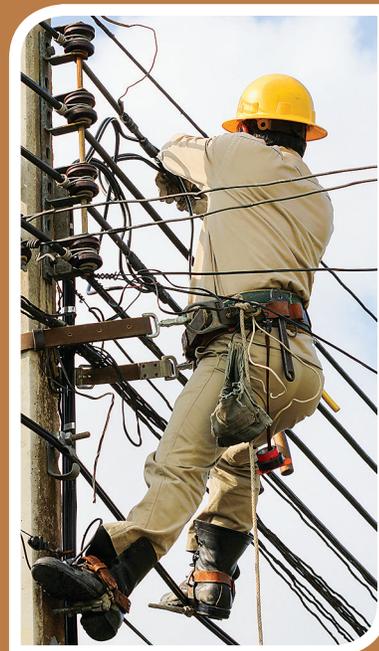


FIRST CHOICES FIRST NATIONS

SUMMER/FALL 2016

How Educators, Employers and First Nations in BC are creating career paths for Aboriginal Youth



Acknowledgments



Aboriginal access to expanded career, educational and economic development opportunities has become a widely shared mission in British Columbia.

Employers, post-secondary institutions and the provincial government have seized the initiative to bring these expanded opportunities to fruition. Aboriginal communities across BC have established dynamic, creative programs to build academic achievements leading to employment success.

This publication tells some of those success stories. These are “good news” stories because they illustrate the power of commitment and cooperation.

A note of appreciation is hereby extended to the employers, colleges and universities who provided time and information. The hospitality of the Musqueam Indian Band at its Career Fair was a key factor in getting the information in these pages.

Special acknowledgement is expressed to the Province of BC for funding support and to FORED BC, the publisher.

Victor Godin • EDITOR

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90 Years Plus of Helping Community Dialogue

This publication is produced by FORED, a non-profit association that has supported community dialogue in British Columbia since 1925.

That dialogue has always been built around the themes of sustainability and citizen development.

That means helping communities, including Aboriginal communities, achieve growth based on shared values.

As part of this effort, the association has a program called AHEAD, standing for Aboriginal Heritage, Education and Dialogue. AHEAD was created to bring communities together to talk about future economic and career opportunities that respect tradition and ways in which Aboriginal youth could be prepared for those opportunities.

This magazine is part of the AHEAD program.

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PUBLISHER: FORED BC

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Roundup of innovative ideas from First Nations on careers and education.

COVER PHOTO:

Musqueam dancers by Helen Sutherland



We acknowledge the financial support of the Province of British Columbia.

CAREERS, CULTURE AND COOPERATION:

The Musqueam First Nation Opens Paths For Youth



A traditional symbol of the Musqueam Indian Band captures the challenge of supporting career development for the Nation's young people while upholding traditional values. The symbol is the Musqueam spindle whorl that draws upon the Nation's weaving heritage, a tradition of bringing diverse strands together for strength and unity.

This concept was very much evident in the recent Musqueam Career Fair that is held each spring. This year's fair brought together students, employers and academic institutions in a program that allowed students to enhance their interview skills with professional recruiters. They also had the opportunity to learn about post-secondary programs attuned to aboriginal values and expand their knowledge of today's complex job market.

opportunity to learn about post-secondary programs attuned to aboriginal values

The Career Fair was organized under staff leadership from the Nation's Employment and Training Department and its Education Department, with sponsorship support from the New Relationship Trust and the Musqueam Capital Corporation.

Over 30 partners, including employers, post secondary institutions and trades training organizations, set up interview and information tables. Students were encouraged to visit a maximum number of booths and collect a special passport stamp at each booth in order to participate in draws for prizes donated by partners. Over 100 students attended and participated in more than 60 job interviews. Within two weeks, two had already started in new jobs.

