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POUR LA GOUVERNANCE
DES PREMIÈRES NATIONS

PRESENTATION OF FINDINGS

**NATIONAL EMERGING LEADERSHIP THINK TANK ON
GOVERNANCE**



Prepared by the National Centre for First Nations Governance

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“The NCFNG Youth Think Tank allowed me to engage in dialogue with other Aboriginal youth leaders from across Canada about issues and priorities in our home communities as it relates to governance. It was a real eye opener to hear the commonalities between such a diverse group of youth and to become a part of this now established youth network. This is a ground breaking experience that should continue with our First Nations Youth- Our future leaders!” Melanie Spence, Aboriginal Leadership Institute

1.0 LETTER FROM NCFNG CHIEF OPERATING OFFICER

It is with great enthusiasm that I forward to you this Presentation of Findings from the National Emerging Leadership Think Tank on Governance, hosted in March 2008 by the National Centre for First Nations Governance (NCFNG)

The Think Tank was an opportunity to bring together thirty emerging leaders from nations across the country to contribute to the discussion around preparing our rising leaders for the challenges and opportunities that lie ahead for First Nations communities as they seek to implement their inherent right to self-governance.

The young leaders dealt with the question, “What is needed to support Youth involvement in First Nations self-governance and nation rebuilding in Canada?” You will see that some of the key recommendations include education campaigns for youth on inherent rights, and traditional governance connecting First Nations people to the land. The participants also identified that meaningful leadership roles for youth and community support for the development of young leaders are key for rebuilding our Nations. Connecting to the land, practices and teachings of their nations was also a priority identified by the youth.

I would like to thank all of the young leaders who travelled from all over the country to meet with us and participate in dialogue about these very important topics. It is gatherings like these that create stepping stones to “creating a new memory in the minds of our children” and preparing our emerging leaders for the rebuilding of our nations.

With respect,

Edward Allen

Chief Operating Officer

National Centre for First Nations Governance

2.0 INTRODUCTION

2.1 YOUTH THINK TANK ON GOVERNANCE

The National Centre for First Nations Governance mandate is to support First Nations who are seeking to implement their inherent right for self-governance. This has involved active engagement with communities in identifying priorities, which support long-term governance planning. A common theme which has emerged was highlighted at the 2007 *National Centre for First Nations Governance (NCFNG) Forum on Indigenous Leadership in the 21st Century*, where key recommendations focused on cultivating the governance capacity of young emerging leaders. Developing effective leaders was identified as central for long-term governance planning within communities.

In response to the aforementioned recommendation, the NCFNG brought together thirty emerging First Nation's leaders from across Canada to give feedback about topical areas including building the leadership capacity of youth and actions which best support reasserting the inherent right to self governance. The youth think tank was comprised of five youth from each of NCFNG's regions including BC, Prairies, Ontario, Quebec and Atlantic who were selected after they responded in writing to a national call for interest by the NCFNG.

The young leaders travelled from their territories to meet for two days in Vancouver BC. They were welcomed to the shared territory of the Squamish, Musqueam and Tsleil-Waututh nations by Squamish Nation hereditary Chief Ian Campbell and the session was opened up with a beautiful song , a prayer and some motivational words from the Chief. The next two days were facilitated by youth employees of NCFNG, Brenna Latimer, Pawa Haiyupis and Geraldine King. Also, presenters Herb George, Miriam Jorgensen and Chief Sophie Pierre spoke to the Youth about the importance of youth engagement in nation rebuilding, self-governance and leadership development.

Central to the forum was the candid and productive youth dialogue sessions where fifteen priorities were identified in relation to contributing to the rebuilding their own First Nations. The priorities included; awareness of rights, education campaigns on self-governance, cultural histories, community support, technology, walking between two worlds, leadership roles for youth, champions of the cause, equal rights for youth, sharing stories, apprenticeship and mentorship, youth exchanges, holistic approaches, and code of conduct based on cultural teachings. Their discussions exemplified the tremendous leadership qualities of First Nations youth across Canada.

This report presents the findings and input generated during the Youth Think Tank on Governance.

"You need to know who you are, it is important to have roots. No matter where you live, you still have roots." Chief Sophie Pierre, Ktunaxa Nation

2.2 PRESENTATIONS & GUEST SPEAKERS

The Youth Forum was comprised of youth think-tank discussions and presentations facilitated by NCFNG President Herb George from the NCFNG, First Nations Leaders, Academics specializing in governance, and Elders. The purpose of these presentations was to communicate the important role youth have in realizing the inherent right while educating them about governance planning and management. The youth were inspired by the messages communicated in the presentations including those shared by Chief Sophie Pierre from the Ktunaxa Nation.

