vocational/ technical training - provision of on-reserve programs through CEIC eg. academic upgrading; job readiness; trades - design courses - will consult with Bands to consider specific training requests	Bands

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
<u>OTHER</u>			
1. Program Planning - Consultants	Bob Atwin (506)357-2089	<ul style="list-style-type: none">- private consultants- provide courses in Band Management- have designed a certificate program for community-based planners	Native Bands
2. Atlantic Region Management Training	Donna Hum (506)429-8300	<ul style="list-style-type: none">- private consultants- customized courses- work with government departments- can provide administration courses to Bands	Public

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
<u>UNIVERSITIES/ COLLEGES</u>			
1. McGill University: Native and Northern Program	Prof. Gordon Bennett Program Director (514)398-4533	<ul style="list-style-type: none"> - certificate in Native and Northern Studies - 45 credit programs to provide an opportunity for Inuit teachers in the North to become qualified - offered part-time in settlements in north Quebec and central and eastern Arctic in cooperation with participating authorities particularly Kativik Board and Eastern Arctic Teachers Education Programme - full time programme is available in Igaluit for Inuit trainees 	<p>Inuit - North Quebec</p> <p>Now includes Amerindian population</p>
2. <u>CEGEPS</u> Vanier Sept-Iles Chicoutimi Baie Comeau Jonquière St. Felicien Ahuntsic		<ul style="list-style-type: none"> - Various courses in social work, administration/management skills, upgrading 	Open
3. Laval University	Jean-Jacques Simard (413)656-5040	<ul style="list-style-type: none"> - Academic courses on native culture/law/traditions/history included in Social Sciences curriculum 	Open
<u>ORGANIZATIONS</u>			
1. Native Training Institute of Quebec Village des Hurons	Germaine Paul (413)843-6857	<ul style="list-style-type: none"> - Project and Band Management: - Services offered by the Institute <ul style="list-style-type: none"> o needs analysis o individual/groups o seminars/special sessions o short/long term plans o administration of training 	Native Communities

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
Northern Quebec Management Training School Board)	Bruna Mastroianni Dorval, P.Q. (514)636-8120 ext. 276	Courses - regional/local courses on topics identified by local organizations	Administrators and Local Government Managers in Northern Quebec
		- Adult Education - distance education eg. introduction to computers - adult education centres in communities	
C.E.P.N Conseil Education des Premières Nations	(413)843-7411	- Council set up by Quebec First Nations to Study Native education in the province	Natives
<u>PROVINCIAL</u>			
Secretariat aux Affaires Autochtones	Gilles Jolicœur (413)643-3166 Executive Secretary	- coordinates all Native Affairs in the Province. No direct involvement with training - publishes "Rencontre", an update on native activities in Quebec (4 times/year)	Natives
Ministry of Education	Jean Paul Olivier Director, Native Affairs (413)643-6242	- school boards are autonomous (Cree and Kativik) - will assist boards to develop and design courses through the Adult Education Department	Natives
Hydro-Quebec	Laurent Girouard (418)842-7672	- Training program set up to train natives for employment on the James Bay Hydroelectric Project.	Natives

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
<u>UNIVERSITY/ COLLEGES</u>	David DeKnock Dean of Continuing Education (807)475-6115	- diploma in Business-Band Management	Natives
1. Confederation College Thunder Bay Ontario		- distance education: A. band management B. band clerk	Secondary school or mature student
		- Indian Economic Development - includes: Accounting; Personnel Management; Economics; Government Structure; Legislation; Sociology	
2. McMaster University Hamilton, Ontario	Dr. Randolph Ross (416)525-9140	- Indian Management Training Seminars: - consultation with bands to design training seminars eg. Community Development and Strategies	Native Communities
3. Northern College South Porcupine, Ontario	Sophie McEwen (807)235-2311	<u>Native Business Administration Program</u> - 3 yr. diploma - offered at 4 campuses - native culture and Canadian Government Relations included	General level/mature students
		<u>Native Core Program</u> - 32 week program to prepare native students for continuing studies or to obtain a 1 year certificate in Arts and Science - content designed to examine national issues affecting Indians	
4. Lambton College Band Management	Bill Campbell, MGR. (519)7751	<u>Skills Training</u> - 3 levels of Band Management offered upon request	Bands in Lambton Co.

