



SUNRISE

The report to Yukon College on the training needs
and dynamics of Yukon First Nations

February 2008

Elizabeth Bosely and John Reid

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**A Report to Yukon College on the training needs
and dynamics of Yukon First Nations**

**Yukon College
First Nation Initiatives Unit**

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Introduction

This report and its accompanying recommendations are the culmination of a seven month process directed toward establishing a new framework for Yukon College's relationship with Yukon First Nations. Its title, "Sunrise," speaks to a positive and growing realization of the modern First Nation. It demonstrates an understanding, not just of the legal and political realities of the Land Claims and Self Government Agreements, but also of the day-to-day challenges facing our front line education and training workers.

The education and training infrastructure of our First Nation communities is the foundation from which to build capacity. The resource people employed within this infrastructure are key. It is they who will help guide and map out a plan of action to assist First Nations in their capacity building initiatives. For this reason, we felt that these people are the best candidates to form a committee to help us direct and implement changes in our relationships with First Nations.

This report will provide a history of how and why the President's Committee on First Nations Initiatives (PACFNI) was established and speak to its mission and mandate statements. It will address the training priorities and recommendations that were established as a result of the First Nation Initiatives unit's fall 2007 community consultations. A newly proposed training model will be introduced that will hopefully address the unique education and training needs of Yukon First Nations.

"Sunrise" is our opportunity to bring partners together in the constantly developing forum on how to address the needs of Yukon First Nations. It is a new beginning for us and a new path for our partners. But how did we start and where are we going...

Our Trail Behind:

In May of 2006, an invitation was extended to all Yukon First Nations to attend a summit on post secondary education hosted by Yukon College. The theme for this summit was ‘*Two Trails-One Future*’ which implied that Yukon First Nations and Yukon College would need to collaborate in order to face the new challenges brought about by the settling of Lands Claims and Self-Government Agreements. As Grand Chief of Yukon First Nations Andy Carvill stated in his opening remarks:

“We are at an important juncture in the history of the Yukon with the signing of Yukon First Nations Final and Self Government Agreements. Over the last decade we have embarked on an era of collaborative governance, which provides many new opportunities to work together and resolve our post secondary educational needs. These agreements are, in my opinion, visionary documents which empower First Nation Governments to build future education programs based on partnerships, cooperation, and respect for each others’ cultural differences. These agreements provide Yukon First Nations and Yukon communities with new tools to better administer the land, resources and economy in their respective regions. However, an enormous obstacle to the task of implementing these agreements is the training of the next generation. I believe well educated Yukon First Nations citizens will be the foundation of a successful First Nation Government.” (Two Trails-One Future The Minutes Document from the Summit on Post-Secondary Education, p. 2)

Summit delegates were given a Yukon College overview that included information on the College’s Vision, Journey, Trails, Ends Statements, and Board of Governors’ Priorities. These documents affirmed the College’s intent to embark on a ...

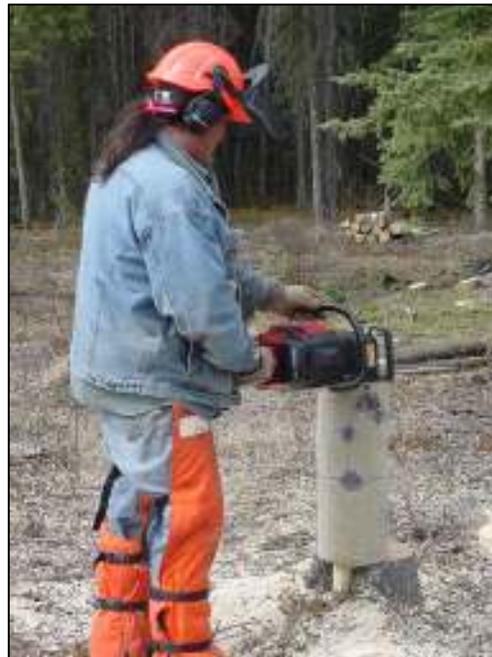
“... Journey of continuous exploration and implementation of excellent, relevant, and accessible learning opportunities for people in a northern context” (Vision, Journey, Trails, End Statement) and to “increase First Nations programs and focus on capacity building to meet the needs of self-

government and Land Claims agreements.” (Board of Governors’ Priorities)

Summit delegates, through the use of break-out discussions, identified programs, courses and services that were needed to make these goals a reality, and established recommendations to help bring them to fruition.

The top recommendation from the Summit was for the establishment of a First Nations Division within Yukon College. Most delegates felt cautious about this recommendation as it might isolate, as opposed to integrate, First Nations issues from the rest of the College. Delegates suggested that an advisory body composed of First Nations Education Representatives from each Yukon First Nation be established to ensure that relevant curriculum, courses, and programs would be developed in a way that would lead to student success, and to assist First Nations with their capacity development issues stemming from the Agreements.

In early 2007, Yukon College President Terry Weninger extended an invitation to all Yukon First Nations and to the Council of Yukon First Nations, inviting them to identify a senior education official who would represent their First Nation on the President's Advisory Committee on First Nations Initiatives (PACFNI). This newly established committee would be composed of Directors of Education, Post-Secondary Employment and Training Officers, Human Resource and Education Managers, First Nation Councilors, and Education Technicians.



To establish a solid foundation and to better understand its advisory role, PACFNI developed Terms of Reference that outline and identify its Mission, Mandate, committee membership, and other orders of business needed to guide its vision and future directions. In order to make sound decisions and influence change, PACFNI's first order of business was to gain a solid understanding of Yukon College's organizational structure, programs, and services, including the roles and responsibilities of the President, Board of Governors, and Senior Management Team.



The establishment of PACFNI gives Yukon College an opportunity to build a strong working relationship with Yukon First Nations. This has already been exemplified by the Thematic Review process; whereby Yukon College will review over a six year cycle all of its programs and courses in six core thematic areas.¹ PACFNI has provided valuable feedback to the thematic review from a First Nations perspective. Their input has resulted in changes to programming in the Developmental Studies Division, and PACFNI will play a key role in ensuring that all recommendations that pertain to First Nations initiatives are acted upon in a timely manner in collaboration with Yukon College.

The Yukon College Board of Governors is currently involved in a strategic planning process that will map out the direction of the College over the next five years. As an identified stakeholder, PACFNI was involved in this consultative process by actively participating in a focus group session, where the committee members gave valuable feedback to assist the Board of Governors in making long range planning decisions.

¹ . The review themes include Liberal Arts and Science; Business, Governance and Management; Health, Human Services, and Education; Trades, Technology, and Industrial Skills; Cultural Industries and Heritage; and Land and Environment. The Thematic Review also includes courses in Developmental Studies and relevant non-credit courses.

The First Nations Initiatives unit has sought to build a more comprehensive relationship with First Nations, beginning with a series of intensive community consultations with First Nations on their training needs during the Fall of 2007. These consultations led to the development of this report.

The President's Advisory Committee on First Nations Initiatives has been gaining momentum since its inception in May 2007. When asked, PACFNI has provided valuable feedback on the College's current programs, courses and services, and has brought forward new ideas to better meet the educational needs of Yukon First Nations. In turn, Yukon College is addressing the needs identified by Yukon First Nations. The development of PACFNI has allowed both parties to find a way to walk down '*two trails*' that will form '*one future*.'

The Road Ahead...

This report is intended as a framework upon which the College can build a foundation of success. In the coming months the First Nations Initiatives unit will work with internal and external partners to define how to best address the

committee's priorities. The Presidential Advisory Committee on First Nations Initiatives has identified Leadership and Governance, Health and Wellness, and Heritage and Culture as the areas of



highest priority and the areas in which the College should focus its attention. During the December 2006 meeting, PACFNI took its first steps in defining these priorities and discussing how best to approach them.

The First Nation Initiatives Unit is now researching these topics, and is moving towards building programs and relationships. In the coming months the College will build on these early successes. This includes supporting present initiatives such as the Executive Development Program with the Champagne and Aishihik First Nation and the Yukon First Nation Heritage Training Program proposal with the Yukon First Nation Heritage Working group. In addition, we will be looking at the possibility of developing new training packages in areas such as Leadership and Governance, and Health and Wellness.