Chief Pierre started her presentation by congratulating the youth about their strong sense of self and their recognition of their own leadership responsibilities by simply being present at the think tank. She expressed that First Nations youth have an obligation to understand who they are, where they come from, and their language in order to pass down such knowledge to future generations. This included mention of many First Nations youth who live away from home in which she expressed that, “You need to know who you are, it is important to have roots. No matter where you live, you still have roots”, in turn encouraging the youth to embrace their roots. She used her own experience as a leader to support her message by sharing that she endured as a strong female leader as a result of her connection to her traditional territory, spirituality, family, and maintaining personal balance. As the honored Chief stated so eloquently, “I know very little, but what little I know I will pass on to you and then it is your responsibility to pass it on.”

In this context, Chief Pierre, emphasized the importance of youth understanding their responsibility to be strong leaders in building effective governance structures within their communities. She asserted that through understanding of self, community, cultural practices they had the potential to become champions of such work motivating those younger than themselves to participate. She also reminded the participants that they are role models in their communities and that no matter how young you feel, there is always someone younger who is watching you. Chief Pierre ended her talk with the participants by saying, “All of you represent phenomenal hope. Believe in yourself and your ability to be a leader. We need to know who we are in order to be confident leaders.”

Miriam Jorgensen also shared inspiring words in a presentation to the youth. Miriam Jorgensen is Associate Director for Research, Native Nations Institute she is also Associate Director for Research for the Native Nations Institute for Research, Management, and Policy (NNI) at the University of Arizona and Research Director at the Harvard Project on American Indian Economic Development. She indicated that it is critical for young people to be involved in self-governance because they are the heart of the Nation. She emphasized that becoming an effective leader involved learning through experience and practical book learning in order to understand and have the skills to facilitate the inherent right to self-governance. Miriam also touched on the important areas of apprenticeship and mentorship and the responsibilities of leaders to ensure such opportunities for youth to observe, practice, and learn. The words shared by the presenters inspired the youth and provided them with vision and guidance in there think-tank discussions.

3.0 THINK TANK FINDINGS

The Youth Think Tank was designed to promote dialogue around the following questions and themes:

- **What is needed to support Youth involvement in First Nations Self-Governance and Nation Rebuilding in Canada?**

From the above question the Youth identified the fifteen priorities mentioned earlier, they then voted, and selected the following four areas as their top priorities:

1. **What is needed to support Education Campaigns on the subject of self- governance in First Nations communities?**
2. **What is needed to support Culture in relation to Governance in First Nations communities?**
3. **What is needed to support Leadership Roles in Governance in First Nations Communities?**
4. **What is needed to attain community support for Youth in Governance in First Nations communities?**

The Think Tank concluded with a process called Word Café where the emerging leaders convened on the following questions:

- **How will you bring this knowledge back to your community?**
- **How can NCFNG help you in your efforts to re-build your Nations?**

FACILITATION TEAM AND METHODS

NCFNG utilized three facilitation techniques to promote dialogue and identification of the national Self-governance priorities. First, a Collective Mind map was created allowing participants to announce their ideas for main themes in response to the question “What is needed to support youth involvement in First Nations self-governance and nation rebuilding in Canada”? The youth identified fifteen major themes, in response to this question. These themes served as a guide in classifying national governance priorities.

After identifying the top four priorities, the participants went into regional groups where they expanded on the identified areas and provided recommendations using the Interview Matrix. Finally, the World Café was used to apply all of the input and recommendations the youth generated to the work of NCFNG and to the work they are doing in their communities.

Utilizing these facilitation methods resulted in dynamic and candid discussions about youth participation in nation re-building and concluded with some national recommendations that NCFNG will incorporate in to a National Youth Engagement Strategy as well as planning for regional Youth activities.

“The Youth from across Canada proved that there is hope and light for our people. We spoke with our hearts and with sincerity, I believe the Creator will clear a path made specifically for us to help make change in our communities.” Diana Cowley, Whitefish Bay, ON

3.1 NATIONAL RECOMMENDATIONS

The youth prioritized and identified national recommendation in the following areas:

- 3.1.1 Education campaigns on Self-governance and Nation (Re) Building**
- 3.1.2 Culture**
- 3.1.3 Leadership roles for Youth in Governance**
- 3.1.4 Community support**

Each bullet point represents ideas that came out of 6 rounds of interviews where all participants provided input on each of the four topics above.