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
6. Trent University Peterborough, Ontario	Barb Heidenreich coordinator (705)748-1211	<u>Native Management and Economic Development Program</u> - offers a Diploma and a Degree Program in Native Management and Economic Development - off-campus program	Natives are encouraged to apply Grade 12/mature students
7. Anigawncigig Institute Peterborough, Ontario	Mrs. N. Belfey Executive Director (705)748-1780	<u>Native Economic Development and Small Business Management</u> - affiliated with Sir Sanford Fleming College of Applied Arts and Techniology - mandate is to provide education/training which will result in development of viable native community centered enterprises (i.e. entrepreneurship and community economic development)	Grade 10 or equivalent
7. University of Sudbury, Ontario (affiliated with Laurentian University)	Thomas M. Alcoze (705)673-5661	<u>Honours B.S.W. (Native Human Services)</u> - to facilitate the professional development of workers involved in native communities in Northern Ontario - distance education available	grade 13 or 3 yrs. experience and successful completion of challenge examination
	J. Dumont, Chairperson (705)673-5661	Native Studies - B.A. with concentration in native studies	Grade 13
8. Cambrian College Sudbury, Ontario	Sandra Foster (705)566-8101	Native Community Care: Counselling and Development Program - diploma program - funding is comprehensive and supported by three federal agencies	First Nation's Community Health Workers
9. Mohawk College Brantford, Ontario	Joanne Nakonechny (613)564-66360	B.A. Public Administration - native studies component	

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
0. University of Waterloo	Professor Harry Coblentz (519)885-1211	Course on Planning with Native Peoples, is offered by Urban and Regional Planning Department. Upon request can be delivered on reserve.	
1. Frontier College	Ed Whadley (416)923-3591	National Adult Literacy Organization: - Independent Studies Program - Train Organizers for communities - can provide community based training	Open
<u>NATIVE ORGANIZATIONS</u>			
1. Canadian Council for Native Business Toronto, OntarioFirst Nations	Maurice Biron, Manager Training, (416)977-0008	- set up in 1984 by a group of private businessmen to assist natives in economic development - internship program for 1 yr.	Native Businesses and Individuals
2. Technical Institute (Tyendinaga Reserve) Belleville, Ontario	Bruce Millar (613)396-2122	- technical/vocational training given mainly in form of workshops - Loyalist College offers a part-time Social Service Worker Program through its continuing education division in collaboration with the Institute	Natives
3. Ontario Federation of Indian Friendship Centres Toronto, Ontario	Ruby Millar (416)484-1411	- community development - administrative skills - family care workers - assistance to bands to develop organizational structures	Natives
4. Big Trout Lake Training Program Big Trout Lake, Ontario	Cameron Sainnawap 537-2534	- skill development in management and administration related areas - band sponsored and owned	Natives

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
<u>PROVINCIAL</u>			
1. Ontario Native Affairs Directorate (ONAD)	Mark Krasnick Executive Director (416)965-4827	- acts as "corporate entity" and provides funds for negotiation and consultation to Native organizations such as Nishnawbe-Aski Nation. Such funds may be used for training.	Natives
2. Native Community Branch (Ministry of Citizenship and Culture)	Bob Dixon (416)965-5003	- deals with native culture and heritage issues - activities include supporting aspirations of Bands for self reliance and economic independence - specialist available to assist communities in an advisory/organizational capacity	Natives
<u>OTHER</u>			
1. Frontiers Foundation	Marla Metson Program Manager Toronto (416)690-3930	<u>Two Programs: (Volunteer)</u> A. Operation Phoenix - objectives are to assist native communities to increase employment opportunities, generate revenue to support social and cultural programs by developing human resources - has established a resource team to train and advise community groups as they work through each stage of planning process - on-site, short term workshops, fee charged - operative since June 1987 - Branch offices in Alberta and B.C.	Native Communications