Mission and Mandate

Background

The creation of a mission and mandate was an essential first step in the development of the committee's initial direction and goals. The intent of a mission is to establish a long range vision of where the organization is directed and its key activities. A mission, by its very nature, is designed to take into account the big picture, and is directed by a broad statement of intent. The mandate is designed to provide functional direction to the organization by articulating what path the body will follow in achieving its mission.



The development of the PACFNI Mission and Mandate was initiated during its May 31, 2007 meeting. During that session, draft Terms of Reference were developed to support a discussion of the intent and direction of

the committee. The committee wrote an initial mission statement that articulated its intent. The mandate of the committee was first discussed in depth during the September 26, 2007 meeting. At that meeting the committee relied on several source documents to refine the direction they were given. These source documents included:

- *Invitation Letter From President to Yukon First Nations – May 2007*
- *Two Trails-One Future The Minutes Document from the Summit on Post-Secondary Education*
- *Yukon College 2006 Thematic Review - Business Governance and Management*

- *President Weninger's Address to PACFNI, May 31st Meeting*
- *Draft Terms Of Reference, PACFNI , May 31st Meeting*

During this meeting, the committee broke into subgroups to break down source materials into tasks, mandate statements or mission statements. The sub-groups then brought these back together, and the committee affirmed or revised these decisions. The final body of material formed a draft mandate, and added additional details to the May mission statement. The input was then summarized, and new language was crafted to provide smoother text consistent with the mandate.

The mandate and mission were then brought forward to the November 13&14, 2007 meeting. There the committee affirmed a final draft mission and edited the mission to reflect their previous discussions. They also affirmed a final draft mandate statement for submission and approval by the College President.



Mission

“PACFNI will provide strategic direction to Yukon College, specifically the Board of Governors’ and the Senior Management Team. This high profile committee will play an important role by assisting Yukon College in its goal to increase the effectiveness of programs and services offered, with the ultimate goal being the success of all Yukon College students.”

Mandate

1. Provide Direction

PACFNI will provide recommendations on the overall strategic direction to Yukon College consistent with PACFNI's mission and mandate.

- This statement supports the overall mission and provides a specific duty for the committee to develop and make recommendations.

2. Participate in the Internal Review

PACFNI will participate in the College's Thematic Review Cycle. PACFNI will work to hold the College President accountable for the recommendations that the Thematic Review Committee brings forward and will work to ensure action is taken on these recommendations.

- This item confirms the existence and importance of the thematic review in the College's routine process of assessing and maintaining the relevance and direction of programming. The mandate ties the committee to the process of assessing quality in relation to First Nation needs; it conversely binds the college to the inclusion of First Nation views in its review.

3. Principles Important to First Nations

PACFNI will provide assistance in helping the College integrate an understanding and awareness of the culture, traditions, and history of Yukon First Nations, including the land claims process, the Umbrella Final Agreement, and other principles important to Yukon First Nations.

- This item outlines a role for PACFNI in enhancing the "understanding and awareness" of First Nations within the College. It conveys the importance of that role to the College, and suggests a role for the committee in the larger College community.

4. Programming Recommendations

PACFNI will make programming and operational recommendations to Yukon College with a goal to improve its services to all students and all communities.

- This item lays out the importance of PACFNI's broad role in the institution as a Presidential Advisory Committee. The bulk of the committee's work will be in this area.

5. Increase First Nation Involvement

PACFNI will enhance the profile of First Nations by encouraging and supporting their involvement within the institution.

- Enhancing the role of First Nations and developing First Nation partnerships is a prime reason for the establishment and operation of the Presidential advisory committee. This statement enhances the committee's role in encouraging those partnerships and developing relationships.

6. Achieve Higher Success for Students

PACFNI will provide recommendations to achieve higher success rates for all students.

- This statement supplements the intent of the mission to create an environment that benefits all students. It also commits the actions of the committee to further the success of the entire College population. The committee felt strongly during their May meeting that in order for the committee action to be truly beneficial, they had to improve conditions for all students.

7. Curriculum Development

PACFNI will play a key role in advising the institution in curriculum and program development and implementation.

- The development of programming and its associated curriculum is essential to development of programming that meets the needs of First Nations. It is a foundation item that will have benefits far beyond its actual development. The committee will work towards advising on the development of these packages.

Community Visits

During the September 26th meeting it was decided that First Nations Initiatives (FNI) would conduct community visits to further discussions regarding education and training needs, and also to start building a continuous strong working relationship with Yukon First Nations. FNI sent an invitation letter to all PACFNI members, who in turn extended the invitation to education personnel and other directors working in capacity development, employment and training, or human resources. The majority of Yukon College Community Campus Instructors and Coordinators also agreed to attend the community visits.



FNI met with nine communities and eleven First Nations, and received one written response. To date we have been unable to meet with Carcross Tagish First Nation and Ross River Dena Council. During our community visits we met with a wide range of staff,

such as Education and Training Officers, Education Directors, Human Resource Directors, Aboriginal Human Resource Development Agreement Workers, Chiefs and Councilors, Social Program Directors, Lands Directors, Implementation Officers, Campus Coordinators, Capital Directors, and First Nation staff in many other capacities.

From FNI's perspective, much was learned from the open and honest dialogue. Each First Nation brought its own character and strength to the table, and reflected on its own needs. We learned that First Nations across the Yukon are not a homogeneous group as some are large and small, some

are rural and urban, and some are self-governing while others are non-self-governing. As part of their journey toward self-empowerment, First Nations are looking for ways to move their communities ahead and as a result are open to building partnerships and pursuing available opportunities. They are all very aware that they must face many challenges along the way, but are economically minded and think creatively to find solutions.

The focus of our community visits was not to conduct a scientific survey but to have open discussions so as to identify challenges, develop a profile of education and training needs, and to build relationships with Yukon First Nations. The process by which the results were obtained is felt to offer a reasonable reflection of the most present needs. Some items, such as funding, next steps, and implementing the plan, will have future impacts and were reserved for future discussion.



Notes were taken during each community visit and were then summarized and sent back to those in attendance to affirm their accuracy. After updates were made, these community visit summaries were reviewed, compiled, and then separated into two main topic areas: Education and Training Related Issues, and Course and Program Needs. The information under these two headings was then further categorized.

One of FNI's goals in conducting these community visits and gathering this information was to assist PACFNI members to have a broad overview of the dynamics facing First Nations. By compiling, organizing and presenting this information, it was felt that PACFNI would be better able to prioritize and to establish a framework upon which to build.

The sections that follow provide a description of our findings. The detailed summaries of the education issues, course and program needs, visit dates and participants can be found in the appendices.

Education and Training Related Issues:

Many issues and challenges related to education and training were discussed during our community visits. The information was drawn out during the visits and was separated into fifteen categories. Each category identifies an area where issues or challenges may occur in the pursuit of programs and courses. During our community visits we discussed questions regarding current infrastructure challenges, access to courses or instructors, or training packages that the First Nations are trying to deliver. They were asked how they presently access and deliver training and what are the most difficult challenges faced in accessing or delivering it.

Administrative Challenges

First Nations face many ongoing administrative challenges related to implementing Land Claims agreements. Directors become over-extended and have to do many different jobs. It becomes a capacity problem when employees attend 2-3 day workshops that take them away from the workplace. It is difficult to prioritize the large variety of training needs while facing infrastructure challenges such as lack of resource people, no facilities, and funding mazes. Training needs are different for staff and citizens, and there is a certain group of people that are not responsive to training. Generally, this group needs to focus on health and wellness in order to be more responsive to acquiring education.

Admissions and Advising

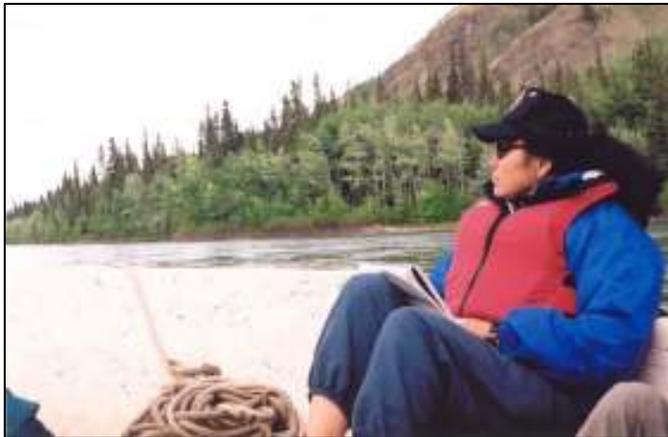
This refers to the career development process and how it affects career choices. First Nations students, especially from rural communities, need to access career counseling to ensure a smooth transition in achieving their career goals. Many First Nations would like to have career fairs so that parents and students are exposed to the variety of career choices available.