3.1.1 EDUCATION CAMPAIGNS ON SELF-GOVERNANCE AND NATION RE-BUILDING

The participants agreed that education campaigns in communities and schools are important to inform youth on past, present and future topics concerning the inherent right to self- governance. Community-relevant workshops focused on the community history and traditional governance were of high value for the youth. Participants expressed that the development of tool kits and the use of technology could all advance the education of youth around self-governance and Nation rebuilding. The Youth also emphasized education campaigns would need to be culturally relevant.

KEY POINTS IDENTIFIED BY PARTICIPANTS...

<p>Culture</p> <ul style="list-style-type: none"> • Leadership training involving going onto the land and cultural practices and teachings in relation to self governance. • Cultural workshops • Community based history about traditional territories and governance. • Youth have to know who they are and be educated on who they are. 	<p>Technology</p> <ul style="list-style-type: none"> • Use of the internet to network with Youth from other nations seeking to implement their inherent right to self- governance. • On- line forums on governance (ie. Posting your questions and someone answers) • Technological Infrastructure for remote communities to reach out to their urban citizens.
<p>Code of Conduct</p> <ul style="list-style-type: none"> • Tool kit for elders, leaders and youth to utilize to communicate respectfully based on traditional teachings. • Respecting a code of conduct in meetings • Including adults and community members 	<p>Education</p> <ul style="list-style-type: none"> • Tool kits needed to educate youth about court cases, history of colonization and inherent rights. • Educating youth about land based rights • Teaching students/youth the mechanics of how to make laws • Implementing governance education into the curriculum • Educators need to be educated on governance issues

3.1.2 CULTURE

A large part of preparing emerging leaders for self- governance and Nation rebuilding is to provide them with opportunities to reconnect with the cultural knowledge and teachings of their Nation and their traditional lands. The traditional teachings that come along with reviving traditional forms of governance are important to be transferred to the younger generation. The participants emphasized that in order to truly rebuild nations, emerging leaders must interact with elders and leaders. Most importantly, they must connect to the land and the traditional practices of the territories. Witnessing the forms of traditional governance in action was also identified as essential.

KEY POINTS IDENTIFIED BY PARTICIPANTS...

<p>Interaction with Elders and cultural leaders</p> <ul style="list-style-type: none"> • Interaction with elders and cultural leaders including story telling, learning how to survive off of the land and about ceremonies. • Traditional practices on the land and sea including medicine and berry picking and harvesting of seafood. • Teachings from elders around humility, parenting, respect, healing, values, morals and survivor skills • Positive re-enforcement of self-worth 	<p>Ceremonies</p> <ul style="list-style-type: none"> • Reviving knowledge transfer around traditional gatherings and ceremonies including sweat lodge, coming of age, naming, shaking tent, Sundance, potlatch, pipe, wild rice ceremonies • Connection to the land. • Celebrating indigenous holidays (changing of seasons)
<p>Language</p> <ul style="list-style-type: none"> • Language revitalization within Nations. • Speaking language at home with family and community • First Nations ran immersion schools that teach the language • Concerts, skits, write songs, perform in the language 	<p>Walking between two worlds</p> <ul style="list-style-type: none"> • understanding conformity, adaptation, assimilation and appropriation • Elders guiding young people in the area of governance work and Nation rebuilding and define cultural identities • Comparing histories of Nation and history taught in mainstream education system. • Youth projects that increase self esteem.
<p>Tools and Programs</p> <ul style="list-style-type: none"> • Initiatives designed “for Youth by Youth” • Hire youth to gather info and pass down info to the younger age group. • Establish tools and programs to preserve culture and incorporate into Youth centers. • Parenting courses including cultural classes for foster parents. 	<p>Finding financial resources</p> <ul style="list-style-type: none"> • Mentorship to teach emerging leaders how to write proposals and final reports • Finding financial resources for cultural activities related to Nation rebuilding. Holding fundraising events. • Nations and bands including Youth and culture/governance in their annual budgets.