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
		B. Operation Beaver	
		<ul style="list-style-type: none"> - volunteer organization - provides volunteers to provide services in cost effectiveness, community development, skill training leadership - main thrust is housing renovations and construction projects 	
Canadian Association of Municipal Administrators	Helen Thomas Ottawa (613)237-5221	<ul style="list-style-type: none"> - Professional Association for senior and city managers - focus on training and human resource development 	Regional and Urban Municipalities
Association of Municipal Clerks and Treasurers of Ontario	Toronto (416)593-1400	<u>Municipal Administration Program:</u> <ul style="list-style-type: none"> - correspondence through St. Lawrence College - 4 units to complete - night courses available at 7 community colleges 	Municipal Administration

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
<u>PROVINCIAL</u>			
1. Limestone Training and Employment Agency The Pas Manitoba	Peter Ferris (204)945-7905	<ul style="list-style-type: none"> - coordinates all training for the Limestone Project - includes simulated training at the project site, community based training and institutional training through the college and university systems 	Natives
2. Training of Persons in Local Government	Dept. of Northern Affairs (ADM) Mr. Thompson (204)778-4411	<ul style="list-style-type: none"> - training of elected reps. and municipal employees in 53 northern Manitoba communities - provide specialized training and Policy/Planning Finance and Admin., Preventive Maintenance, Project Planning and Delivery 	Elected Representatives: constables, clerks, public employees (about 90% are of native ancestry)
New Careers	Employment Services and Economic Security (204)945-2823	<ul style="list-style-type: none"> - adult career training program provides on the job and classroom training in Human Service Fields, Management and Technical Services - 1-2 yr. training period includes salary and living expenses upon successful completion of the training. - Job placement. 	Unemployed/ underemployed/ unskilled
<u>UNIVERSITIES/ COLLEGES</u>			
University of Manitoba	Donald Unruh Director Post-Secondary Career Development Winnipeg (204)945-7310		
A. Access Program North		A. to provide a variety of professional training and education opportunities - Teacher training B.Ed.	Northern Natives
B. Special Pre-med Studies Program		B. to encourage and assist native people to enter the field of medicine	Natives
C. Inner City Social Work Program		C. a four year B.S.W. program	Inner city residents particularly natives

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
D. Continuing Education	Doris Young 474-8036	<ul style="list-style-type: none"> - certificate in Management of Community Economic and Organizational Development - Program addresses 2 themes: <ul style="list-style-type: none"> o Human aspects of Mgt. o Managing for Development o Administrative Systems 	
2. Brandon University Northern Teacher Education	Donald Unruh (204)945-7310	- a four year Teacher Education program designed for natives	Northern Natives
3. Red River Community College Access Program North		- variety of technical training and education opportunities	Disadvantaged particularly Northern Natives
4. Yellowquill College	Mrs. S. Myron Portage La Prairie (204)239-1570	<p>Accredited through Assiniboine Community College</p> <p>1. <u>Business Admin:</u> (2 yr. Diploma)</p> <ul style="list-style-type: none"> - specializing in Tribal/Band Community Administration <p>2. <u>Indian Program Management:</u></p> <ul style="list-style-type: none"> - certificate to prepare students for positions as administrators managers, financial officers in Bands, Tribal Councils and/or other native organizations - specializing in Native Governance Structures <p>3. <u>Self-Government</u> courses to be offered next year.</p>	Natives
5. Keewatin Community College	T. Lussier The Pas (204)5623-3416	<p>1. Band Community Administration Certificate</p> <ul style="list-style-type: none"> - preparation for band administration 	Natives

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
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ATIVE
ORGANIZATIONS

1. Island Lake Tribal Council	Don Robertson (204)947-0201	<ul style="list-style-type: none">- counsellors training program- teacher training- teachers' aides-workshops for communities	Natives
2. Winnipeg Southeast Resource Development Council Corporation	Joe Malcolm (204)477-6050	<ul style="list-style-type: none">- tribal council was incorporated in 1978- mandate is to assist in the transfer of local control and responsibility of programs and services to member First Nations- consists of 4 parts<ul style="list-style-type: none">i) advisory servicesii) child and family servicesiii) educationiv) Southeast Development Corporation- provides an action plan to develop administrative and managerial skills necessary to help each band deliver services- advisory programs include: social development, NADAP, tribal government, band membership, medical interpreters- education: 2 components schools and counselling- child care and family services agency- Southeast Development Corporation to assist bands or individuals to develop proposals for viable economic ventures	Member Bands