A variety of career sectors were represented including construction, finance, energy, tourism, hospitality and technology. Post-secondary program information and counseling were available from a number of disciplines such as food science, business



TERRY SPARROW • Employment & Training Coach • Musqueam Indian Band • “We spearhead programs to help our youth navigate a complex job market”

and forestry. Trades training opportunities covered a wide range of programs facilitated by institutions, employers and trades groups.

Within two weeks, two had already started in new jobs.

The Employment and Training Department of the Musqueam First Nation, among its core functions, offers training and support programs, employment counseling, as well as resume and job search support. The Education Department facilitates school placement, liaises with secondary and post-secondary institutions, provides guidance and information for Musqueam parents and provides tutors for homework clubs.



The Vision Statement adopted by the Musqueam Chief and Council says in part that the Musqueam people work together “to develop a sustainable, self – reliant, vibrant community built upon historical and traditional values”.

The Career Fair captured the essence of that statement as students could chat with leading edge employers, academic advisors and trades officials while being entertained by Musqueam traditional dancers and enjoying a community feast.

All of the threads, past, present and future were drawn together.



FAYE MITCHELL
Education Manager
WANONA SCOTT
Employment & Training Manager
MUSQUEAM INDIAN BAND



RENEE STOGAN
Daycare Manager
LINDSAY GIBSON
Employment & Training Assistant
MUSQUEAM INDIAN BAND

This year’s fair brought together students, employers and academic institutions in a program that allowed students to enhance their interview skills with professional recruiters.

BC employers have a variety of programs dedicated to providing career and business opportunities to First Nations in BC.

THE FOLLOWING PROFILES PROVIDE A SNAPSHOT.

POWERING ABORIGINAL CAREERS AND BUSINESS

The Aboriginal Employment and Business Development (AEBD) Strategy was created by BC Hydro so that it could increase recruitment of qualified aboriginal talent while at the same time, open doors for aboriginal businesses. The latter objective also serves as a job growth strategy for first nations because as they build companies that supply goods and services to BC Hydro, career paths are opened for their members.

To support this initiative, BC Hydro also provides experiential training and skills upgrading programs designed to increase employment opportunities. These include: a youth hire program, a pre-apprenticeship program, apprenticeship programs, co-op and job-shadowing opportunities as well as a trade bursary program.

The intent of these programs is to help aboriginal people learn about the work environment in order that they can follow a training path that matches their interests.

To access job opportunities, aboriginal applicants can create a personal profile with Hydro on-line and then directly book an appointment with an aboriginal program advisor. At that session, the potential employee is guided through the first steps of assessing the range of employment opportunities with the utility.

The business development program for aboriginal businesses also starts with on-line registration. Many such businesses already are in the supplier chain for BC Hydro and the utility also offers consulting support to help such businesses plan for future expansion.



JAY GLADISH
Program Coordinator
EMILY CASS
Public Affairs Officer
Aboriginal Employment & Aboriginal Relations Business Development

BC HYDRO

Through its Aboriginal Contract and Procurement Policy, BC Hydro provides access to aboriginal businesses in its numerous operations across the province. These opportunities are strengthened through a select tendering process geared to first nations as well as breaking up large contracts so that smaller aboriginal companies can bid for a share.

In order to qualify as an aboriginal company, the contractor must meet the following criteria.

If one person owns it, that individual must be aboriginal. If it’s a corporation or a partnership, then aboriginals must own 51 per cent of the shares. If it has six or more employees at the time of submitting its bid, at least one third must be aboriginals and that portion should remain the same throughout the contract.

There are many success stories in this program. The following are a few.

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› continued from page 5

The Shuswap Nation developed temporary construction camps for 250 contractor employees at BC Hydro's Mica upgrade project. Currently, members are employed at the camps providing a range of services from catering to maintenance.

Nisga'a Nation contractors have been involved in building 200 kilometers of access roads for the Northwest Transmission Line project.

The Tahtlan Nation Development Corporation prepared the site for the new Bob Quinn sub station.