3.1.3 LEADERSHIP ROLES FOR YOUTH IN SELF- GOVERNANCE

Leadership roles for youth involving significant mentorship and apprenticeship were identified as being crucial for the youth. Participants emphasized that leadership roles must be meaningful and practical and not merely token youth positions. The group felt that current leadership should support and embrace developing leaders when they see them. Lastly, the youth noted a greater need for Nations to acknowledge and recognize young and productive leaders as a means to encourage them to exemplify behaviors associated with effective leaders.

KEY POINTS IDENTIFIED BY PARTICIPANTS...

<p>Mentorship & Role Models</p> <ul style="list-style-type: none"> • Positive leaders who educate the youth around the difference between colonial leadership and leadership within the context of the Nation. • Mentorship model where elders guide adults, adults mentor older youth, older youth mentor children and so forth. • Career fairs and job shadowing • Increased elder input and more educated leaders who can serve as positive role models Elder guidance and support for both mentors and youth • Programs utilizing positive role models and mentors • 	<p>Acknowledging Emerging Leaders</p> <ul style="list-style-type: none"> • Recognition and encouragement are highly important. Youth will feel empowered by the acknowledgment. • Youth achievement awards held publicly • Everyone has a role to play in community including youth • Positive reinforcement for current young leaders, encourage them to continue with their education and help them along the way. • Recognition that the Youth’s leadership journeys are significant, noticed and acknowledged.
<p>Community Support for Emerging leaders</p> <ul style="list-style-type: none"> • Providing opportunities for youth to connect with the land, animals and the spirit, cleanse, take part in ceremony, arts and teachings. • Supporting leaders holistically from birth through to elder status. • Everyone has a role to play for supporting leadership • Community develops a declaration/mission statement regarding their support for Youth leadership roles. • Community support and family support including family events and gatherings, positive parenting and moral support for leaders. • Incentives for youth to come back to community Allow youth to experience outside life (university etc) , but then welcome them back n • Define “leadership” in relevant terms to community. Age doesn’t define leadership and should be stated in community work plan 	<p>Leadership Development</p> <ul style="list-style-type: none"> • Youth exchange program to go in different communities and learn from their experiences. • Comparing true leadership with colonial leadership • Programs, youth councils, mentorship committees, community workshops on leadership and governance. • Education and community level • Youth gatherings planned for you by youth • Empowerment training – positive words. • An all Aboriginal school dedicated to governance, land claims, history, healing, leadership, human relations, indigenous philosophy, law and accountability (with Aboriginal teachers) • Give youth meaningful duties related to governance • Identify what leadership roles already exist in the community and what roles will emerge in the future (eg- after obtaining self- governance)

3.1.4 COMMUNITY SUPPORT FOR YOUTH IN COMMUNITIES

In order for meaningful youth engagement to take place in First Nations communities, the emerging leaders indicated a need to have the full support of the community including professionals, and hereditary and elected leadership. One participant shared that the Nisga'a government provided him with the opportunity to be employed as a meaningful contributor to the Nisga'a government which has in turn allowed him to truly learn and develop his leadership capacity.

KEY POINTS IDENTIFIED BY PARTICIPANTS...

<p>Education</p> <ul style="list-style-type: none"> • Social and cultural events where elders and youth get together to share teachings • Create awareness of better education and teachings • Teaching the younger youth about hard work starting at an early age 	<p>Culture</p> <ul style="list-style-type: none"> • Support for youth to exchange with different communities. • Learning about the different ways of each community and different forms of governance. • Support for youth to learn about the strength of their culture wherever possible.
<p>Leadership Roles</p> <ul style="list-style-type: none"> • Equal rights for youth. (voting rights etc) • Providing more incentives for educated youth to come home and feel supported and utilized • Volunteer positions should be made available for emerging leaders • Youth exchange and youth ambassador roles. • More jobs created and promoted for youth. • Hiring educated youth • Embracing young champions of cause • Encouraging personal development 	<p>Other</p> <ul style="list-style-type: none"> • Unifying by building relationships within the Nation and outside of community • creating partnerships between communities • Financial support and fundraising with community involvement • Formal commitment towards supporting the youth • Healing programs for sexual, physical, emotional and mental abuse Speaking out and getting community support • Leaders must follow through on their promises and words about youth engagement.

“The empowerment and strength the NCFNG promotes in engaging youth in self-government dialogue is awakening us as emerging leaders, and will help us all prepare for the day we evolve in to the leaders of our Nations.”