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
<u>UNIVERSITIES/ COLLEGES</u>			
1. Saskatchewan Indian Institute of Technology Saskatoon, Sask.	Ron Albert, Vern Bachiu (306)224-4444	<ul style="list-style-type: none"> - series of satellite programs under Canadian Jobs Strategy - acts as a broker for accredited programs - focus on: <ul style="list-style-type: none"> - employability training: - entrepreneurial training - computer training - management administration training 	Natives
2. Saskatchewan Indian Federated College Regina and Saskatoon, Sask.	Del Anaquod Paul Dudgeon (306)584-8333	<ul style="list-style-type: none"> - Indian controlled at University of Regina - full range of university programs - some distance education (Hobbema) - Indian Health Careers Program - Indian Studies Program (incl. history, political issues, principles of Indian government) 	Natives (post-secondary or mature status)
3. Gabriel Dumont Institute of Native Studies and Applied Research Regina, Sask.	Chris Lafontaine, Executive Director (306) 522-5691	<ul style="list-style-type: none"> - promotes renewal and development of native culture - delivery of broad range of programs in 18 locations - affiliated with University of Regina, University of Saskatchewan and Saskatchewan Institute of Applied Science and Technology - training for the infra-structure of Saskatchewan Association of Northern Local Governments <p>Programs include:</p> <ol style="list-style-type: none"> 1) SUNTEP Saskatchewan Urban Native Teachers Education Process 2) training for employment program 3) research and development 	Metis and non-status Indians

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
<u>NATIVE ORGANIZATIONS</u>			
1. Prince Albert and District Chiefs, Prince Albert Saskatchewan	Peter Brooks, (306)922-7800	- development committees for local level work - developing a teacher training program - aim to develop social work courses in communities	Natives
2. Gabriel Dumont Institute		SEE UNIVERSITIES/COLLEGES	
3. Saskatchewan Indian Federated College		SEE UNIVERSITIES/COLLEGES	
<u>PROVINCIAL</u>			
Saskatchewan Indian and Native Affairs Secretariat - Indian Economic Development Provincial Government	John Reid, Director, Regina (306)787-6678	- economic development grants to Bands - core funding to organizations however greater emphasis on individual grants - Native Career Development Program - provides research and development dollars to SIFC and are fully reimbursed by federal government	Indian/Metis

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
<u>UNIVERSITIES/ COLLEGES</u>			
1. University of Lethbridge School of Management Lethbridge, Alta.	Dr. Ken Nicol (403) 329-2148	Business Enterprises and Self-Government Systems for Indian, Inuit and Metis people (BESS) - native management program - Bach. Management - Mgt. Certificate	Natives
2. University of Alberta, Edmonton, Alta. School of Native Studies	Richard Price (403) 432-2991	- native Economic Development Section - land management and management issues, community development courses. - field work and community based research are the key focus	Native communities and Students
3. Maskwachees Cultural College Hobbema, Alta.	Fred Carnew (403) 585-3925	- native elders and Cree cultural awareness program - Cree language and literacy - upgrading accademic skills - university transition year program - achievement training program (13-16 years olds)	Cree Nations
4. Lakeland College St. Paul, Alta.	John Dahmer (403) 645-3276	- basic management program: 600HR. - client centered. Practical emphasis - can be delivered outside local delivery area.	Managers/Management Trainees working on reserves.
5. University of Calgary Calgary, Alta.	(403) 220-6687	A. <u>Native Business Management</u> - facilitates in-house experience for on-going management training by providing a series of non-credit community workshops which are delivered on-site at request of interested groups.	