With the rapid changes in today's economy driven by technology and changing demand for natural resources, BC Hydro is helping to ensure that first nations have the internal management skills to capitalize on change for the benefit of their people.

BC Hydro is helping to ensure that first nations have the internal management skills to capitalize on change...



ON TRACK FOR SUCCESS

Western Pacific Enterprises (WPE) is an award-winning company involved in the construction of many major projects in British

Columbia. One of these projects, involving the installation of cable and technology systems for the Evergreen Skytrain line, included a partnership with the Musqueam Nation.

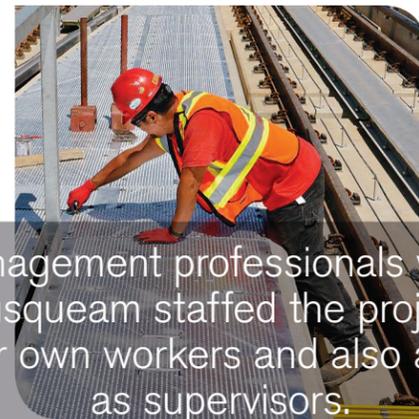


Spearheaded by Ron Fettback, Vice President of Operations for WPE, the project included a contract with the Musqueam to provide manpower to install the full walkway system on the project. Under the arrangement, management professionals with the Musqueam staffed the project with their own workers and also acted as supervisors. The Musqueam supervisor would report to the WPE site superintendent, who, in turn, kept the customer, TransLink, aware of progress.

The Musqueam Nation was essentially a sub-contractor for the project and paid the workers directly. In this case, not only were eight fulltime jobs created over a one-year period but also the Musqueam First Nation expanded on its growing business operations skills.

The Evergreen line is a billion dollar plus project with six new stations and is part of the longest automatic rapid transit system in the world.

With the experience gained on this project, the nation and the Musqueam workforce will be well positioned to participate in the expected new infrastructure projects that will be funded by the federal government.



Management professionals with the Musqueam staffed the project with their own workers and also acted as supervisors.

BUILDING ABORIGINAL MANAGEMENT TEAMS

The Aquilini Investment Group owns a diverse range of holdings including an international construction company and hospitality enterprises. It also owns the Vancouver Canucks.

The family is building another type of team through its gift of \$250,000 to the Sauder School of Business at UBC to support aboriginal post-secondary studies in business.

Upon making the gift, Luigi Aquilini, founder of the Group said:

"we hope to encourage the development of a new generation of leaders and entrepreneurs who can work in their communities to harness their vast potential".

The support will go to students in Sauder's Aboriginal Management program, a four-month intensive business studies program tailored for aboriginal people already in careers.



JOHNNA SPARROW
Aboriginal Relations Advisor
AQUILINI DEVELOPMENT & CONSTRUCTION

A FUTURE IN THE CARDS?

For many aboriginal communities across Canada and the USA, the gaming industry has been a pathway to economic development and career opportunity.

The Edgewater Casino in Vancouver has announced that it will double its workforce in 2017 and attended the Musqueam Career Fair to attract applicants.

Job opportunities in the casino sector cover a spread of career paths including customer service, marketing, security, gaming professionals and human resources.

Some of the listed job requirements in the Edgewater job list illustrate that the casino industry is looking for people of exceptional quality. Under the category of card dealer, for example, here are some of the skills required:

- quick thinkers with good mathematical skills required to determine winnings, losses and game outcomes
- superior customer service and interpersonal skills
- ability to deal with stressful situations in a loud environment
- excellent communication skills both written and oral

If a person is 19 years of age, has these and other prerequisites and passes the interview, they are placed in a three-week training program.

MILAGROS CHU
Talent Acquisition Specialist
EDGEWATER CASINO
Vancouver



Post-secondary institutions in BC offer educational options to first nations students that uphold cultural values while preparing them for diverse careers.

HERE ARE SOME EXAMPLES OF THE MANY CHOICES AVAILABLE.