Bobby Clark, Nisga'a Nation

3.2 REGIONAL RECCOMENDATIONS

Before the youth engaged in dialogue on the four national recommendations, they convened on the four priority areas in groups with their fellow participants from their regions. They split into groups representing British Columbia region, Prairies region, Ontario region, Atlantic region and Quebec region. Please see Appendix 'A' for details from the regional reporter's notebooks.



Quebec region participants in discussions during the interview matrix exercise.

"I would like to personally thank NCFNG for putting on the Youth Think Tank on Governance. I really enjoyed meeting the diverse youth from across Canada. I wanted you to know I will be doing my practicum at a youth centre where I will be engaging youth to think about the topics we've discussed... there are a lot of great ideas that cam out of the think tank, some of which we have already discussed in our class." - Angel Compton

4.0 CLOSING SESSION

As a closing exercise, the facilitators hosted two World Café sessions around the questions, “How can NCFNG support Youth in rebuilding their Nations?” and, “How will you take the knowledge you have gained from your sessions back to your community?” The results of those discussions are presented below.

4.1 HOW CAN NCFNG SUPPORT YOUTH IN REBUILDING THEIR NATIONS?

<p style="text-align: center;">ACTIVITIES</p> <ul style="list-style-type: none"> • Facilitate Youth exchanges for youth to observe governance and nation re-building in other communities. Also facilitate information exchanges between youth from different Nations. • Host regionally focused youth conferences and workshops across Canada. Sponsor or co-sponsor more Youth conferences to bring together youth, leaders and inspirational guest speakers • Visit communities to talk to the Youth about the significance of self- governance and to empower nations. • On the job training(Apprenticeship/ Internship) • Presentations in communities around governance, build a roadmap to “good governance” • Support and facilitate capacity building Capacity Building: governance professional development, utilize and form partnerships with local colleges, universities and institutions and other valuable resources already in communities. • Help communities on nation to nation negotiation/conflict/outcomes 	<p style="text-align: center;">COMMUNICATIONS</p> <ul style="list-style-type: none"> • Share new information regarding Self-governance with youth • Establish and maintain strong links between Youth across Canada through networking opportunities and platforms such as websites • Support First Nations in networking around common causes and link communities together. • Help communities create youth councils and spread information • Communication: to bring the message out to youth in communities. • Cross boundaries and borders in Canada, and continue bringing youth and leaders together! • Direct communities to appropriate agencies that can assist with healing the people of nations. • Advocate that each nation budget for youth and leadership capacity development in their annual budget
<p style="text-align: center;">TECHNOLOGY</p> <ul style="list-style-type: none"> • Dedicate a section of the NCFNG website to success stories regarding youth engagement in nation rebuilding. • Use technology to communicate with Youth from all over Canada. Create email listings • Sharing information through webcasting and videoconferencing 	<p style="text-align: center;">MATERIAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Offer tool kits and workshops for communities • Develop tool kits for mentorship in communities. Develop tools. • Develop materials for youth on “What are our rights” • Share success stories from other First Nations. Provide a database of lessons learned regarding self-governance and the Inherent right to self- governance and share ideas with nations around what works. • Be sensitive to specific community needs in terms of Nation re-building

4.2 HOW WILL YOUTH BRING THIS INFORMATION BACK TO THEIR COMMUNITIES?

<p style="text-align: center;">ACTIVITIES</p> <ul style="list-style-type: none"> • Unify and bring young people together to educate them on the IRS document and what it means. Show them the history and then ask them how this makes them feel. Let them make it their own. • Invite NCFNG to come to my community to talk about self-governance. • Lead by example and inspire youth to care about the future of governance in the community. Keep positive and inspire others to be positive and live healthy lifestyles. Continue to be role models in our communities and inspire youth to become leaders. • Adopt a House of Youth model • Incorporate the teachings I gained at this Youth think tank into my job wherever possible. • Work with the youth council to get their ideas on how they see the future • Empower, educate, be positive and bring the youth in the community together. • Pray about it. 	<p style="text-align: center;">COMMUNICATIONS</p> <ul style="list-style-type: none"> • Create Youth advisory boards, youth councils and make presentations to the leadership regarding what they need to start doing to support youth. • Conduct similar facilitation exercises to generate thoughts, ideas, and plans. • Exercise our inherent right to self-governance; educate the public and industry on the fact that we have a special connection to our territories. • Contact youth coordinators in my community and tell them about this experience. Encourage Nations to have youth workers. • Be a champion of initiatives and recognize youth doing positive work in the community with achievement awards and public recognition in the community. • Advocate for professional development for youth in the community in report writing, public speaking, essay writing and organizing forums.
<p style="text-align: center;">TECHNOLOGY</p> <ul style="list-style-type: none"> • Communication utilizing technology such as Facebook, internet, MSN, Myspace and email to spread the word and share knowledge and networks gained at this Think Tank. Direct youth to the www.fngovernance.org website. 	<p style="text-align: center;">MATERIAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Draft a comprehensive report for my community to review and I will also deliver a presentation at community gathering or ceremony, at the schools and will hand deliver it to community members. • Establish a newsletter article or magazine to inform youth about the Youth think tank and upcoming conferences and also inform outreach workers and youth council.