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
Old Sun Community College Blackfoot Reserves		B - <u>Policy and Environment Courses</u> - offered on reserve - course covers accounting, organizational behavior, finance, information systems, marketing C - <u>Entry Program for Business Management</u> - offered at Maskwachees Cultural College at Hobbema.	Communities
<u>PROVINCIAL</u>			
1. Federal and Intergovern- mental Affairs	Social & Constitutional Division, Province of Alberta Joe Forsyth Special Advisor Edmonton (403) 427-6706	- province involved in training of general applicability - considering the establishment of an interdepartmental committee on Self-Government issues	
<u>NATIVE ORGANIZATIONS</u>			
1. Blue Quills Native Education Council St. Paul's Alberta.	Larry Kaida (403) 645-4455	- jointly owned and operated by 7 bands. - 3 Main, programs: A) university program: - do first 2 yrs. and transfer to - Athabasca University or University of Alberta B) community college: - 2 yrs. diploma programs - affiliated with Grant McEwen College, Edmonton C) upgrading: - UCEPP - University/ College Entrance Preparation Program	Natives

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
		- Nursing, social work, band Management	
2. Nechi Institute Edmonton, Alta.	Dale Flowers (403) 458-1884 Diane Moir (403) 458-1884	<u>Native Trainees Development</u> - to develop "in house" native trainer expertise. - 3 yr. project - 60 positions - Programs to train people employed in all levels of the alcohol and drug education field i.e. community additions, counselling, community development, suicide prevention program. Delivery available across Canada. - Nechi Institute is a joint facility with POUNDMAKERS LODGE, a native treatment centre	
3. Yellowhead Tribal Council Spruce Grove, Alberta	Hugh Reid Richard Arcand (403)962-0303	- university program with University Certification in Health Development Administration Athabasca University and University of Alberta - 2 year social work program - upgrading - UCEP program - management program starting Sept. 1988. (Managing the Development Process) - Two year diploma for band managers or council members (campus and on-reserve)	Band Managers Council Members
<u>OTHERS</u>			
1. Western Management Consultants	Bob Barrett Edmonton, Alta. (403) 428-1501	Development: - core curriculum for Native Studies and Management in the Native community - booklet on community Assessment	Native Communities

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
2. Explorations Counselling Training Services	Geneva Ensign Edmonton, Alta. (403) 436-4187	- Community development training in Yukon and Alberta.	Native Communities
3. Four Worlds Development Project. University of Lethbridge.	Michael Bopp (403) 329-2184	- team of experienced human and community development practitioners based in the faculty of Education. - project delivers technical support and training to native communities across North America in areas of: <ul style="list-style-type: none">- development of curriculum materials and processes- delivery of institutional community based training- support of community based programs- coordination of information/support network.- extensive publications listing, plus audio visual materials	Native Communities
4. Indian Oil and Gas, Calgary Alberta	Tim Earle (403) 292-5628	- two programs: <ul style="list-style-type: none">a) professional training in geology, or technical aspects of oil/gas industry: COOP program with Mount Royal Collegeb) Oil and Gas Representatives: training for people nominated from each community to provide an overview of the industry.	Natives

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
<u>UNIVERSITIES/ COLLEGES</u>			
1. University of B.C. o Native Law Program	Sam Stevens Director (604)228-6165	- deliver series of seminars on self-government issues - Native Law Program involved with First Nations House of Learning whose focus is to encourage native enrollment	Natives
o Community and Regional Planning	Peter Boothroyd (604)228-4155	- courses on community planning and self-government	Bands and Tribal Councils
o First Nations House of Learning	Prof. Verna Kirkness, Director (604) 222-8940	- established to improve U.B.C.'s ability to meet First Nations' needs. - Objectives include: - increased Native enrollment, identification and promotion of research, increased Native leadership on campus, expansion of range and depth of programs related to First Nations needs.	Natives
o Native Teacher Education Program	Roger, Smith (604)228-5240	- Native Teacher Indian Education Program, Faculty of Education	Natives
2. University of Victoria, Victoria, B.C. Faculty of Adminis- tration	Professor Frank Cassidy (604)721-8060	- Master of Public Administration - seminars on self-government - involved with GWTC and Carrier-Sekani	Bands and Tribal Councils
Faculty of Social work	Marjory Martin Native Social Work Program (604)721-8036	- B.S.W. (native components) - distance education	
3. Fraser Valley College, Chilliwack, B.C.	Native Counsellor (604)792-0025	- College Achievement Program for students unsure of academic skills and career goals	Natives