Training Needs Assessment of Staff

Many First Nations Human Resource departments would like or are currently conducting an inventory of staff training needs that will identify the skills their employees currently have, and what training they may require to do their jobs more effectively. Some First Nations felt the College could help by working in conjunction with community campuses to help determine training priorities.

Employee Needs

Many employees need professional development to enhance their skills in the workplace. In some cases, professional development training can cause anxiety within staff as they may feel their academic level is inadequate to meet the demands of the course requirements.



Hiring Dynamics

Many First Nations hire their citizens on an under-fill basis and face the challenge of providing appropriate training so these employees can fulfill their job responsibilities adequately. Once employees are sufficiently trained, the First Nation loses them to Yukon, federal or municipal governments or private sector employers, as wage parity is a huge issue.

College Responsiveness

There is a need for greater connectivity between the College and First Nations to enhance the dialogue on course offerings, accreditation and transferability of courses, and establishment of new degree/diploma

programs, and to build a strong partnership that creates a sense of accountability on both sides of the table. Most First Nations feel that more First Nation faculty and staff should be recruited within the institution.

Communications

Good quality communication networks must be established between First Nations, the community, and Yukon College, including community campuses. Information must flow between these parties to address mutual and individual concerns such as marketing and advertising of course offerings well in advance of the start date.

Course and Program Content

The content of some courses and programs needs to be more meaningful and relevant so that students obtain useful, transferable skills. There is a need within First Nations for employees to attain on-the-job training coupled with an academic component so that qualifications are gained while employed. Knowledge of the Land Claims and Self-Government Agreements and First Nations realities needs to be available to all.

Developmental Studies

The current changes happening in Essential Skills, Level II and Level III are in response to feedback received from students and stakeholders who have long felt that this area needed to be improved to create smoother career pathways and to provide workplace essential skills, so that students who did not continue in this area could obtain gainful employment.

Program Delivery Methods

Most First Nations want to run effective governments, so they would like training available within their community so that employees do not have to leave their workplace for prolonged periods of time. Flexible delivery methods could include virtual learning, video-conferencing, modular delivery,

experiential land-based training, or mobile training units that offering training within the communities.

Funding Structures

Educational funding is limited for both students and First Nations. The limitations imposed by funding systems require partners to be creative in their financing . A student's cost of living often increases when he or she relocates from a rural community to attend Ayamdigut Campus. A high number of First Nations students do not graduate with an academic grade 12; as a result, they must take courses in Developmental Studies before they meet the prerequisite requirements for the majority of Yukon College courses. First Nations who fund their students through Developmental Studies often feel disappointed as they feel that their students must attend high school twice, once through Public Education and again at Yukon College. First Nations feel that this dilemma causes an educational funding strain on their government.



Ideas and Opportunities

First Nations brought forward a collection of unique ideas and opportunities during First Nations Initiatives community visits. Cross-training staff could help alleviate capacity issues when vacancies occur in positions that still need to function. Also, mobile instructors could offer more community based training and rotate programs throughout the campuses. The College could enhance its information technology to include course offerings via virtual learning or utilize a content server system so that students can access their online courses at any time of the day.

Instructor Training

It was felt that Yukon College needs to train more local instructors, as it is too expensive to contract from outside the Yukon. Instructors need to gain knowledge of different learning styles to enhance and maintain student interest. This could include teaching a course with a land-based component. The College needs to develop an awareness course for staff and students that encompasses First Nations realities and the Land Claims and Self-Government Agreements.

Language and Culture

First Nations want language classes to be offered at Ayamdigut and the community campuses. These language classes should include the training of language teachers. Strengthening the relationship between Yukon College, Council of Yukon First Nations, and the Yukon Native Language Center is an essential starting point. There should be a cultural awareness course available to Yukon College instructors.

Students Issues and Challenges

Many issues and challenges were identified, some of which collectively can create major barriers in student success. Sometimes students treat education as a source of income, so they lack the motivation to succeed academically. There is a need for life and social skill development for students so that they can combat some of their emotional barriers. Support systems for students are needed.

There is often a long waiting list for the College daycare, and there is no available drop-in daycare. Obtaining affordable housing is difficult. There is a lack of transportation to and from Yukon College, and bus scheduling is sometimes a problem. Older workers need training. We were also asked, "Why can't youth get involved with trades at a younger age?"

Course and Program Needs:

During our community visits, we asked questions to identify the most apparent or highest priority in course and program needs for each organization or community. We also asked about current training plans, and how the College might fit into those plans. All ideas, training possibilities, or combinations of options were open for discussion. From those discussions we were able to form categories reflecting the needs defined by the First Nations.



Developmental Education Skills

An individual's work habits and workplace literacy skills could be developed through adult basic education and work skills with a focus on preparatory programming in career/education guidance, essential workplace skills, and educational basics in reading, writing, math, and computers.

Office Administration Skills

Skills needed in this area range from basic office skills, front line receptionist duties, office assistant, and administrative clerk to data entry and computer skills. Because of the current skill levels of First Nations employees, there is a need for an Office Assistant package that is transferable to the Office Administration Program.

Coordinator/Officer/Worker (COWS)

Skills in budgeting, coordination, business administration and project management are needed for project or program officers who are responsible for administration or oversight.

Finance

Multi-level skills are needed in finance areas such as basic to advanced accounting and budgeting. Also, there is a need for financial training in areas of investments and securities for finance workers, leadership, and trust or board members.

Economic Development

There is a need for training in economic development and entrepreneurial skill development. Examples include how to start and manage a small business, general contractor training, or how to be a competitive entrepreneur in a demanding economic environment.

Leadership & Governance

Skills are needed for individuals or groups serving in leadership roles in the community. Suggested skills include traditional First Nations knowledge of leadership, how to govern, knowledge of Land Claims and Self-Government Agreements, and Boards of Trustees training.

Management

Basic management, budgeting, and human resource skills are needed for Directors and Executive level employees in order to build upper level capacity within First Nations governments.

Health & Wellness Programming

Programs or courses that focus on health and wellness or life skills are needed to promote the overall well being of a community. Some suggested programs were a Personal and Home Care Program, or Community Health Representative Program. This could also include a Student Success Course focused on the development of skills that promote student retention during academic studies.

Parenting & Daycare

A Traditional Parenting Program that reflects on the family unit and its responsibilities could assist the growth and development of families. Also, Early Childhood Development training in the communities would increase the skill levels of childcare workers, and could expand daycare services in rural communities.

Social Programs Administration

Skills relating to case management and basic counseling are needed for health and social development administrators in order to increase their competency within their social service field and to better assist clients.



Heritage & Culture

First Nations need to develop knowledge of their First Nations history and modern day culture, language, and heritage. They need to acquire skills in order to archive materials, document traditional knowledge and stories, and to preserve past Yukon cultures. They need to promote the development of cultural and heritage centers.

Hospitality

Training is needed within the various sectors of the Services Industry. Examples could include hospitality and tourism training, camp cook training, and mining and oil and gas training.

Trades Programming

Entry level trades training that ladders into apprenticeship training in electrical, plumbing, mechanics, and carpentry needs to be offered at the rural community level. Requests for hairdressing and barber training were also received.

Industrial Training

Entry-level and advanced training is needed for work in industrial environments, providing general safety and specific skills in water technician training, Class One and Three driver training, heavy equipment operator training, oil and gas training, mine training, and certificate training in Transportation of Dangerous Goods, Workplace Hazardous Materials Information System, First Aid, and H2S Alive.

Lands & Resources

There is a need for technical skills training within Lands and Resources Departments, as well as for environmental monitoring and assessments, industrial assessments, mineral exploration, lands monitoring and enforcement, game guardianship, Global Information Systems, and geology.