5.0 CONCLUDING COMMENTS

The Emerging Leadership Think Tank on Self- governance was an inspiring and constructive gathering. It generated pertinent information and initiated a national network of thirty strong emerging leaders from Nations across Canada.

In order to rebuild our Nations and revive our once functional forms of governance, emerging leaders need to be given the opportunities, tools and training relevant to the challenging task of rebuilding Nations. Youth across the country are beginning to clearly see the difference between leadership in the context of their Nation's world view and forms of "leadership" that were imposed upon our people via the *Indian Act*. The Youth today are the seventh generation since the imposition of the dysfunctional Indian Act and seem to be rising out of the negative impacts of colonization.

Current traditional and elected First Nations leadership must begin nurturing the leadership qualities of their young generation. The journey to effective self- governance imposes a plethora of challenges and opportunities that the Youth must begin to prepare for today. Knowing the history of their people, land and traditions was a constant theme throughout the Emerging Leadership Think Tank. Obtaining this vital information from the past while still grasping on to the present forms of knowledge including technology, and understanding the implications of emerging case law is central to successfully exercising our inherent rights. With support, youth can face these challenges which participants referred to as "Walking between two worlds".



Emerging leaders and participants from Nations across Canada.

APPENDICES

APPENDIX 'A'

REGIONAL RECOMMENDATIONS- FINDINGS FROM FIRST ROUND OF INTERVIEW MATRIX

British Columbia Region

What is needed to support “priority A” [Education Campaign] in First Nations communities?

- commitment from band councils for resources to mobilize themselves
- recruiting older youth to serve as role models for younger youth
- using technology as a tool to attract youth and making learning easy and fun
- to be educated you need a strong base
- have resources available like library of important information
- workshops that are meaningful and interactive
- online youth forums
- career fair so we know what our leaders do in terms of governance so we know what needs to be done
- finances so youth can put together a campaign
- information sessions with leaders

What is needed to support “priority B” [Culture] in First Nation communities?

- elders who are open and you can trust
- setting goals and work plans
- understand what’s available to anybody and what’s for certain people
- identifying specific topics, target audiences, age groups and demographics
- dedicated people committed to doing the work
- identifying people who are willing to learn
- meeting ones a week with elders for story telling (How things were done)
- families/clan houses to tell stories of their history
- stories of traditional legends
- elders taking youth from the streets to protection ceremony
- getting elder’s help

- prioritizing connections with elders and families so their knowledge is available
- elders and youth to travel together

What is needed to support “Priority C” [Leadership role] in First Nations communities?

***Organizations need to support**

- Leaders to support in writing stating commitments, defining roles and delivering
- Have youth part of the process (from the start) by creating roles for them
- Commitment of time to mentor youth and make connections

***Grooming**

- educating youth their history and traditions
- creating programs for youth to experience different roles
- identifying someone who will dedicate themselves to be a positive role model
- current leaders should support and embrace future leaders when they see them
- give youth meaningful duties/responsibilities to encourage them to contribute
- create education and culture based youth programs
- having self-governance school based in the community

***encourage on going education at both high school and college levels**

***let youth know that home will always be home and encourage them to teach others**

***recognition is important as it reinforces the notion that individuals are important**

Prairies Region (MB, Saskatchewan and Alberta)

What is needed to support “priority A” [Education Campaign] in First Nations communities?

- tackle school boards to implement it in the curriculum
- gather support from the community
- campaigning by extensive writing, surveying, and proposal writing
- feedback NCFNG and other governance organization from across the country
- getting youth to speak out on governance issues
- utilizing the internet
- providing awareness of rights

- young academics coming together
- put governance research into work
- providing tool kits on history, land, legal aspects targeting youth
- a central location for youth to get together away from home
- utilizing technology to reach youth because youth are more receptive to learn through technology
- financial resources need to be allocated from businesses, sponsorships, bands, big corporations, and governments
- involvement of adults and elders

What is needed to support “priority B” [Culture] in First Nation communities?