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
4. Capilano College North Vancouver, B.C.	(604)986-1911	o community-based job practicum experience	
<u>NATIVE TRAINING ORGANIZATIONS</u>			
1. Native Education Centre Vancouver B.C.	Howard Green (604) 873-3761	<ul style="list-style-type: none"> - native Public Administration course (1 yr.certificate) - project Access: Assistance to Bands, Tribal Councils and Communities to meet "human resource, economic and employment" needs. - employment readiness training 	Bands, Tribal Councils
2. Centre for Indian Training and Research Vancouver, B.C.	Kathryn Teneese, Executive Director (604) 682-8588.	<ul style="list-style-type: none"> - all training reflects cultural experiences and traditional learning styles - off-campus training - college preparatory courses 	
3. Nicola Valley Institute of Technology Merritt, B.C.	Teri Clayton (604) 378-4235	<ul style="list-style-type: none"> - programs/courses delivered in communities - designated management training institute in B.C. - three series of courses re Indian management training - provides post-secondary education opportunities and prepares natives for management opportunities in communities - "hands-on" learning experience - diploma/certificate programs in: <ul style="list-style-type: none"> - forest resource technology. - fashion design/marketing management - business and livestock management - community economic development - tourism - University Transfer Program 	Bands, Chiefs and Councils

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
		- office administration - trades	
4. En'Owkin College Penticton, B.C.	Jeff Smith (604)493-7181	- native, controlled training institute - provincially licensed trade school - distance education - in-house training; community based training - network with Federation of Indian Controlled Institutions	Natives
5. Open Learning Institute Richmond, B.C.	(604) 270-8021	Open College Program (Home Study or Open Learning) 1. Knowledge-Network: - educational T.V. - College/University Credit Courses - Up grading 2. Adult Basic Education 3. Business Programs 4. Health Procedures.	Open
6. Native Training Institute: Spences Bridge, B.C.	Ms. Marie Shuter (604) 458-2214	- Band Community Management Program (1st. Mgt. Program in B.C. to be established by natives for natives). - 12 one week modules - emphasis on traditional Indian Management philosophy and modern day administration.	Native Communities
<u>OTHER</u>			
1. Legal Services Society, Vancouver B.C.	Barbara Murphy, Director, (604) 689-0741	<u>Native Programs</u> Funds: native public legal educational programs Projects: Eg. development of membership laws Resource Centre: Mailing List Development: Native law Material	

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
2. Centre for Native Small Business	Shirley Joseph (604)687-7166	<ul style="list-style-type: none">- entrepreneurial training for individuals- Native Small Business Development Program:<ul style="list-style-type: none">- 2 modules: 42 hrs. each- developing a business plan- survival skills- walk-in clients- training through Innovations program, CEIC and Post-Secondary funding	

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
1. Yukon College Whitehorse	Gillian Fitzgibbon Assistant Director (403)667-4262	<ul style="list-style-type: none"> - involved in joint venture with bands and CJS developing para professional programs - 3 mobile training units including a computer, mobile with 12 IBM work stations which supports administration training for band staff - 13 community campuses - currently the broker for Red Deer College - band management course to be delivered in spring 	Natives
2. Arctic College Fort Smith, NWT	Martin Strikwerda (403)872-7590	<ul style="list-style-type: none"> - Public and Business Administration diplomas objective is to meet need for public and business administrators in the north 	Natives
3. Arctic College Inuvik	Victor Boteri (403)979-2556	<ul style="list-style-type: none"> - Northern Business Management Introduction Program - new course to lay foundation for management training program being developed at Inuvik campus 	Open
		<ul style="list-style-type: none"> - Northern Business Management Certificate Program - first part of diploma program 	Open
Aurora Campus, Igloolik		<ul style="list-style-type: none"> - Community Administration Certificate Program - 3 stage program 	Open
<u>OTHER</u>			
1. Inuit Management Training Program, (ATII)		<ul style="list-style-type: none"> - offered via a series of modules in various communities - initiated by territorial and Inuit leaders to 	Inuit