JAMES BECK
Academic/Financial Planner
NVIT

Over 60 per cent of the faculty at The Nicola Valley Institute of Technology is of aboriginal ancestry

ABORIGINAL EDUCATION: A UNIQUE PROFILE

The Nicola Valley Institute of Technology (NVIT) has been a public institute since 1995 and has a unique profile in the field of aboriginal education. Over 60 per cent of the faculty at NVIT is of aboriginal ancestry, the largest such composition in Canada. As well, more than 80 per cent of the students last year were from aboriginal ancestry and came from 118 aboriginal communities. NVIT enrollment at its main campus in Merritt BC or its Burnaby campus is open to people of all cultures.

The scope of programs offered by NVIT serves the rapidly expanding needs of aboriginal communities in a manner that is culturally attuned. Some of the major study programs include:

Environmental Resources Technology

The aim of this program is to give students a well-rounded education in natural resource sectors including forestry, fisheries enhancement, mining and grassland ecology. This broad-spectrum approach meets the needs of a student population originating from aboriginal communities with an array of resource-based economies.

Aboriginal Governance and Leadership Program

It's designed for working professionals in leadership roles across all aboriginal organizations. Areas of study include contract management, negotiations as well as the

theory and practice of economic development.

Trades education programs cover fields including Plumbing and Piping, Residential Construction Foundations and a Pre-apprenticeship Electrician Program. Another program called Bridging to Trades provides pre-foundational training in four trade areas as well as developing skills in resume writing, interviews and job search techniques.

NVIT also provides Community Education (CE), an alternative education model that delivers education in aboriginal communities across Canada. The programs are designed and delivered to meet the specific needs of the communities.

Give students a well-rounded education in natural resource sectors.

COMMUNICATION, CULTURE AND FORESTRY



ANDREA LYALL, RPF
Aboriginal Initiatives Coordinator/Sessional Lecturer
UBC SCHOOL OF FORESTRY

for professional foresters. As the environmental movement expanded it became essential for the profession to be competent in explaining forestry practices to a concerned public. Aboriginal communities have secured the right to be consulted on forestry plans not just within their territories but also nearby. Recently, the Union of BC Municipalities produced a policy paper outlining the concerns of BC municipalities with the lack of consultation from forest companies operating in their area.

Thus, studies in community and aboriginal forestry are closely linked and timely.

Building on its long-standing educational commitment in aboriginal forestry, the University of British Columbia has broadened its academic offerings through a new Forest Resources Management Major.

The Major, Specialization in Community and Aboriginal Forestry (CAF) is designed to give students the skill sets and accreditation to advance in this growing field. Throughout the program, emphasis is placed on encouraging communication, both oral and written, creative thinking, critical analysis and professional pride.

Communication skills have steadily increased in importance

The CAF program requires students to take five compulsory courses including Aboriginal Forestry and Principles of Organizational Behavior. The first course deals with issues that may be encountered in professional natural resources work with or for aboriginal communities. The second covers topics including organizational structure, group processes, motivation and leadership. The five required courses lead to 15 credit hours.

In addition, students must earn another 12 credit hours from a list of 19 electives. The list includes courses such as: Ethnic Relations, Introduction to a Salish Language, Forests and Society and Global Indigenous Politics.

Communication skills have steadily increased in importance for professional foresters.

SYMBOLS AND SUCCESS

Blue lilies called the camas flowers were an important trade and food staple item to the indigenous people who inhabited BC for millennia. Camosun College based in Victoria BC adopted the six-petalled flower as a visual symbol of the services it provides to Aboriginal students and communities.

Camosun has over 18,000 students including more than 1000 Aboriginal students from 50 first nations. Indigenous programs have been integral to the college for over 25 years.

◀ TREVOR GOOD, MSW
Indigenous Academic Advisor/Community Liaison
CAMOSUN COLLEGE

THE FOLLOWING ARE SOME OF THE OPTIONS AVAILABLE FOR ABORIGINAL STUDENTS.