- support language because it very important
- practice spiritual activities such as sweat lodge ceremonies
- learn how to do outdoor activities such as fishing, hunting and living off the land
- elders to teach the young activities
- build crafts and beadwork
- parents need to teach the young their language
- have concert in the language in the community
- programs that will help the people sing and talk in the language
- having youth do a skit on what their family did in the community
- have a place where the young people can sew cloths for themselves
- the young to go back to traditional foods
- providing traditional lifestyle classes
- medicine picking
- building canoes and shelters in a traditional way
- sharing stories
- culture has to be traditional, holistic, and spiritual
- values of how to treat women, children and elders with respect
- studying Aboriginal documents
- knowing your community, history and family history

- Aboriginal language immersion program in needed
- environmental issues
- cultural values
- communication styles
- strong communication
- let people know about self-government issues
- have self-government conference
- build a leadership committee that can work with elders
- communicate with elders and get their support
- telling people know where they are from
- know their history
- they need to know the legal system
- teaching the youth the importance of culture
- culture is language and spirituality
- strong relationships with elders
- strong relationships with people that have cultural knowledge
- strong relationships with people that get involved in the culture
- following cultural practices
- participating in cultural ceremonies and teaching traditional values
- elders to transfer leadership roles
- have youth live within cultural activities
- youth and elders to come together
- elders need to teach our culture, traditional values and beliefs to youth
- support is needed from leadership for cultural values and ceremonies
- ceremonies needs to be practiced and protocols needs to be followed
- financial assistance is needed for cultural projects
- different cultures need to be respected

What is needed to support “priority D” [community support] in First Nations communities?

- consistent mentorship program with elders and youth is needed
- set of protocols based on traditional values of ethics
- design leadership programs based on traditional values
- A program to teach adults ways to support youth and work with youth
- framework to support youth to be involved in meetings and negotiations
- having youth exchanges with other nations
- programs for youth who want to be involved on band councils
- events that recognizes youth
- create support networks for families to push youth to continue in school
- creating pamphlets and posters to inspire youth
- communication gatherings, conferences and activities in the community
- traditional values
- educating youth to run little projects
- getting organizations with money and resources to take youth seriously
- share resources, listen to youth and understand youth
- have servicing organizations to go into communities to understand their needs
- recognize and include the small, quite and humble people into your programs
- respects everyone and help others through different techniques
 - open forums
 - art shows and events
 - story telling
 - ceremonies
 - gatherings
- what is needed is education, cultural values, elders and leadership
- needed financial assistance to fund youth programs
- youth need to understand governance process
- develop constitution forum with community input

Ontario Region

What is needed to support “priority A” [Education Campaign] in First Nations communities?

- educated people to teach others
- more programs and resources to support education
- professional guest speakers
- easy access to support systems
- computer and internet access
- people of all ages to be involved in committees, councils and boards
- honest people that will not misuse funds
- First Nations studies courses in elementary and secondary school for everyone
- cultural workshops for natural resources companies done by elders and youth
- having elders transfer knowledge to youth
- self esteem workshops on and off the reserve
- develop courses that help improve the image of First Nations in the media
- using bill boards and radio stations
- informing about churches and other religious institutions
- using colleges and universities
- fighting INAC
- ongoing youth engagement through committees and centers
- word of mouth through students
- teaching about governance in welfare offices
- talking to mayors and premiers
- make the governance information available to homeless, gangs, and inmates
- having information about rights online

What is needed to support “priority B” [Culture] in First Nation communities?

- our own schools that teach our language
- information pamphlets, workshops and website on history and colonization
- chief and council members to participate in ceremonies and practices

- chief and council to respect traditions even if they do not believe them
- elders
- anyone with authority positions to support the teachings
- sweat lodges, teepees, land, rivers, animals, sun, and grandmother moon ceremonies
- stories about and acknowledging the spirit with in us
- people need to know their language
- healers
- elders, volunteers, committees and groups that understand culture and medicine
- people to inspire youth to want to learn oral traditions, medicines, and ceremonies
- youth groups that teach dancing, sewing, making cloths such as gloves and moccasins
- need money to purchase supplies for programs and for administration
- quest speakers and elders

What is needed to support “Priority C” [Leadership role] in First Nations communities?