PROGRAM	DELIVERY AGENT/ CONTACT PERSON	PROGRAM DESCRIPTION	GENERAL TARGET GROUP DESCRIPTION
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- address need for
management
responsibilities in
Nunavut
- evaluation of program
(March 1988) indicates
program should continue
- program designed to
complement CJS
- emphasis on employment
training and academic
upgrading

APPENDIX B

REFERENCE MATERIAL ON FILE

ATLANTIC PROVINCES

Dalhousie Micmac B.S.W. Program
University Maritime School of Social Work; course
description

Transition Year Program
application and calendar 1987/88

Micmac Professional
Careers Project; Information Sheet

Post Secondary Education Program; Student
Handbook 1987

Advanced Management Centre, Henson College

Course outlines and Material on:

- Human Resources Personnel Management Program
1988
- Directory of Management Education Programs
and Services
- Supervisory Development Program
- The Management of Managers and Professionals
Program
- Mid Management Development Program
- Executive Development Program
- Certified Employee Benefit Specialist
Program for Canada
- Productivity and Performance Improvement
Program in Business Management
- Spring Seminar Series
- Band Management and Development: Course
Material, 1987

Micmac Friendship Performance Assessment August 1987
Centre (Price Waterhouse)

University Preparatory information
pamphlet

St. Francis
Xavier University

Coady International Institute,
Information pamphlets on:
- Certificate Program in Cooperative
Studies;
- Diploma Program in Social
Development;
- NGO's: Management for
Change

University of
New Brunswick

Micmac Maliseet Institute:
- publications available
- information sheet

Department of Extension and Summer
Session: Identification of Learning
Needs for Development of Special Studies
for Indian People in Management
Administration,
Spring/Summer Calender (1987)

St. Thomas
University

Bachelor of Social Work (Native)
Information Sheet
- First Annual Report: Evaluation of
the BSW Programme: John Coates, PhD,
Assistant Professor,
St. Thomas University

Atlantic Region
Management
Training Centre

Information Pamphlets on:
- Management Training Centres
- Tourism and Hospitality Management
Diploma
- Diploma Program in Supervisory Skills
- Management Training Seminar Calendar
1987/88

Other

Social Conditions and Services on Micmac
Reserves in Nova Scotia 1982 report on
(workshop organized by Union of Nova
Scotia Indians and The Maritime School of
Social Work, Dalhousie University)

QUEBEC

McGill
University

Calendar 1987/88 Native and Northern
Education

Native Training
Institute

Course descriptions
Administrative Skills Acquisition Program
for Communities

Makivik
Corporation

Annual Report 1986-87

Rencontre

Publication of Ministry of Native Affairs

Cree Naskapi
Commission

Annual Report 1986

ONTARIO

Trent
University

Native Management and Economic Development
Program; Calendar 77/78

Proposal to the Native Economic Development
Program to Provide Curriculum Development
Support for the Native Management and
Economic Development Program at Trent;
June 1987

Laurentian
University

Calendar, 1988-89

Confederation
College of
Applied Arts
and Technology

Native Studies
- Indian Economic Development; information
sheet

Carleton
University

Northern and Native Studies; Master of Arts
- Information Sheet

Ministry of
Colleges and
Universities
(Provincial)

Band Management Program Description

Anigawncigig

Native Economic Development and Small
Business Management; Information Sheet

Native Training Research and Development;
Information Sheet

Mohawk and
Cambrian
Colleges

Native Community Care: Counselling
Development; Information Sheet

School for
Addiction
Studies
(Addiction
Research
Foundation)

Calendar; Application; 1987/88

Frontiers
Foundation Inc.