Miscellaneous

A variety of important course ideas were mentioned that did not fit neatly into other categories. These courses included Boards and Committee training, justice training, curriculum development, orientation training for new employees, Fine Arts with a cultural base, and youth recreation.

PACFNI Training Model

The proposed PACFNI training model was developed in tandem with the community visits. It has a foundation in the writers' experience and background, while further details were added and developed as our consultations progressed.

The Model reflects the organizational structure of a First Nation Civil Service and how community based training might successfully evolve. The Model reflects positions that range from entry level to management and



leadership categories. As capacity building within First Nations is a critical focus, the intent of the model is to reflect how training and resources can be targeted to the appropriate levels to enhance skills where they are most needed.

The model describes how the content of courses and programs must incorporate five skill components guided by four delivery principles. The five components and four principles will complement each other to enhance student success and, ideally, the success of the program.

PACFNI Training Model ²

<u>Delivery Principles</u>												
Deliver training in or to the Community												
Must be at the appropriate level and have relevant content												
Needs to be transferable												
Curriculum offered in modular form												
Leadership And Governance (Targeted Skills For Community Leadership)							<u>Skill Components</u>					
Executive Development (Specialized Individual Training)							H E A L T H A N D W E L L N E S S	L I T E R A C Y S K I L L S	T E C H N I C A L S K I L L S	L A N D C L A I M S A N D S E L F G O V E R N M E N T	H E R I T A G E A N D C U L T U R E	
Management/Directors/Supervisors (Development of Management Related Skills)												
Capital & Infrastructure	Heritage & Culture	Lands & Resources	Finance	Education	Human Resources	Health & Social						Economic Development
Sector Specific Skills												
Coordinator/Officer/Worker (Generic Skills that can be applied to any of the sector specific skills)												
Environment	Community	Industrial	Office									Heritage
Entry Level Employment (Broad community level training generally at essential skill levels)												

² The gray shaded areas in the model represent areas which have been designated as priorities by PACFNI.

Five Skills Components

The five skills components are essential ingredients in any training package designed for a First Nation audience. They comprise literacy skills, health and wellness, lands claims and self-government agreements, technical skills, and heritage and culture.

The five components of the ***instructional content*** of all courses and programs are as follows:

1. The first component reinforces **literacy skills**, including reading, writing, math and computers.
2. The second component is **health and wellness**, enhancing a student's ability to manage stress and life pressures.
3. The third component is the inclusion of training on **lands claims and self-government agreements**. The agreements affect people in different manners, and different sectors need to be aware of the intent of chapters in the Umbrella Final Agreement.
4. The fourth component is the provision of the **technical skills** that are the foundation of the course. The other components complement these technical skills; although the technical skills make up the largest percent of content in any course.
5. The fifth component is **heritage and culture**. Knowledge gained in this area will enhance an individual's knowledge of self and their First Nation.

When the five components are integrated into a course they will enhance an individual's capacity and strengthen an organization's skill level. These five skill components can be incorporated at any level of the training model, and adapted to meet the needs of the learner.

Four Delivery Principles

To ensure successful course or program delivery, four delivery principles must be taken into consideration at the onset of training. Similar to the Five Skill Components, the four delivery principles are intended to enhance program success by ensuring that the training package is directed to the First Nation learner, and is delivered appropriately.

1. The first principle is the delivery of a program or courses **in the community or to the community**. Most First Nations do not want their employees to leave the community for prolonged periods of time to obtain training; therefore, courses or programs should be delivered in the community or via video-conferencing to the local community campus. The model also allows us to increase the number of students with each delivery and reduces the costs for the funders.
2. The second principle is that delivery must be at the **appropriate level and have specific content that meets the technical skills component**. The content must meet the nature of the job and provide skills that can be directly used on the job, while taking into account the five skills components mentioned above.
3. The third principle is that the skills must **ladder to credit or be transferable** for accreditation to other programs or courses. It is important to accommodate those who are both working and learning at the same time. Currently, students take two- or three-day workshops that collectively give no credit. These types of offerings can be costly and inefficient for the parent organization. When courses are transferable, it places responsibility on the College to ensure that there is a measured level of quality in the program. It also places increased responsibility on the student to achieve a measured level of performance in order to pass.

4. The fourth principle is the requirement of **modularized** course or program delivery. A program can be partitioned in a fashion that takes into account a variable learning framework in which many adult or working students can participate.



Recommendations

Responding To Needs

The training needs of First Nations evolve on a continual basis, not only within each specific First Nation but across the territory. Often priorities change from year to year and between communities. Yukon College has not yet articulated any plan to directly address First Nation training needs; these needs are growing in both breadth and depth. Training needs are usually addressed on an ad-hoc basis, with different units responding as needs are identified. It is important to develop a comprehensive method to address these needs, consistent with the College's Board priorities and with the intent of PACFNI. In order to accommodate these dynamics the institution needs to develop a plan for addressing them on a longitudinal basis and not just in the short term. This view is supported by Recommendation 20 from the 2007 Yukon College thematic review.

Recommendation 1

Yukon College should develop action plans to address the key program priorities identified by PACFNI.

Recommendation 2

Yukon College needs to develop a multi-year process to target and respond to the training needs identified through PACFNI or by individual First Nations. This may include building new programs, modifying present College offerings, or expanding current offerings used by the College or by First Nations.

Communications

As First Nations have signed claims and taken down programming, they have grown significantly in size and scope. In communities where claims have not been signed, the First Nations continue to look for alternative methods of enhancing capacity. This growth has largely been in Yukon communities and is not obvious to many people who are not working with First Nations on a consistent basis. It is important that people working with First Nations have a good understanding of these governments.

In addition, to effectively expand our relationships, enhance our ability to respond to training needs, and accommodate training priorities, the College needs to have a plan to more fully communicate with First Nations. Technology is a valuable tool for expanding communications. The College can benefit significantly from capitalizing on communication methods that enhance our relationships and engage new audiences.



Recommendation 3

That Yukon College work toward developing an awareness of modern First Nation governments.

Recommendation 4

Yukon College needs to develop a communication strategy to enhance and increase discussions with First Nations. It should develop its exchange of information with First Nations, thereby enhancing its services to First Nation individuals.

Recommendation 5

That YC establish a communication network and portal to enhance web based communications, such as a PACFNI website, a listserve, or an exchange network with First Nation Education partners.

As PACFNI and the First Nation Initiatives Unit develop, it will be necessary to keep decision makers and governments apprised of new initiatives as well as any necessary background motivation. Effective communication is necessary if we are to engage and move our agenda forward. This recommendation affirms the nature of the communication between PACFNI and the College Board, and fulfills their common mandates.

Recommendation 6

That PACFNI and the College find ways to effectively inform and acknowledge the initiatives of the committee with the Board of Governors.

Internal Adjustments

The delivery of training to communities and thus to First Nations is important to support the growing demands of community based governments. The community campus system is based on standards and structures that were established in the late 1980s and have grown beyond their original intent. There are also many components of the institution that can assist in the delivery of programs to communities and to all First Nations. Cooperation between these units is essential to a growing, effective delivery mechanism. These needs were addressed in the Two Trails – One Future Minutes Document from the Summit on Post-Secondary Education.

Recommendation 7

That Yukon College enhances the exchange between, and coordinates the functions of, Community and Extension Services, Distributed Learning, all First Nations and Community Campuses in working towards the provision of services to communities.

Recommendation 8

That Yukon College coordinate and work with First Nations and campuses to undertake a systematic assessment of resource and space needs in order to assess its community campus network to ensure that it can accommodate community based needs.

It is important that the College increase its capacity to respond to First Nation needs. As these organizations become more complex and their training needs more intricate, the College will need to have a capacity to meet changing needs. This also works to meet the objective of Recommendation #20 from the College's 2007 Thematic Review on Business, Governance and Management.

Recommendation 9

That Yukon College increase the amount of First Nation Faculty and Staff to accommodate the possible growth in service to First Nation communities.

Recommendation 10

That Yukon College expands the First Nations Initiatives unit to accommodate the growing educational needs within First Nations governments.

The College and the First Nation Initiatives Unit are embarking on a new relationship with First Nations. In order to best respond to this relationship the college should have policies and practices which enhance and take advantage of their growing partnership.