- capacity building
- leadership development tool kit for people who want to change
- land use studies and how to engage community
- identify role models or mentors
- tool kit on how to find role models
- resources, money, and human resources
- good human relations
- know your traditional roles through teachings
- educated people, professors and people with jobs within the government
- business leaders to inspire
- elders who are willing to sit and talk and tell stories
- easy access to programs in communities
- mentoring for possible leaders to feel empowered
- positive reinforcement of the environment
- learning from other communities

- knowing the meaning and the importance of culture
- elders need to teach leaders
- leaders need to take cultural awareness courses
- children can watch while the leaders learn the culture
- youth exchange
- youth have to be aware of their choices
- positive environment where everyone is involved
- incentives for people who share the same cause
- start early at age 1 to 4
- older sibling watching youth
- holistic way of teaching
- healing workshops
- lodges for healing
- compare the current leadership systems with other good systems

Quebec Region

What is needed to support “priority A” [Education Campaign] in First Nations communities?

- support young students at school within their territory
- the educators need to be educated about first nation’s governance issues
- technical infrastructure is needed
- funding
- education material
- intervention conferences on equal rights
- community based workshops for off-territory students and adults
- when you are targeting youth, you also have to include the adults
- to be a good leader, you have to know who you are
- equal rights
- post-secondary education, high school and college education campaign

What is needed to support “priority B” [Culture] in First Nation communities?

- awareness of what traditional knowledge actually is
- community needs to want to keep culture
- elders are the protectors of traditional knowledge
- more elder and youth cultural workshops in the community
- more involvement in the community
- language classes have to be available
- culture classes have to be part of the curriculum
- youth needs to be involved in the community
- community needs to be involved in pow-wows and ceremonies
- festivals and socials of the community need to incorporate traditions
- encourage youth to stay in school
- recognizing days important from a traditional perspective as holidays
- getting around the idea the Christianity as being the most important

What is needed to support “Priority C” [Leadership role] in First Nations communities?

- older people must have faith in young leaders
- patience and understanding
- learning from mistakes
- strong parenting and family ties
- committing to do your best and exercising your choice
- positive role models
- mentorship programs
- more involvement with the youth
- providing more opportunities for the youth to do things
- providing apprenticeship for youth in your community
- leadership workshops
- confidence building workshops
- workshops to help each individual grow towards being a leader

What is needed to support “priority D” [community support] in First Nations communities?

- equal rights
- community based workshops
- good relationships
- more community involvement (awareness)
- positive role models
- workshops for self defense
- healthy lifestyles campaign
- teaching traditional values
- commitment/ political will
- personal will is required from the members of the community
- objectives and priorities of the community have to be understood and supported
- creativity (having potlucks rather than focusing on money to put on community events)
- open mindedness (being non-judgmental)

Atlantic Region

What is needed to support “priority A” [Education Campaign] in First Nations communities?

- strong education system with a strong board
- providing a lot of native resources such as elders involved in the education system
- having online classes for different communities
- incorporating knowledge of the Indian Act and the Self-government in curriculum
- leaders in the community need to education themselves
- leaders need to be aware of their rights
- leaders need to pass on important knowledge to the community
- leaders need do research on their rights through technology
- incentives are need for youth to attend school
- spiritual and cultural teachings are needed from pre-school to university
- teaching of language is needed
- students need to be taught their rights
- students need to be taught cultural aspects

What is needed to support “priority B” [Culture] in First Nation communities?

- spiritual aspects
- elders need to pass on their teachings and knowledge (ceremonies)
- elders need to share their stories with the youth
- elders need to share their knowledge about their land and language
- more gatherings such as pow-wows, sweats and ceremonies
- more youth need to attend gatherings
- the youth need to know about the medicine teachings
- more cultural events such as pow-wows and youth rallies
- more elders need to be part of the education system to teach

What is needed to support “Priority C” [Leadership role] in First Nations communities?

- more community support
- need more conferences and workshops on leadership
- education
- a lot of support from parents and elders
- more hands on activities that promote leadership
- cultural activities held by youth
- support within community government
- a lot more educated youth
- a lot more incentives for educated youth to come back to their community
- more mentors
- more involvement from chiefs
- community support
- opportunities from provincial government
- youth involvement
- workshops on self-confidence building and public speaking
- elder input
- more educated leaders and positive role models