Operation Beaver and Operation Phoenix
International Advancement and Voluntary
Service Calendar; 1987/88

<u>Union of Ontario Indians</u>	Indian Health: training for Future; Workshop Report
<u>The Kanata Institute</u>	Self Development of Aboriginal Peoples; information pamphlets
<u>Ministry of Education</u>	Independent Learning Centre; Student Guide, 1986-87 correspondence education
<u>Canadian Council for Native Business</u>	Annual Report information package Native Business Internship Program; information sheet
<u>Municipal Economic Development Program</u>	Initiatives in Municipal Economic Development; information pamphlet
<u>Canadian Association of Municipal Administrators</u>	Information booklet
<u>Federation of Canadian Municipalities</u>	Information booklet Municipal Economic Development Program - Initiatives in Municipal Economic Development
<u>Ontario Ministry of Skills Development</u>	Proposal to Create a Canada Training Allowance (1987)

MANITOBA

Winnipeg Core
Area Initiative
Training and
Employment Agency

summary of programs
job specific training programs

Employment
Services and

Information pamphlets on:
- New Careers Training program
description

Economic
Security,
Provincial
Government

- Preparing Yourself for Using New
Careers Competency Based Training and
Education System; March 1987
- Post Secondary Education and Training
Program
- Inventory of labour market programs and
services in Manitoba

Yellowquill
College

- Swan Lake Training Outline
- Management and Communication Training
- Native Economic Development Program

SASKATCHEWAN

Gabriel Dumont
Institute

Annual Reports 1985-87

Human Resource Development Program;
information package

West Side
Community
College

Pre-Local Government Administration
Training Program description

Saskatchewan
Indian Federated
College
(University of
Regina)

Band Administration Competencies: Analysis
Form for Validation

calendar, 1987-88

annual report

Indian Health Careers Program; information
sheet

University of
Regina

Social Administration Research Unit: Faculty
of Research

Searching for My Children and Now They Are
Home - Study Guide Two

Federation of
Saskatchewan
Indian Natives

Canada - Indian Native Relationships, 1985

A Foundation for
Building
Aboriginal
Economies

The Saskatchewan Urban Native Teacher
Education Program, 1987

Indian Leadership and Executive Management
for Chief and Council; Senior Program and
Administration Officials, December 1987,
Sol Associates, course outline

ALBERTA

University of
Lethbridge

School of Management
The Business Enterprises and Self
Governing Systems of Indian Inuit and
Métis People: calendar 87/88

University of
Alberta

School of Native Studies calendar

Nechi Institute

Information pamphlets on:
- Employee Assistance Program
- Poundmaker Nechi Institute Overview
- Native Trainer's Development Program

The Four Worlds
Development
Project

Towards the Year 2000 History and
Philosophy; Program Development;
Information pamphlet

Maskwachees
Cultural College

The Spirit of A People; information guide

Southeast
Resource
Development
Council

Information package

Yellowhead
Tribal Council
and Athabasca
University

Course proposal for a University Certificate
in Health Development Administration

BRITISH COLUMBIA

University of
British Columbia

Native Indian Studies; Faculty of
Education; course outline

Native Indian Teachers Education Programme
News; Winter 86/87

First Nation's House of Learning -
information package

Nicola Valley
Institute of
Technology

Information package

Open College
Program

Calendar 87-88

Native Education
Centre

Student handbook and program calendar

Project Access: Training Native People in
Native Communities

Legal Services
Society

Newsletter

University of
Victoria (School
of Social Work)

Native Content in the Social Work
Curriculum, 1982

TERRITORIES

Yukon College

Band Management Program Outline (draft)

Arctic College
(Iqaluit Campus)

An Evaluation of Atii Training Workshop
for Inuit Management Development (87-88)

A Strategy for Inuit Management
Development; The Report of the Task Force
on Inuit Management Development

MISCELLANEOUS

<u>DIAND</u>	Guide to Management Training Courses
<u>CEIC</u>	Canadian Jobs Strategy and Other Programs and Services
<u>Indian and Inuit Nurses of Canada</u>	Directory of Health Career Programs: 1987-88
<u>Regional Industrial Expansion</u>	Investment in Small Business: A Guide for the Community
<u>DIAND</u>	Guide to Management Development Resources
	Evaluation Study of the Indian Community Human Resource Strategies Program, February 1987
	Task Force on Indian Economic Development, 1985
	Training Needs of Band Social Workers; Report of Survey Conducted June/July 1985
<u>Forum for Young Canadians</u>	Course outline and information
<u>Secretary of State</u>	Report on the Native Communications Program and the Northern Native Broadcast Access Program
<u>Public Service Commission</u>	Career Assignment Program (CAP) information package