Recommendation 11

That Yukon College builds additional institutional policies that assist in expanding its relationship with First Nations.

Recommendation 12

That Yukon College develops partnerships and integrate curriculum about Yukon First Nation history, realities, governments and culture where applicable.

Building Partnerships

The President's Advisory Committee on First Nation Initiatives has taken on duties based on feedback from First Nations, from the institution, and through the Summit on Post-Secondary Education; these duties have been reflected in the mandate. The College and the committee should work together to ensure that this mandate is being fulfilled.

Furthermore, taking the pulse of the institution on a regular basis is an effective way to maintain partnerships and to demonstrate a commitment to responsiveness. To best gauge our progress, we should meet for a checkup on a regular basis. The Two Trails – One Future report discussed the potential for annual meetings with the college. With the advent of PACFNI, bi-annual meetings to confirm our direction and planning would be more appropriate.



Recommendation 13

That PACFNI and Yukon College work with the PACFNI Mandate to fulfill tasks outlined or implied by the Mandate.

Recommendation 14

That Yukon College look at the development of a 2 year cycle of First Nation Education Summits to evaluate and check up on its ability to respond to and address First Nation training needs.

The College does not stand alone in its effort to partner with First Nations in building an effective training framework. All governments within

the Yukon see an advantage in the success of First Nations. The College cannot hope to address all needs within the Yukon; as such, it should actively seek partnerships with other organizations in the delivery of modules or courses available elsewhere.

Recommendation 15

That Yukon College should strengthen existing relationships with governmental partners to meet the capacity needs of First Nations.

Recommendation 16

That Yukon College analyse its role as a training broker and expand its capabilities by partnering with other institutions to deliver courses or programs.

In order to help students better understand the pathways available to them within their communities or with careers in which they are interested, they should have access to clear and concise information. This recommendation helps meet the Thematic Review Recommendation #24 and is supported by suggestions made during the Two Trails – One Future Summit on Post-Secondary Education.

Recommendation 17

That Yukon College with First Nations develops a series of Career Pathway summaries that clearly show the multiple pathways for entering a specific college program, how to work towards a specific position in a First Nation organization and how the 2 goals relate.

Appendices

Appendix A - Educational Issues – Raw data

Admissions and Advising

- Aptitude testing – personal suitability for career planning, better career planning
- Career planning with students, need for more career fairs
- Greater emphasis on providing student support to students from rural communities
- Have faculty advisors connect with Education and Training Officers, Community Education Liaison Coordinators, and high schools to inform about the assessment process at Yukon College
- Level of accuracy in the calendar is ridiculous (What is inaccurate? course delivery dates? Needs to be more specific)
- Need a career fair that exposes youth to the variety of positions within home community and First Nations Governments. Career/education guidance is a weak area and parents need to be involved at an earlier age. After making a stronger connection with the school, more parents/students come in for career counseling
- Need more Career days
- Prior Learning Assessment Recognition PLAR – Will the college be more involved in PLAR as some First Nations would like to include this in their needs assessments of employees?
- Need to do more career counseling with the high schools, job-mentor students in potential career areas of choice, expose youth to careers in the real world/world of work, have job/career fairs.
- Students more comfortable doing career counseling at First Nation prior to approaching Yukon College –intimidating process
- Test of Workplace Essential Skills (TOWES) training not endorsed across the board by First Nations as it is not user-friendly or culturally relevant
- Career exploration for citizens to get them motivated. Can offer information on the programs that are offered at Yukon College. Employment opportunities and services available at the college. Motivational speakers
- First Nation students attending Yukon College need to have good career counseling to help pave a smooth path through the institution toward obtaining quality employment that is relevant to their field
- Assessments that can identify a person's strengths & weaknesses. A lot of students need special needs assessments. Is often difficult to access a person's diagnosis because of privacy issues.
- Career planning and staff development
- Skills assessments for the staff to identify skills they have and require

Course and Program Content

- Life Skills would consist of life skills, traditional teachings, and academics. In past this type of training was offered – 12 started and 8 finished.
- More First Nation friendly and more culturally friendly with things
- More First Nation relevant courses – Land Claims and governance agreements. Everyone needs to have this knowledge. YTG employees should have this knowledge
- Need to build a path for these people as they need life skills so that their personal problems don't get in the way of their education.
- Offering training that is relevant to the local need.
- Principles in delivery – not watered-down program. ****. Not helping students with tests – false positive. May appear to have skills they do not have.
- SA administrators need to have basic counseling skills to be more supportive.
- Need education that is relevant to Yukon, ****. We don't want our citizens to leave the community.
- Want to have open learning where all First Nations beliefs are incorporated. The partnerships need to be open with everyone else.
- Course would be from a First Nations perspective and be delivered on First Nations land
- The college needs to provide more meaningful and relevant training so that students are obtaining useful skills that are transferable
- Community care provides home support services provide non-personal care services. Home support worker program does not meet citizen's needs because although they were awesome on the job they didn't have the academic entrance requirements. Students found the theoretical part of the course demoralizing after a while because they couldn't maintain the increasingly difficult requirement.
- Need on-the-job training where there is an academic component so that they can gain qualifications while working at the same time
- Prior to even enter training "life skills"
- Social assistance and special needs training

Course and Program Offerings

- ***** First Nation's *****Program was mentioned as a good example of a First Nation providing in-house training as a way of building capacity from within.
- Environmental Assessment Officer training – People are still needed, YESSA Training
- Health Commission used to have Community Health Representatives. Need to bring back this training as there is a community need for it.
- Lands, Resource and Heritage courses need to evolve
- Management Training Program – in house – a proposal is in place. Trying to offer short courses that are tailored to the professional development needs of managers (AYC – Assoc. Of Yukon Communities).

- Yukon College could develop sample packages on career choices (week long courses that provide exposure to different careers – culinary arts, finance, education, trades, etc.)
- *****is interested in in-house development. Capacity development with ***** civil service.
- Yukon First Nation need basic leadership skills (critical thinking, decision making, reading difficult documents).
- ECD training is unavailable in the community, so they are currently looking for Distance courses through the University of Lethbridge. Committee does currently have a daycare facility.
- Have a program developed for First Nation artisans to promote their products (i.e. For website development) internationally.
- Should have more recreational programs at the school

Developmental Studies

- Developmental Studies stigma – upgrading not seen as a positive image
- Doing developmental studies is a daunting task
- Lose youth high school and developmental studies
- Offer developmental studies courses where employees must be employed and attend course once/week
- Students often dead-ended in upgrading and don't move on
- The revamping of Dev. Studies is exciting
- They find that people in the community develop to a certain academic level & then stop – some have a self-fulfilling prophecy of self-sabotage
- Upgrading issues for high school graduates
- Students spend too much time in the Levels in Developmental Studies.

Work Related Skills

- Need essential skills in the workplace through a work related program. Need to do assessment of community people.
- Need entry level training employees that are at a grade 7 or 8 level. Provide upgrading/life skills together

Administrating Challenges

- Certain group of people that it is hard to appeal to – non responsive to training – don't want to brow beat people
- ***** proposal driven – non-profit organization. Proposals must include rent, office space, but proposals can't include professional development of ***** employees. Employees don't have an opportunity to upgrade their skills. Very limited funding.