ABORIGINAL ACADEMIC UPGRADING

It includes English, math and basic computer studies courses that incorporate indigenous content designed to meet the needs and interests of Aboriginal students.

ARCHAEOLOGICAL FIELD ASSISTANT

This one-month certificate program covers the skills needed to work in an archaeological dig site. It is of interest to first nations community members interested in participating in cultural resource management within a traditional territory.

INDIGENOUS BUSINESS LEADERSHIP

The program builds the practical skills needed to succeed in modern businesses and incorporates aboriginal perspectives. Completion of first year leads

to a certificate with a diploma being granted in second year.

INDIGENOUS COLLEGE PREP

This eight-month certificate program prepares students to enter colleges where English 12 and math 10 are prerequisites. It maintains a focus on Aboriginal community issues.

INDIGENOUS FAMILY SUPPORT

This certificate program helps students develop the knowledge, skills, values and insights needed to work with indigenous individuals and families in schools and communities.

INDIGENOUS HUMAN SERVICES CAREER ACCESS

To help students explore various human services career options, this eight-month program also offers upgrading paths to meet admission requirements.

INDIGENOUS STUDIES

A two-year university transferable diploma program prepares students to work in a leadership capacity in urban and on-reserve communities and government. It includes indigenous studies as well as community and land-based learning opportunities.

The School of Trades and Technology provides a series of Aboriginal trades training programs while the School of Health and Social Services offers seats on a priority basis to qualified Aboriginal students in nursing and early learning care.

To round out the learning experience at Camosun, aboriginal students can participate in their own students' association. It combines social and cultural activities and supports aboriginal sports programs.

IN FOR THE LONG TERM



◀ SHANE HARTMAN
Indigenous Community Liaison
& Outreach Coordinator
UVIC

At the University of Victoria, the Office of Indigenous Affairs (INAF) makes a clear commitment of a lifetime partnership to aboriginal students. The mission statement of INAF says "Before, during and after your time at UVic, we're here to connect you with educational, financial and cultural resources on campus and in local communities".

While the main responsibility of INAF is supporting indigenous students it also fosters indigenous partnerships and promotes the inclusion of indigenous content in UVic curriculum.

Each July, UVic offers an Indigenous Student Mini-University Summer Camp. It provides indigenous students from grades 8 to 12 who reside in BC with a glimpse of post-secondary education through a week of academic, physical, creative, cultural and social activities.

TRAINING PARTNERSHIP

Kwantlen Polytechnic University (KPU) is in the first year of a three-year program that will provide skills and trades training to 188 participants from four first nations in the Greater Vancouver area.

Members of the Musqueam, Squamish, Tsleil-Waututh and Kwikwetlem First Nations will receive training that will lead to employment opportunities in the liquid natural gas and construction industries. The target groups include those who are unemployed, underemployed, receiving social assistance, recent high school graduates or those seeking a career change.



Course content ranges from essential job skills and literacy upgrading to more advanced training...

The three year program was made possible through a \$2.7 million provincial grant to Kwantlen, part of the \$30 million Aboriginal Skills Training Development Fund scheduled to run until 2018.

Course content ranges from essential job skills and literacy upgrading to more advanced training in areas such as scaffolding, environmental monitoring, carpentry and plumbing.

Kwantlen offers over 120 post-secondary programs including bachelor degrees, associate degrees, diplomas, certificates, citations and apprenticeships.

BUILDING BONDS THROUGH EDUCATION

With over 1200 students of aboriginal heritage, the British Columbia Institute of Technology (BCIT) encourages students to launch and participate in initiatives to enrich their educational experience.

One such effort is the Aboriginal Mentorship Program. Through this program, first year aboriginal students are paired with a mentor, a fellow student who has experienced the daunting challenges of adjusting as a new student. Many of these first year students are from small communities and are experiencing a big city and a large institution for the first time. The mentor acts as a friend and a guide.