- Difficulty finding participants and getting them to take training. ***** has made some courses mandatory, but this is unappealing to ***** staff
- Directors are over-extended & have to do many different jobs. First Nation is ***** with a limited workforce doing multiple duties;
- First Nations not as limited as *****. They are limited by contribution agreements
- High reporting requirements on behalf of Education and Training Officer. High accountability put on Education and Training Officers – excessive reporting which is very demanding. In between reporting – community visits and site reporting;
- Meeting staff's training requests work well.
- Need to work with other Education and Training Officers because other communities may have the same challenges
- No clients available to utilize AHRDA dollars or Education and Training Officers are too busy doing other initiatives or high turn over rate
- No infrastructure – for example, not enough computers to provide training
- No lack of money – funding maze
- Not using EI dollars as much
- Nothing is insurmountable, is difficult to meet the variety of needs- to prioritize the needs – what is the most important. Finding participants to legitimize offering the course
- Service a program out of ***** – communities deliver the program
- Setting up/confirming courses and no participants show up. Lots of uncertainty as to how many are going to show up.
- There is a problem with these two or through day workshops that people are constantly going to;
- Training needs are different for staff than ***** citizens
- Use EI money before AHRDA dollars
- When ***** is willing to offer the course, sometimes they only have 3 citizens and the college needs to find the other participants.
- Implementing agreements with no capacity and no training. The community doesn't have a school, so it is hard to attract outside qualified employees
- The only infrastructure in ***** is put in by *****. There is no outside help from YTG – no RCMP, health center – no nurse
- There is a need in all areas – Even the small self-governing First Nations have the same obligations as bigger governments.
- Current YG has done nothing for *****. A lot of promises, but nothing has happened.
- Employees are overworked with a minimal staff
- Need funding, resource people and facilities.
- Need to be able to access the video-conferencing capabilities
- Spoke with ***** to access video-conferencing in the community

- In ***** because we're isolated, we've always had the challenge to negotiate delivering good courses up here with certified instructors, it doesn't come cheap.
- Things are working well with the local campus on delivering courses, but like I've said before, funding a course is always a challenge in *****.
- Being the only isolated community in the Yukon

Hiring Dynamics

- Capacity building – under-hiring people and these employees need training to bring them up to par.
- Competition within industry. For example, ***** will take employees away from First Nation. There is high competition in labor market to keep employees;
- Concerns with wage parody and high competition with YTG/Feds for employees;
- Hard to backfill employees who leave community to obtain training
- Have been trying to fill position for past 3 years. Cannot provide training to employee as there isn't one available;
- High constant turnover. People leave because of wage parody, sometimes there's a top-up from First Nation and sometimes not. Human Resource – *****.
- Hire a lot of First Nation citizens that don't have the qualifications for the job
- In certain areas where there is demand they under-hire, they are seen as stepping stone positions
- Keep losing resources and need to fill them immediately
- Lack of skills @ all levels, wage parody, housing availability, etc.
- Lack of training where First Nation is hiring people that are not qualified. Must provide experience to build the skill of the employee. Some First Nation can accommodate while others don't.
- Losing a lot of people to YTG. Maybe should do an employee retention survey to find out why they leave to YTG/FED
- Lots of employees are expected to retired shortly
- Need people across the board in all of their departments
- No consistency in job positions
- No support from First Nations – i.e. Supervisors
- Once they are trained they leave for the competition
- Organization becomes crippled if we don't deal with human resource issues
- Recruiting of own citizens an issue- enticing employees to stay – developing First Nation civil service that provides a lot for employees

- Some ***** have recruited from outside of Yukon as it is difficult to staff in small communities. Employees are under-qualified to do their day-to-day work. Although they want to staff within community qualified citizens are unavailable and the gap is widening.
- Something at their level as their educational level is not up to speed. We need to develop a plan for them at their level
- The biggest need is in the area of capacity development. ***** wants courses that are accredited and transferable.
- Urban hiring different than rural in that there is less family hiring and politics when facing employment
- Challenge to keep their employees as there is a lot competition in the labor force.
- They are losing their staff to others. They feel like they are incubators for other employers.
- Currently do not have a Community Health Representative and not bothering to advertise for one.
- Wage parody is a huge issue for First Nations as they often lose trained staff to other competitors
- ***** does under-fill and should do more of it to attract their own citizen
- There is a real housing shortage

Ideas and Opportunities

- Digital photography, rock climbing, how to operate a jet boat, recreational courses, reading water, setting fish nets, survival skills, GPS, white water rafting, installing computers & stereos, bike repair.
- First Nation Public Service – proposal submitted by ***** to Northern Strategy Trust Fund. Create target items on First Nation capacity development – on current resource of First Nation, not reinvent it, and build a database that will allow all Human Resources staff to have access to – i.e. Skill level of citizens entered into the database, info. On employee retention strategies, job descriptions, in-depth information on clients, posting of employment opportunities. Don't know what database will fully look like at the onset will unfold over the long-term. Consultation process is key so the fns have bought in.
- Need a drop-in center for all citizens. Have a vision of a cultural center to do different First Nations crafts, woodwork. First Nation has artists but there is no place for them to show their work.
- Rural students face unique challenges when they attend college in Whitehorse. Students need to get in touch with life at the college and get involved with activities in that environment. When courses are offered in Whitehorse, students have a tendency to stray from the focus of why they are there.
- School projects – ATV, skidooring, four wheel driving, snaring project, canoe safety,
- Their measure of success used to be high school graduation; now it's what they are able to achieve in the community, can they function constructively.

- They would like to target young people with interest, maybe coordinating or recreation management.
- To encourage the development of other pursuits to discourage bad habits and development patterns for learning at earlier age. Target young people in public education so they can realize there is a world beyond their community. Pique their interests when they are young by incorporating better courses at the public education level (i.e. Orienteering, rock climbing, and land based education). There is nothing in place at community level. ***** wants to build a position to appeal to this need.
- University or college students/high school students who want to get into college or university in a career that they are interested in. Must make 3 year commitment. Attract high school students into the organization by placing them into an area of interest in the First Nation government. Set up a distance education courses in their field of choice. Participants work half day/student half day. Coop Program – funded through ***** & Northern Strategy Fund. Can get college or university credits for their work (this is in progress). Will have 6 positions for 3 years.
- Can involve non-First Nation people and invite neighboring First Nations
- Capacity training involves cross-training the staff so that employees can be responsible for filling in vacant positions that still need to function.
- If the college knows that they are offering a course in the community that is not full. The college should be inviting other neighboring First Nations to fill the seats in the course.
- Send in a SWAT team. Have instructors come out to the community out to deliver the course.
- Students attend school in ***** until grade 9 then they travel to *****. Whole families leave the community when their children grow up. The community is in need to having their citizens return to help implement the land claims agreement. Citizens need to get into new occupations. Community can't afford to send 10 students into Whitehorse for training
- What can the college do to increase its capabilities besides its video-conferencing capabilities? Being able to access courses off of the computer. Being able to access 24 hours a day at your convenience. Offer virtual learning and have everything available to a person at their convenience
- First Nation awareness month to allow having the history of Yukon First Nation (i.e. Residential school) this helps to break down barriers and stereotypes (racism, addictions, etc.)
- INAC Water Operator Math – 2 operators registered & INAC has 2 system writers that help employees become certified. Water maintenance technicians currently taking a course through Univ. Of Sacramento. YTG Equipment Operator course is currently being offered through out the Yukon
- Offering more community-based training. Rotating programs through out campuses so that everyone has a chance to obtain a body of skills
- ***** – has a model of self-government. What we have for staff now and what expansion is going to happen. Get the generic plan for all self-governing First Nations

Funding

- Encourage students to apply for bursaries & scholarships
- Education and Training Officer amounts are a problem, we run out in the third quarter, How do the students do well when they are hungry
- Finding funding when Yukon College partners with *****. Lots of competition for funding from Advanced Education. Lots of competition for training dollars
- Funding – students don't get enough money. Can't live off of current funding provisions.
- Money is a challenge to access training
- Need a training trust fund – YTG Advanced Fund
- There are limitations on the number of years or limitations on what program they will fund
- There is limited funders for training opportunities;
- Would like to secure training dollars through PSTA negotiations to provide professional development training for current employees;
- There main source of funding is ALFA (Aboriginal Labor Force Agreement). It has a maximum on the amount it funds per student (\$5000/student)

Employee Needs

- Can offer in time needed on demand.
- Currently ***** employees work with ***** in developing educational planning for each person.
- Economic development to bring citizens away from dependency
- Employees need to be realize that there is benefit in ***** professional development opportunities; otherwise, these employees find a way to avoid training that would enhance their skill level. Employees feel insecure about this type of training. There is almost a degree of mentoring needed. This is lost productivity to *****;
- Have orientation training for new employees
- Need an employee performance/evaluation process in order to document their workplace skills
- ***** wants to work on a training plan for its citizens & social assistance clients that includes social skills& life skills. College can provide training for SA recipients
- ***** currently developing individual training plans for ***** employees – lack of wellness related training for ***** employees
- Would be good to do needs assessment for each employee
- Employees are over-worked and at the same time are in dire need of training; however, the training needs to be offered in the community as this is where we work and live

Language and Culture

- Cultural planning – integrating culture into the public education, tanning hide, culture camp – follow up meeting/what worked, resource people, timing
- Currently working with ***** on First Voices documenting the language.
- They want strong emphasis on language training.
- Concerns about *****. First Nations citizens are not able to access any of their materials
- Cultural awareness for instructors.

Miscellaneous

- First Nation has noticed there is more use of heavy drugs.
- In years past we had been working at developing the ***** ***** as a way of serving our needs. We need to make the present situation work better.
- Need building security and community monitoring on the weekends from Thursday to Saturday (too many break-ins in community).
- Need renovations to First Nation building, Yukon College campus. Have engaged in log building courses previously. For example, the log cabins at *****.
- Have qualified First Nation instructors who will be willing to return to the community to instruct in the campus
- The college could go into partnership with bigger corporations. For example, training postmasters and bank tellers in the communities. Train more than one citizen so that they can fill in
- Need more locally trained instructors, its very expensive to bring people in

College Operations

- Accreditation & transferability to the Office Administration program a concern. This concern needs to be addressed before the program begins.
- Get courses that we already offer accredited;
- Lack of communication between Yukon College and First Nations. PACFNI could act as a connection to ensure information flows back to First Nations of courses and services being offered by Yukon College. Information
- Lack of responsiveness on the part of the college. ***** has had repeated meetings with Yukon College and there never seems to be results from those meetings;
- Some feel that Yukon College seems to have a self-serving mentality and lacks responsiveness to its users;

- There is a concern about accreditation & transferability of the courses being offered. One example of a ***** student who took courses at Yukon College; however these courses were not transferable to a southern institution.
- There is the common complaint that students are treated like children at the community campus. There are few graduates and only about 4 students/year in upgrading;
- ***** wants more “bang for its buck.” ***** feels they are being short changed by the college;
- It’s not about ***** meeting Yukon College’s standards. We want a partner.
- ***** lack a community campus
- ***** needs a community campus. Were close to having an agreement with the College 2 years ago. At the time, there was no high speed Internet. They want there citizens to be able to upgrade in their own community. They don’t want to send them in for upgrading
- Offer more degree programs at the college. For example, Masters of Business Administration.

Program Delivery Methods

- Can’t afford to send receptionist for a week but could do 1 afternoon a week for four month
- Could let employees attend training if needed; however, when training is held locally there is constant interruptions.
- Currently, advertising for computer trainer to provide basic introduction to computers (internet, excel, word, email) providing basic introduction in each of these components. Trainer can provide training at employees work site
- Linking academics to our real life work world.
- Need for community based training. The local campus can be used more if there are specialized short courses. For example, basic accounting courses could be offered one-on-one at the First Nation office. The local economic development corporation couldn’t fill a basic bookkeeper position.
- Need More multi-level Training
- Need to have in-house training for staff so that government can run effectively and employees don’t leave the community or work for a prolonged period of time.
- ***** would allow an employee to do training one afternoon a week.
- Training open to staff and seasonal workers
- Training through modular courses;
- ***** employees needs to stay at home in their current positions & access training in the community;
- Can’t have staff leaving community for prolonged period of time.
- Imperative that the college offers the training in the community.

- Mobile trades training unit. Need a mobile unit that can travel to the communities. Can deliver basic training. For example, water and sewer operators, chainsaw operator and deliver these courses over a 5 day period.
- Offer the courses in Whitehorse and the community.
- Would be cheaper to have instructors come out to the community rather than sending 10 people into Whitehorse
- Can provide basic training that may lead into more specialized training
- Community based training – mobile units (currently being retrofitted) need to be in the community. Do not want employees leaving the community.
- Could be better if the training was delivered over a shorter period of time and more frequently
- The Employment Training Officer works with the **** Campus and from there contacts are made and planning begins. We are fortunate to have a network of contacts with our First Nation Government.

Student Issues and Challenges

- Daycare – lack of spaces/no drop-in daycare/does it serve students needs?
- Have open house tours at Yukon College- tour trades area
- Housing a major issues (some students currently living in hotels)
- Many are experienced on the land, but need to update their skills,
- Peoples life skills and social skills all go together
- Students often treat education as a source of income;
- Students should be proud of it and sometimes they're not
- There students had more success at the independent learning centre (Wood Street)
- Travel – bus schedules (night courses)
- How can we develop something for ***** so that the students can be active and participate in the community.
- More responsive when situated within the community. President wants to partner with ***** on a community campus, but YTG won't commit the capital to assist on this project. Remains impractical to hook-up with the college for some students – acts more of a barrier. ***** having a van for transportation is not the answer to the problem.
- Students falling through the cracks even though the economy is good. They are on Social Assistance and unengaged. Some are interested in cultural projects, Sundog, hairdressing/cosmetic type of program. ***** recognizes that they are not meeting the need.
- We want our education relevant to us, traditional knowledge, language training, we want them to have a connection to the land/spiritual beliefs. Why can't youth get involved with trades at a younger age?
- Establish support systems for students to be able to connect with home communities

- Have ***** introduce themselves to the students to really establish a more in-depth relationship
- Motivating citizens. How can you convince a member to attend community training? How do you motivate them to stay in a course? How do you get them to buy in or take ownership of their own training?
- Lots older workers that need training

Communications

- Advertising of courses well in advance, so courses can be offered quarterly, communication between First Nation and Education and Training Officer is not good, need better communication between people
- College needs to promote itself with the First Nations
- Could be a communication problem;
- Felt that the campus should do a newsletter;
- Need to develop a relationship with faculty advisors or program advisors, they could do tours or open house days
- PACFNI Newsletter or communications advisor
- Partnership means to really look at the community needs. To help with assessments. To provide more support services – being more flexible. Try to make a more relevant to the broad need or individual need

Assessments of Staff

- ***** is currently conducting an inventory. They have an \$110,000 budget for the study.
- ***** is willing to build training facilities. To put up trailers to provide classrooms and partner with the college to provide programming.
- Having the college do the assessment to determine training priorities
- Human Resources Dept. wants to conduct staff assessments.

Appendix B - Program/Course Discussion Grid

Basic Office Administration Skills

- Basic Office Skills
- Computing
- Data Entry
- Excel
- Higher Admin Skills
- Office Administration
- Office Assistant Program
- Outlook Management
Calendar
- Secretarial Training

- Jobs you can develop into a career
- Literacy level training
- Preparation programming
- Teaching Youth Job Responsibilities
- Working & Leading Program
- Workplace Skills
- Yukon Learn - Doing Essential Skills

Coordinator/Officer/Worker (COWs)

- Business Writing
- Capacity Building
- Coordinating
- Entry Level Training In FNCS
What is FNCS?
- Management Training
Program
- Marketing
- Prioritizing Tasks
- Project Management
- Business Administration
- Proposal Writing
- Report Writing
- Verbal Communication

Economic Development

- Economic Development
- General Contractor Training
- Learn how to be an entrepreneur
- Marketing
- Wilderness tourism
- Small Business Training
- Tourism

Finance

- AccPac For Windows
- Basic Accounting
- Finance Training - These are the same topics...
- Finance/Accounting Training
- Financial Training
- Real Estate Investment
- Ability to do Budgeting

Developmental Education Skills

- Apprenticeship Math
- Career counseling
- Career Fair
- Career/Education Guidance
- Computer Training
- Educational basics (4r's - reading, writing, math, computer)
- Essential Skills In The Workplace
- Different levels of computer training
- Audio/Video Skills
- General Educational Development GED

Leadership and Governance

- Boards Of Trustees
- Financial Investing
- Governance
- Governance Training
- Land Claims and governance agreements
- Leadership Training
- Traditional Knowledge Of Leadership
- Basic leadership Skills

Health and Wellness Programming

- Cooking For Potlatches
- Community Health Representative training CHR
- First Aid For Children
- Food Safety
- Health/Wellness
- Healthy Cooking For Diabetes
- Sewing
- Life skills
- Occupational First Aid Instructor Course
- Personal/Home Care
- Therapists For Health/Wellness
- Home support worker
- Community care
- Life skills training prior to entering training

Heritages and Culture

- Cultural Center
- Traditional knowledge
- Traditional Teachings
- Archives
- Cultural Planning
- Heritage
- Documenting stories
- Emphasis on language development
- Cultural awareness for instructors
- Building Cultural technologies
- Interview techniques
- First Nation History month
- History to curriculum What does this mean?