DERIK JOSEPH BA, MA
Advisor
Aboriginal Student
Services

MARITA LUK, MA
Business Development Manager
School of Construction
and the Environment

BCIT

Another initiative called the Aboriginal Cultural Club was established to help students connect with each other, highlight employment opportunities and promote cultural awareness. Aboriginal teachings are part of the Club's activities and membership is open to all students at BCIT.

There is an Aboriginal Gathering Place at the BCIT Burnaby Campus that is called "Mi Chap TukW", a Salish term meaning "home away from home". Students and

staff from across BCIT are invited to participate in ceremonies celebrating the diversity and richness of aboriginal culture.

Many of these first year students are from small communities and are experiencing a big city and a large institution for the first time.



SHARING NEW OPPORTUNITIES



...ensure that the "aboriginal voice" is an integral part of the post-secondary system.

In the next 10 years, there will be over one million new job openings in British Columbia. To ensure that first nations can access an appropriate share of those jobs, the Ministry of Advanced Education (AVED) developed an action plan entitled Aboriginal Post-Secondary Education and Training Policy Framework. The goal of the Framework is to address barriers and support change in key program areas that encompass all aspects of post-secondary education and training so as to expand career opportunities for first nations.

Underlying research finds that the aboriginal population in British Columbia is growing at more than triple the rate of the non-aboriginal population. As a result, it is younger with more than 50 per cent of that population being under age twenty-five. About 60 per cent of the aboriginal population in BC lives in urban areas, 26 per cent live in first nations communities and 14 per cent live in rural areas. Only 54 per cent of the aboriginal population in the public school system graduate from high school within six years of entering grade eight compared to 83 per cent of non-aboriginal learners.

Of those who do complete high school, 17 per cent attain the prerequisites to attend university.

Findings related to employment for the aboriginal population point to disparities that the framework document is intended to address. A recent labour force survey found that the employment rate for aboriginal workers was 58 per cent compared to 71 per cent for the non-aboriginals in the workforce. These official labour force surveys do not measure unemployment for people who live in aboriginal communities where the numbers might

actually be higher. One interesting finding in the framework document is that an aboriginal woman with a bachelor's degree earns about \$2500 more a year than a non-aboriginal woman with the same degree. It also found that aboriginal men with a bachelor's degree earn \$3700 less per year than non-aboriginal men with the same degree.

The Framework aims to increase the number of post-secondary credentials awarded to aboriginal learners by 75 per cent by 2020 compared to 2010 levels. It also intends to increase the percentage of aboriginal youth making the transition to post-secondary education by 90 percent for the same timeframe.

Another objective of the Framework is to ensure that the "aboriginal voice" is an integral part of the post-secondary system. To that end, more aboriginal people will be appointed to serve on post-secondary boards.

The Framework is also a commitment to promote community-based delivery of programs and services to augment the access to such programs in aboriginal communities.

Creative Approaches to Education and Employment

First Nations across British Columbia are engaged in a variety of initiatives to promote educational achievement and employment prospects for their youth.

THE FOLLOWING ARE SOME EXAMPLES OF CREATIVE APPROACHES UNDERWAY.



THE STO:LO NATION operates the Sto:Lo Aboriginal Skills & Employment Training (SASET) agency as a launching platform for employment training and careers. The SASET formula is based on four principles:

To provide quality intake, assessment and referral services.

Assist each client in the development of a realistic action plan

Provide access to programming to ensure clients' continuous movement along the employability path.

Facilitate effective partnerships with multiple stakeholders.

SASET engages in continuous consultation with local employers and maintains up-to-date information on regional labour trends in order to tune training programs to real needs.

THE MCLEOD LAKE INDIAN BAND offers a range of support programs for students at the secondary and elementary levels. These include tutoring programs at all levels to help students achieve provincial outcomes, prepare for exams and attain the requirements for entering post-secondary institutions.

Employment support services include resume writing, job counseling, referrals and financial assistance for essential work gear.

THE KASKA DENA Council has placed a strong linkage between language preservation and members' achievements. To that end the Kaska Dena have established a partnership with the University of British Columbia to create a dictionary of the Kaska Language. A team from UBC works with a Kaska elder who provides guidance on pronunciation and language.

Funding for a variety of career-related courses is provided by the **HAISLA NATION** to community members. One stream is for short term certificate courses that are delivered through accredited institutions. Courses must be relevant to a current or potential job.

Under the Apprentice Training category, Haisla members are indentured through arrangements with private or public sector partners. Cost coverage includes tuition, books, safety equipment and clothing.

THE SECHLT INDIAN BAND has established an education department that oversees a range of programs with an emphasis on maximizing community engagement in the educational experience.

Programs encompass career and employment training, post-secondary counseling and culture.

In the spring of 2016, the nation launched a career initiative to attract community members into welding, pipefitting and metal fabrication apprenticeships.



THE PENTICTON INDIAN BAND has a fully staffed education centre that combines employment services. The education mission includes preparation for post-secondary studies or training, promoting independence, guidance on academic planning and cultural education.

Employment counseling helps youth develop career goals and select avenues of training that will lead to achieving those goals.

THE LOWER SIMILKAMEEN INDIAN BAND offers an array of employment support programs. The programs help youth identify their goals as well as the strengths and personal

development needs that are related to those goals. Services to unemployed members include resume and interview counseling, a job board and assistance on self-employment.

Additionally, the nation provides access to job search tools, computers and telecommunication equipment. Members are offered personalized job search plans.



THE KTUNAXA NATION has operated an Employment and Training Centre for over 20 years. The centre has a job board updated daily and computer stations that members can use for job search purposes. A temporary job pool

list is maintained and shared with local employers who are partners.

Members of the nation's employment team will assist members with resumes, cover letters, search strategies and individual training plans. They also offer counseling for employer partners. In addition, the centre holds weekly workshops for career advice and strategies.

A program called Bladerunners provides training for members between 19 and 30 to meet changing employment needs.

THE HAIDA NATION Education Department has a special program to assist in post secondary planning. It helps students explore options by guiding them through post-secondary web sites, helps them refine their search based on interests and capabilities, ensures they understand admission requirements, keeps them on track to meet application deadlines and guides them through the on-line application process.

THE KITSELAS FIRST NATION includes an adult education school in its educational program mix. It employs a teacher to guide students through on-line study programs and offer supporting tutor services to help them attain their Dogwood certificate.

The education department also operates a homework club, including tutoring, to help students of all ages.



Members of the **GITANYOW FIRST NATION** can get the services of an employment and training coordinator to improve their chances to secure employment in growing sectors. Numerous partnerships have been established to provide training opportunities in construction, GIS and GPS Information Systems and mining.

THE LOWER NICOLA INDIAN BAND has an Education Department that incorporates programs ranging from career fairs to cultural education. Educational assistance packages include funding for school supplies, tuition and living allowances for post-secondary students. Underlying the department's efforts is a continuous emphasis on cultural education.



THE CHEMAINUS FIRST NATION Education Department incorporates educational programs that serve all students from pre-schoolers to adult education. It currently operates a daycare, primary school, middle school, secondary school and college.

The department participates in a number of regional and provincial organizations that advocate for education opportunities for First Nations.



THE ADAMS LAKE INDIAN BAND

established a traditional language school in 1991 based on the principle that knowledge of language, traditions and beliefs was central to the achievements of both the nation and its members.

Prior to the founding of the school, in 1987, the Adams Lake Indian Band worked cooperatively with neighbouring First Nations to create a "Language Nest". It was an immersion program for children under five to learn their traditional language.

A central value of the Adams Lake First Nation is expressed in the term "We are all related". Based on that value, the Nation supports other first nations in their quest for language revival.