Hospitality

- Hospitality Training
- Services Workers
- camp cooks
- Cooks

Industrial Training

- Camp maintenance
- Camp Management

- Chain Saw Safety
- Class 1 and 3 Driver training
- Deck Hand Training
- Defensive Driving
- Driller's Helper
- Drillers
- Driver Training (Class 1 & 3)
- Enform Training
- Excavator Training
- First Aid and CPR
- Heavy equipment operator training.
- Housing Maintenance
- Industrial Janitorial Training
- Job Site Safety
- Lab Technicians
- Line-Cutting
- Log Home Building Capacity
- Mining School
- Mining Training
- Oil & Gas Training
- Oil & Gas Administration Training (The specific training is unclear)
- Seismic training
- Small Engine Repair
- Transportation of Dangerous Goods (TDG)
- Water Technician Training,
- Workplace Hazardous Materials Information System (WHMIS)

Lands and Resources

- Agriculture Training
- Big Game Dressing
- C/O Training (Are these the same?)
- Conservation Officer Training
- Environmental Assessment Officer
- Game Guardian
- Global Information System (GIS)
- Land Management
- Lands Monitoring & Enforcement
- Lands & Resource (What about lands & resources?)
- Reading maps
- Forestry
- Environmental Assessment

- Geology & Mineral Exploration

Management

- Basic Management Training
- How to do Briefing Notes
- Budgeting
- Capital Project Management
- Directors Need More Management Skills
- Effective Decision Making
- Executive Development Program (EDP)
- Executive Level
- Human Resource Training
- Introduction To Leadership
- Mediation & Conflict Management
- Negotiators (implementation/negotiation skills)
- Policy Development
- Supervisory Skills
- Writing Job Descriptions
- Training for research & development
- Bachelor of Administration

Miscellaneous Training

- Fine Arts - Cultural Based
- Curriculum Development
- Justice Training
- Conflict Resolution
- Advanced English Courses
- Orientation Training For New Employees
- Para-Professional Skills for Staff
- Post Office and Bank Training
- Recycling Program
- Security Services & Community Monitoring

- Youth Coordinating or Recreation
- Older worker training
- Boards and Committees Training

Parenting and Daycare

- Childcare Workers
- Daycare - Head Start Programs
- Daycare Programs - Do you mean ECD training at the community level?
- Parenting Skills
- Traditional Parenting
- Local Training in ECD
- Job & Family responsibilities

Social Programs Administration

- Basic Counseling Skills
- Case Management Training
- Social Assistance Administrators
- Social Development Area
What does this mean?

Trades Programming

- Carpentry
- Carpentry Apprenticeship
- Certified mechanics (repeats - do we mean automotive and heavy equipment)
- Culinary Arts Course
- Electricians, Plumbers
- Entry Level Training for Trades
- Hair Dressing and Barbering
- Pipe fitter
- Mechanical

Appendix C - Yukon First Nations Visited & Date Schedule:

First Nation:	Date:
1. Liard First Nation	Tuesday, October 16 th , 2007
2. Teslin Tlingit Council	Wednesday, October 17 th , 2007
3. Ta'an Kwachan Council	Thursday, October 18 th , 2007
4. Little Salmon Carmacks First Nation	Monday, October 22 nd , 2007
5. Selkirk First Nation	Tuesday, October 23 rd 2007
6. First Nation of Nacho Nyak Dun	Tuesday, October 23 rd , 2007
7. Vuntut Gwichin First Nation	Wednesday, October 24 th , 2007 (CANCELLED Due to Weather – written response received from VGFN)
8. Tr'ondek Kwech'in First Nation	Wednesday, October 24 th , 2007
9. Kwanlin Dun First Nation	Tuesday, November 6 th , 2007
10. White River First Nation	Wednesday, November 7 th , 2007
11. Kluane First Nation	Thursday, November 8 th , 2007
12. Champagne & Aishihik First Nation	Thursday, November 8 th , 2007
13. Carcross Tagish First Nation	Friday, November 9 th , 2007 (CANCELLED – Election in progress)
14. Ross River Dena Council	No Date Set – Director of Education ON LEAVE

Appendix D - Participant Names:

- Asp, Stacy, White River First Nation (WRFN)
- Austin, Roberta, Health & Social, Champagne and Aishihik First Nations (CAFN)
- Baker James, Little Salmon Carmacks First Nation (LSCFN)
- Bien, Shirley, Kwanlin Dun First Nation (KDFN)
- Breithaupt, Stewart, Kwanlin Dun First Nation (KDFN)
- Byers, Rachel, Director of Health/Social, Little Salmon Carmacks First Nation (LSCFN)
- Carrol, MaryAnne, Champagne and Aishihik First Nations (CAFN)
- Davies, Marie, Teslin Tlingit Council (TTC)
- Dawson, Jessie, Kwanlin Dun First Nation (KDFN)
- Demmit, Angela, White River First Nation (WRFN)
- Dickson, David, Upper Liard First Nation
- Dickson, Dorothy, Upper Liard First Nation
- Eldo Enns, Instructor/Coordinator, Yukon College
- Frost, Pauline, Kwanlin Dun First Nation (KDFN)
- Hager, Roberta, Nacho Nyak Dun First Nation (NNDFN)
- Hodgins, Ken, Kwanlin Dun First Nation (KDFN)
- Jackson Brenda, Human Resource Development Manager, Council for Yukon First Nations (CYFN)
- John Dorothy, Implementation, Little Salmon Carmacks First Nation (LSCFN)
- Johnny, David, White River First Nation (WRFN)
- Johnson, Corine, Teslin Tlingit Council (TTC)
- Johnson, Dorothy, Yukon College
- Laroche, Connie, Nacho Nyak Dun First Nation (NNDFN)
- Marino Dawn, Yukon College
- Maxwell, Lue – ETO/ARHDA/Post-Secondary Education, Trondek Gwechin First Nation
- McCarthy, Shandell, Education Technician, Council for Yukon First Nations (CYFN)
- McDonald, Dale, Human Resource Officer, Champagne and Aishihik First Nations (CAFN)
- McGinty, Cindy, Selkirk First Nation (SFN)

- McGinty, Mary, Selkirk First Nation (SFN)
- McIntyre, Judith, Teslin Tlingit Council (TTC)
- Moar, Robert, Lands, Little Salmon Carmacks First Nation (LSCFN)
- Morris, Kelly, Teslin Tlingit Council (TTC)
- Mullett Viola, Little Salmon Carmacks First Nation (LSCFN)
- Munroe, Jeff, Human Resource, ETO, Post-Secondary, Kluane First Nation (KFN)
- Nayally, Joseph, Kwanlin Dun First Nation (KDFN)
- Peters, Charlene, Teslin Tlingit Council (TTC)
- Rufianege-Holway, Terry, Operations Manager, Champagne and Aishihik First Nations (CAFN)
- Skookum Elizabeth , Heritage, Lands/Resources, Little Salmon Carmacks First Nation (LSCFN)
- Skookum George, Little Salmon Carmacks First Nation (LSCFN)
- Smith, Mike, Kwanlin Dun First Nation (KDFN)
- Southwick, Tosh, Kluane First Nation & Ta'an Kwachan First Nation
- Steven, Glen, White River First Nation (WRFN)
- Svec, Karen, Health Programs, Champagne and Aishihik First Nations (CAFN)
- Tulk, Dacia, Capital, Little Salmon Carmacks First Nation (LSCFN)
- Tulk, Mary, Alcohol/Drug, Little Salmon Carmacks First Nation (LSCFN)
- VanBibber, Jean, Selkirk First Nation (SFN)
- VanBibber, Kathy, Deputy Chief, Champagne and Aishihik First Nations (CAFN)
- Walker, Shannon, Education Board Member, Kluane First Nation (KDFN)
- Warrington, Blanche, Teslin Tlingit Council (TTC)